AMERICAN PSYCHOLOGICAL ASSOCIATION

April 28, 2014

Daniel Bradley, Ph.D.
President
Indiana State University
Office of the President
Condit House
200 North 7th Street
Terre Haute, IN 47809

Dear President Bradley,

At its meeting on April 3-6, 2014 the Commission on Accreditation conducted a review of the doctoral Ph.D. program in School Psychology at Indiana State University. This review included consideration of the program's most recent self-study report, the preliminary review of August 14, 2013 and the program's response to the preliminary review on October 30, 2013, the report of the team that visited the program on January 9-10, 2014, and the program's response to the site visit report on March 12, 2014.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2019**. 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.

Dr. Carlen Henington recused and therefore did not participate in the discussion and vote on your program.

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 Ph.D. program in School Psychology at Indiana State University prepares students for careers in School Psychology. The program is currently the only doctoral program within the

Department of Communication Disorders and Counseling, School, and Educational Psychology in the Bayh College of Education. The program is an integral part of the mission of the department, college, and university, and is clearly represented within the institutional budgets. Indiana State University is accredited by the North Central Association of Colleges and Schools, and Bayh College of Education is accredited by the National Council for Accreditation of Teacher Education. At least four years of full time academic study, including three in residence, and a one year internship are required for degree completion.

The program adheres to and makes available to all interested parties formal written policies and procedures of the program, college, and broader institution which address graduate admissions, degree requirements, financial and administrative support for students, student performance and evaluation processes, minimal thresholds for acceptable achievement, due process, and grievance. The program, department, and institution reflect high standards of respect for and understanding of cultural and individual diversity.

The program is consistent with the provisions of this domain.

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 scholar-practitioner model of training, and provides education that is sequential, cumulative, and graded in complexity. The program appears to have a well-developed sequence of professional training, including practicum, which is consistent with its model of training, objectives, and competencies, and prepare students for careers in School Psychology.

In its revised B.3 Table (preliminary review letter response [PR-R], Attachment), the program notes that the required area of affective aspects of behavior is covered through courses PSY 607: Social Bases of Individual Behavior and SPSY 682: Personality Appraisal I, and in addition, students have the option to enroll in SPSY 698: Advanced Topics in School Psychology for "additional instruction related to the interaction between affect, cognition, and learning theories." Also, in its self-study, the program included an F-2 Program Proposal Form for EPSY 627: Learning Theories and Social Emotional Bases for Behavior, as a proposed new course. It is unclear whether course EPSY 627 is a course intended to provide primary coverage in both the required areas of cognitive and affective aspects of behavior, as this course was not referenced in the program's revised B.3 Table. Additionally, the syllabi for courses EPSY 627 and SPSY 698 do not appear to have been provided in either the self-study or the preliminary review letter response. Based on review of the syllabus for course SPSY 682, it is an applied clinically-focused course and taken alone it does not appear to provide appropriate coverage of the required area. By **September 1, 2014**, the program is asked to provide the syllabi for courses EPSY 627: Learning Theories and Social Emotional Bases for Behavior and SPSY 698: Advanced Topics in School Psychology, and clarify how the program ensures <u>all</u> students are provided sufficient coverage in the required area of affective aspects of behavior, consistent with Domain B.3(a) of

the *Guidelines and Principles of Psychology* (G&P) and Implementing Regulation (IR) C-16 (attached).

In its revised B.3 Table (PR-R, Attachment), the program notes that the required area of psychological measurement "is covered in multiple courses including EPSY 620: Foundations of Qualitative and Quantitative Research, SPