



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

April 25, 2011

R. Loftin, Ph.D.
President
Texas A&M University
Office of the President
1246 TAMU
College Station, TX 77843-1246

Dear President Loftin,

At its meeting on March 31-April 3, 2011 the Commission on Accreditation (CoA) conducted a review of the Ph.D. program in Counseling Psychology at Texas A&M University. This review included consideration of the program's most recent self-study report, the preliminary review of June 28, 2010 and the program's response to the preliminary review received on September 15, 2010, the report of the team that visited the program on November 4-5, 2010, and the program's response to the site visit report on January 5, 2011.

I am pleased to inform you that, on the basis of this review, the Commission voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2015**. During the interim, the program will be listed annually among accredited programs of professional psychology in the *American Psychologist* and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

The Commission would like to provide the program with a summary of its review. This is provided below according to each of the accreditation domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review.

Domain A: Eligibility

As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.

The doctoral program in Counseling Psychology at Texas A&M University is housed within the College of Education in the Department of Educational Psychology. The program's mission is consistent with that of the department and the college. The program has a sufficient number of students and clearly stated policies and procedures.

The program is consistent with the provisions of this domain.

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Domain B: Program Philosophy, Objectives and Curriculum Plan

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy.

The program espouses a scientist-practitioner model of training and identifies program objectives and competencies that are consistent with this goal. Identification of evaluation tools and minimum thresholds for achievement are specified for each competency. Training for practice is sequential and graded in complexity. The quality of the curriculum and practicum training is reflected in the students' particularly high internship placement rate at APA-accredited sites. Attention to diversity issues is particularly well-integrated through all elements of the program.

Three iterations of program goals, competencies, objectives, and minimum thresholds of achievement were presented; the original set in the self-study (pp. 14-15), one in the response to preliminary review (pp. 2-13), and one in response to the site visit report. The final version submitted with the program's response to the site visit report breaks the third goal into three separate goals, so that now there are five program goals (rather than three). This redefinition retains the substance of the program, and the program still includes identification of competencies and objectives. Review of the program's website (on 4/12/11) reveals that these changes were not implemented on the website or in the 2010 Program Handbook (which is also provided via the website). Both of these resources reflect the original three program goals. By **September 1, 2011**, the program is asked to confirm that the goals identified in response to the site visit report have been implemented and that students are aware of this redefinition. Also, as will again be noted in Domain G, the program must update the program's website and public materials to present the program's current goals, objectives, and competencies.

Review of the syllabi for the required activities in the curriculum area of cognitive and affective aspects of behavior (self-study [SS], p. 17) reveals thorough coverage of cognitive aspects of behavior. However, in the professional judgment of the Commission, coverage of affective aspects of behavior was not demonstrated in the syllabi of the required courses in this area. In a narrative response due by **September 1, 2011**, the program is asked to discuss how the current body of knowledge in affective aspects of behavior is covered in the program consistent with Domain B.3(a) of the *Guidelines and Principles for Accreditation (G&P)*. The program is asked to provide the most recent copy of any syllabi mentioned in this response.

In the Domain B.3 table (SS, p. 17), the program indicates that the required curriculum area of social aspects of behavior has several courses as required training activities, one of which is the course CPSY 689: *Social and Counseling Psychology Interface Seminar*, taught by Dr. Tim Elliott. In reviewing Dr. Elliott's abbreviated curriculum vita (SS, Appendix B), there does not appear to be demonstration of substantial expertise in social psychology. In a narrative response due by **September 1, 2011**, the program is asked to clarify how Dr. Elliott is qualified (by education training and/or experience) to teach a required course in social aspects of behavior.

The Domain B.3 table indicates that for human development, students must either take EPSY 646: *Child & Adolescent Development* OR EPSY 647: *Adult Development and Aging* (SS, p. 18). Of these two courses, the former is a course focused on child and adolescent development and the latter focuses only on adult development aging. Based on the titles of the courses and a review of syllabi, it does not appear that full lifespan development is covered in either course alone. In a narrative response due by **September 1, 2011**, the program is asked to discuss how broad and general coverage of the current body of knowledge in human development is achieved consistent with Domain B.3(b) of the G&P and Implementing Regulation [IR] C-16 (attached). The program is asked to provide the most recent copy of any syllabi mentioned in this response.

The Domain B.3 table indicates that for theories and methods of consultation CPSY 689: *Psychological Consultation to Organizations* may be chosen, but is currently not a required course in the program (SS, p. 19). Given that this course is not required, it is unclear how the program provides coverage in this required curriculum area. In a narrative response due by **September 1, 2011**, the program is asked to explain how ALL students receive broad and general coverage in theories and methods of consultation consistent with Domain B.3(c) of the G&P and IR C-1, and IR C-16. The program is asked to provide the most recent copy of any syllabi mentioned in this response.

It was noted that the program provided program syllabi (SS, Appendix B) for several different semesters of the same course and that the syllabi were not presented in any particular order. To clearly demonstrate the program's current curriculum, in the next self-study, the program is asked to provide only the most recent version of syllabi for all required courses and to arrange the syllabi in some kind of systematic order (e.g. by course number).

Domain C: Program Resources

The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.

The program has a sufficient faculty and receives good support from associated faculty in the department and at the University. Students are qualified for the program by both ability and professional interest. The student body is sufficient in number for meaningful socialization and peer interaction. Conversations with students indicate that core faculty are available for mentoring and serve as strong role models. The program has the resources it needs to achieve program goals, and sufficient control and oversight of practicum experiences.

In response to the preliminary review regarding a question about core faculty, the program indicated that it has five core faculty assigned full-time to the program (response to preliminary review, p. 13). One of these full-time core faculty members listed in this response, Dr. Linda Castillo, is described in the self-study as dedicating 50% of her time to the program due to her additional role as Associate Dean for Research for the College of Education (SS, p. 42). Review of Dr. Castillo's website (checked on April 11, 2011) indicates that she continues to serve in the capacity of Associate Dean for Research. Given that it appears in the self-study and on-line that Dr. Castillo is 50% dedicated to the program yet the response to preliminary review indicates she

is full-time, the program is asked, in a narrative response due by **September 1, 2011**, to clarify the amount of time Dr. Castillo is dedicated to the program given her current position as Associate Dean of Research for the College of Education.

Domain D: Cultural and Individual Differences and Diversity

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

Attention to issues of diversity is a strength of the program. The program evidences numerous systematic strategies intended to recruit and retain faculty and students from diverse backgrounds and these strategies have met with success. Issues of diversity are infused across the curriculum in addition to required and optional focused training in this area. Students routinely have the opportunity to work with diverse clientele in practicum settings.

The program is consistent with the provisions of this domain.

Domain E: Student-Faculty Relations

The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences

The quality of student-faculty relationships and creation of an environment that is particularly attentive to issues of diversity is a tremendous strength of this program. Program policies are available via the student handbook to prospective and current students via the website. Students were able to readily identify paths to resolving grievances, and a record of formal complaints and grievances is kept in a secure environment.

The program has recently moved to an online method for storing portfolio materials and online review. Site visitors' review of evaluation materials indicate that while the online method for evaluation is impressive, their review indicated that materials were only stored for the past two years and information was incomplete and only partially collected (site visit report, p. 9). Further, there was no indication that students reviewed the comments or provided input, in contrast to the evaluation procedure outlined in the self-study (p.30). The program does have student records in paper format for the years preceding the implementation of the online system. Site visitors also noted that there was no way for students to comment on their evaluation. Therefore, it appears that currently there is no way to document that students have received and seen their evaluations. In the response to the site visit report (Item 7), the program indicated that it was exploring "a more systematic method that would ensure each student would see their evaluations and have an opportunity to meet with the program director to discuss their evaluation" (response to site visit report, Item 7). In a narrative response due by **September 1, 2011**, the program is asked to describe: 1) its plan for the systematic evaluation and feedback process for students; 2) the program's process to ensure that evaluation information is complete and kept up to date; and 3) discuss its procedures to ensure that there is a mechanism for students

to “sign off” on the evaluations to provide evidence that they have seen the evaluation (e.g. electronic signature page, etc.).

Students noted some concern about their inability to receive counseling at student counseling services (site visit report, p. 9). In the response to the site visit report, the program indicated that it will provide students with a list of mental health providers willing to provide services to students (response to site visit report, Item 6). In the next self-study, the program asked to document how students will be informed of the options they have in regard to mental health treatment given that they are unable to receive treatment at the university’s counseling service.

Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

The program periodically and systematically reviews its goals and objectives, training model, and curriculum, and related outcome data relative to the university’s mission and goals. The program is meeting a local community mental health need through its partnership with the TAMU Public Health program via the Rural Public Health/Prevention research center in Leon County. The program is using Tel-health to conduct community assessments in that region.

Domain F.1(a): Outcome Data

The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion).

The program has provided data on students while they are matriculating in the program (proximal) and on program graduates (distal) that are directly tied to program’s goals, objectives and competencies. Evaluation methods and minimum thresholds of achievement are well-specified.

Evidence of achievement of minimum thresholds of achievement are directly tied to program’s goals, objectives, and competencies and are presented as proximal data in a table attached to the response to the site visit report titled “Correspondence of Domain B to Domain F” (response to site visit report, pp. 13-24). The table that precedes this table (response to site visit report, pp. 1-12) is a redefinition of the program’s goals, objectives, and competencies that broadens its third goal so that the program now has five goals. In this table, some of the measures of competence that are titled as “Proximal Evaluation” appear to be measures for distal data (e.g. Goal 2, Objective 2A2 “Proximal Evaluation. Alumni will report being active in research activities”). In a narrative response due by **September 1, 2011**, the program is asked to ensure that the evaluation measures indicated are appropriate for the type of data being collected and resubmit the table of the goals, objectives, and competencies and clearly indicate the evaluation

mechanisms for both proximal and distal data. The program should note that items from the alumni survey are not appropriate for proximal data.

While the program has presented outcome data, it remains unclear how the program uses these data to engage in program self-assessment and enhancement. In a narrative response due by **September 1, 2011**, the program is asked to provide additional information regarding how the program's education and training processes contribute to meeting goals and objectives. In addition, the program is asked to detail how it engages in systematic processes to maintain current achievements or make changes as necessary.

The program's response to Domain F.2 was lacking in detail regarding all of the sub-categories in this Domain area. In the next self-study, the program is asked to ensure that it elaborates on how the program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, curriculum, and the outcome data related thereto, to ensure their appropriateness in relation to: a) its sponsor institution's mission and goals; b) local, state, regional, and national needs for psychological services; c) national standards of professional practice; d) the evolving body of scientific and professional knowledge that serves as the basis of practice; and, e) its graduates' job placements and career paths to provide sufficient detail and demonstrate compliance with Domain F.2 of the G&P.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

The program describes itself to current and prospective students as well as interested public parties in its public materials including the program's website. However, as noted in Domain B, changes to the program's goals are not reflected on the website or in the 2010 Program Handbook. Both of these resources reflect the original three program goals. The program must update the program's website and public materials to present the program's current goals, objectives, and competencies.

The program's public disclosure data is not complete and consistent with IR C-20 (attached). The program did not present time to completion data separately for students entering with a master's degree versus those entering with a bachelor's degree. For program costs, the program needs to update the information to reflect the costs for the 2010-2011 academic year. For internship data, the program needs to present the data for the last seven years separately for EACH year. Finally, the program did not present licensure data, which is a required component of IR C-20. The program is asked to update its public disclosure data to ensure that it is consistent with IR C-20 and provide documentation of these updates by **September 1, 2011**.

The program has identified its accreditation status as being "fully accredited" by the APA. Full accreditation is not an official status and the term 'full' or 'fully' should be removed when citing the program's accreditation status. The program is asked to update future public documents consistent with Implementing Regulation C-6[b] (attached).

Domain H: Relationship with Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program appears to be conscientious in ensuring compliance with the G&P.

Copies of correspondence were provided in Appendix T of the self-study. This correspondence details the cycle assignment and setting up the site visit. However, in Domain H of the self-study narrative (p. 34), the program details numerous personnel changes (e.g. faculty changes, changes in department chair, etc.). In reviewing the program's file in the Office of Program Consultation and Accreditation, it appears that the program did not inform the CoA of these numerous personnel changes, particularly in regard to leadership of the program. The program is reminded to ensure that it informs CoA in writing of program changes.

In order to keep the Commission informed of the program's commitment to the ongoing self-study process, the program is asked to address the following issues in a narrative response by **September 1, 2011**:

- Confirm that the goals identified in response to the site visit report have been implemented and that students are aware of this redefinition. The program's website and public materials must also be updated to reflect the restructured program goals.
- Clarify the amount of time Dr. Castillo is dedicated to the program given her current position as Associate Dean of Research for the College of Education.
- Update public disclosure data to ensure that it is consistent with IR C-20.

The program is asked to address the following issues in a narrative response by **September 1, 2011** for formal review by the Commission:

- Discuss how the current body of knowledge in affective aspects of behavior is covered in the program. Provide the most recent copy of any syllabi mentioned in this response.
- Clarify how Dr. Elliott is qualified (by education training and/or experience) to teach a required course in social aspects of behavior.
- Discuss how coverage of the current body of knowledge in human development over the lifespan is achieved. Provide the most recent copy of any syllabi mentioned in this response.

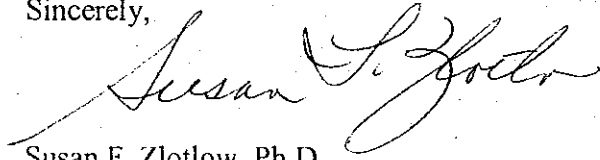
- Explain how ALL students receive broad and general coverage in theories and methods of consultation. Provide the most recent copy of any syllabi mentioned in this response.
- Describe: 1) the program's plan for the systematic evaluation and feedback process for students; 2) the program's process to ensure that evaluation information is complete and kept up to date; and 3) discuss its procedures to ensure that there is a mechanism for students to "sign off" on the evaluations to provide evidence that they have seen the evaluation.
- Ensure that the evaluation measures indicated are appropriate for the type of data being collected (proximal versus distal), resubmit the table of the goals, objectives and competencies, and clearly indicate the evaluation mechanisms for both proximal and distal data.
- Provide additional information regarding how the program's education and training processes contribute to meeting goals and objectives. Detail how the program engages in systematic processes to maintain current achievements or make changes as necessary.

Please note that while these items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. The program's response to the items listed above should be identified as 'Narrative Response - Program Review' and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. Recently, the Commission on Accreditation (CoA) approved several new Implementing Regulations. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-19 (Notification of Changes to Accredited Programs) is attached for your information.

In closing, on behalf of the Commission on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Commission also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,



Susan F. Zlotlow, Ph.D.

Director, Office of Program Consultation and Accreditation

cc: Douglas Palmer, Ph.D.
Victor Willson, Ph.D., Chair
Timothy Elliott, Ph.D., Training Director
Chandra Mehrotra, Ph.D., Chair of Site Visit Team
Mark M. Leach, Ph.D., Member of Site Visit Team
Micah McCreary, Ph.D., Member of Site Visit Team

C-1. Systematic Evaluation of Supervision, Consultation, and Evaluation in Programs (Commission on Accreditation, July 1997; revised January 2007, October 2008)

In the context of these sections of the *Guidelines and Principles for Accreditation*, the term "evaluation" refers to such activities as program evaluation or evaluation of an intervention at the individual or group level. It does not refer to the psychological assessment of an individual person.

Doctoral Graduate Programs

B.3. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of...consultation and supervision; and evaluating the efficacy of interventions;

At the doctoral level, students are expected to be exposed to the current body of knowledge in supervision, consultation, and evaluation.

Internship Training Programs

B.4. In achieving its objectives, the program requires that all interns demonstrate an intermediate to advanced level of professional psychological skills, abilities, proficiencies, competencies, and knowledge in the areas of:

(b) Theories and/or methods of consultation, evaluation, and supervision;

The G&P elaborate different levels of competency expected in supervision, evaluation, and consultation. Although direct experience in the practice of these activities will be the typical road to intermediate or advanced competence, actual practice is not required at the internship level.

Postdoctoral Residency Programs

B.3. Consistent with its philosophy or training model and the standards for the advanced substantive traditional or specialty area of professional psychology practice in which the program provides its training, the program specifies education and training objectives in terms of residents' competencies expected upon program completion. In achieving these objectives, the program requires that all residents demonstrate an advanced level of professional psychological competencies, skills, abilities, proficiencies, and knowledge in the following content areas:

(b) consultation, program evaluation, supervision and/or teaching;

At the post-doctoral level, an advanced level of professional psychological competency and knowledge gained through professional practice is required in one or more of these areas: supervision, consultation, program evaluation, and teaching.

C-6(b). Accreditation Status and CoA Contact Information
(Commission on Accreditation; November 2010)

Domain G.1b of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (G&P) for doctoral, internship, and postdoctoral residency programs states that the program must include in its public materials:

“(b) Its status with regard to accreditation, including the specific program covered by that status and the name, address and telephone number of the Commission on Accreditation [CoA]. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program’s accreditation status.”

Programs that are accredited by agencies recognized by the U.S. Department of Education (e.g., CoA) are required to provide the contact information for the accrediting body when the accreditation status is cited. The intent of this Implementing Regulation is to clarify how this information should be presented in order to ensure consistency across programs as well as provide useful information to the public.

Accreditation status:

- Programs may state their accreditation status as “APA-accredited” or “accredited by the Commission on Accreditation of the American Psychological Association.”
- Programs should not use the term “APA-Approved,” since at APA this term is used to denote approved sponsors of continuing education rather than academic/training programs.
- The only official accredited statuses are: “Accredited,” “Accredited, on probation,” and “Accredited, inactive.” Programs should not indicate that a program is “fully” accredited.
- If there are multiple programs in the same department, institution, or agency, it should be clearly indicated in public materials which programs are APA-accredited. Multiple accredited programs should refer to their accredited status individually and in accordance with IR C-6(a).

CoA contact information:

- In ALL public documents, including the program’s website (if applicable), where the program’s accreditation status is cited as above, the name and contact information for the CoA must be provided.
- Information must include the address and direct telephone number for the APA Office of Program Consultation and Accreditation. Other information (i.e., website, e-mail address) may also be included.
- Programs should clarify that this contact information should be used for questions related to the program’s accreditation status. In doing so, the program should also ensure that its own contact information is clearly indicated in its materials so that the public knows how to contact the program directly with any other questions.
- Programs are encouraged to use the following format to provide this information:

**Questions related to the program’s accredited status should be directed to the Commission on Accreditation:*

*Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation*

C-16. Evaluating Program Adherence to the Principle of "Broad and General Preparation" for Doctoral Programs

(Commission on Accreditation, November 2001)

The *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* stipulate, in section II, B.1., that preparation at the doctoral level should be broad and general. According to the G&P, "this preparation should be based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive practice area(s) and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general."

The Commission on Accreditation evaluates a program's adherence to this provision in the context of the G&P Domain B, Section 3 (reprinted, in part, below), using the following guidelines.

(From the G&P: Domain B, 3. for DOCTORAL programs):

"In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;"

Accredited programs ensure the competence in these content areas including the history of thought and development in those fields, the research methods, and the applications of the research. Demonstrating that the program is consistent with the G&P in this regard would preclude coverage only of ...

"... a narrow segment of the aspect of the content area (such as biological basis of gerontology, race relations, preschool learning)"

"... the application of these aspects of the content area to practice problems or settings (such as cognitive therapy, group therapy, multicultural counseling)"

Further, it is expected that the program will ensure understanding and competence in these content areas at the graduate level.

It is recognized that there are a variety of ways in which programs achieve this component of their program requirements, and that there are multiple points in the curriculum sequence at which these experiences may be placed.

If the program chooses to supply courses directed to these areas within its own curricular offerings, then it must ensure that they are taught at the graduate level, by individuals who, by education, training and/or experience, are qualified to teach in the given area at the graduate level.

(Continuing from the G&P: Domain B, 3. for DOCTORAL programs):

"(b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students

shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics;"

"(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;"

With regard to the scientific, methodological, and theoretical foundations of practice in the substantive area of psychology in which the program has its training emphasis, and to the coverage of assessment and intervention, the question of breadth of exposure has been interpreted by the Commission in the context of (a) the particular substantive area in question and (b) the particular model and goals of the program. That is, a program is considered not only as based on its own particular training model and goals, but also in the context of the broader domain of doctoral training in the substantive area(s) (e.g., clinical, counseling, or school psychology, or combinations thereof). Thus, the Commission would look for reasonable coverage in the breadth of the substantive area(s), as well as the breadth needed to provide quality training toward the program's specific goals. It is expected that the program will ensure that understanding of and competence in these areas is demonstrated at the graduate level.

C-19. Notification of Changes to Accredited Programs
(Commission on Accreditation, February 2005; revised October 2006)

In accordance with Domain H.2 of the *Guidelines and Principles for Accreditation* (G&P) and Section 4.7(b) of the *Accreditation Operating Procedures* (AOP), all accredited programs (doctoral, internship and postdoctoral residencies) whether under a single administrative entity or in a consortium, must inform the accrediting body in a timely manner of changes that could alter the program's quality.

The Commission on Accreditation (CoA) must be informed in advance of major program changes such as changes in model, degree offered, policies/procedures, administrative structure, faculty resources, supervision resources, area of emphases, or tracks/rotations. In the case of doctoral programs, this includes changes in the areas of emphasis. For internship/postdoctoral programs, this includes new, additional, or eliminated rotation or training sites. For example, consortium programs must inform the CoA of any substantial changes in structure, design or training sites.

Programs must submit to the Office of Program Consultation and Accreditation a detailed written description of the proposed change(s) and the potential impact upon the relevant accreditation domains. The CoA will review the program change(s) and may request additional information or a new self-study. In the case of a substantive change (such as a change in consortium membership), the Commission may also determine that a site visit is needed to assess whether the revised program is consistent with the G&P. Upon completion of this review, the Commission will note the proposed change and include the information in the next scheduled review or inform the program of any needed immediate additional actions.

The only exception to the policy of informing the Commission *in advance* is the occurrence of an unavoidable event beyond the reasonable control and anticipation of the program (e.g., educational/training site unexpectedly withdrawing from a consortium because of financial crisis; resources affected by a natural disaster). In such circumstances, it is incumbent upon the program to immediately inform the CoA in writing of the change and to include in its notification a proposed plan for maintaining program consistency with the G&P. The CoA will then proceed as above.

Consultation on program changes is available from the Office of Program Consultation and Accreditation.

C-20. Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students

(Commission on Accreditation, May 2006; revised November 2006; July 2007; July 2010)

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (G&P) requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, using the most up-to-date data on education and training outcomes, and be presented in a manner that allows applicants to make informed decisions about entering the program.

The program is responsible for updating all public information by October 1 of each year. Failure to update the information is as much of a concern as failure to provide the necessary information in the required format. After October 1, the Commission will review programs' compliance with the below requirements *and* that the data provided are consistent with the program's data from the Annual Report Online (ARO).

Presentation of Required Information

To ensure that the required information for each program is available to the public in a consistent fashion, the following two provisions are effective **September 15, 2010**:

- The information must all be located in a single place and be titled "Student Admissions, Outcomes, and Other Data"; and
- If the program has a website, the information must be located no more than one-click away from the main/home doctoral landing page.

Because the information required should include those education and training outcomes that will allow applicants to make informed and comparative decisions, the Commission requires that all doctoral programs minimally provide the following to prospective students in its public materials, **including its website, if it has one**: 1) time to program completion; 2) program costs (tuition and fees) and fellowships and other funding available; 3) internship acceptance rates; 4) student attrition rates; and 5) licensure outcomes. These are defined as follows:

1. Time to Completion

Time to completion must be presented in two ways:

- First, programs must provide the **mean** and the **median** number of years that students have taken to complete the program from the time of first matriculation. These data should be provided for all graduates in the past seven (7) years.
- Second, the program should provide the percentage of students completing the program in fewer than five years, five years, six years, seven years, and more than seven years.

Where applicable, these measures should be provided separately for students who began the program as bachelor-level graduates and those who began with advanced standing (e.g., after having completed a separate master's program in psychology).

2. Program Costs

Programs are expected to make available the total costs per student for the current first year cohort. This information should include full-time student tuition, tuition per credit hour for part-time students, and any fees or costs required of students beyond tuition costs. For example, if a program requires students to travel to attend a mandatory component of the program, the estimated costs of this travel should be included as well. Programs may also provide information regarding current adjustments to tuition including, but not limited to: financial aid, grants, loans, tuition remission, assistantships, and fellowships. Even if program cost information is provided elsewhere on another university or other site, it must be provided in the doctoral program's materials as well.

3. Internships

Programs are expected to provide data on students' success in obtaining internships. The program is required to report for **each** of the past seven (7) years:

- The total number of students who sought or applied for internships
- The number and percent of total who obtained internships
- The number and percent of total who obtained paid internships
- The number and percent of total who obtained APA/CPA-accredited internships
- The number and percent of total who obtained non-accredited, APPIC member internships
- The number and percent of total who obtained non-accredited, other membership organization internships (e.g., CAPIC) *(if applicable)*
- The number and percent of total who obtained non-accredited internships conforming to CDSPP guidelines (school psychology programs only) *(if applicable)*
- The number and percent of total who obtained two-year, half-time internships *(if applicable)*

NOTE: In calculating the above percentages, the program must base these on the **total number of students** who sought or who applied for internship in each year.

4. Attrition

Programs must report the number and percentage of students who have failed to complete the program once enrolled. These data should be calculated for each entering cohort by dividing the number of students in that cohort who have left the program for any reason by the total number of students initially enrolled in that same cohort. These data should be provided by cohort for all students who have left the program in the last seven (7) years or for all students who have left since the program became initially accredited, whichever time period is shorter. Programs are required to present this information in the following format:

Year of first enrollment	Number of students enrolled	Number and percentage who graduated with doctorate	Number and percentage of students still enrolled in program	Number and percentage of students no longer enrolled for any reason other than graduation
2004 (or the 7 th year for which data are available)				
2005				
2006				
2007				
2008				
2009				
2010 (or most recent year for which data are available)				

5. Licensure

Reporting of program licensure data is an expectation of the US Secretary of Education's National Advisory Committee on Institutional Quality and Integrity for program accreditors, including the APA Commission on Accreditation. As such, programs must report the number and percentage of program graduates who have become licensed psychologists within the preceding decade. In calculating the licensure percentage:

- The denominator number is the total number of program graduates in the past 10 years, minus the number who graduated in the past 2 years (i.e., the total number of graduates between 2 and 10 years ago).
- The numerator is the number of graduates who became licensed psychologists in that same 8 year period (i.e. between 2 and 10 years ago).
- The licensure percentage, then, is calculated by dividing the number of graduates who became licensed psychologists in the 8 year span from 2 to 10 years ago by the number of doctoral degrees awarded by the program over that same period. For example, the figures reported by a program for 2010 would be number of graduates from the program between 2000 and 2008 who have achieved licensure divided by the total number of students graduating from the program during that same 8-year period.

Program licensure rates MUST be updated at least every three years. Programs may clarify their licensure rate for the public in light of their training model and program goals and objectives.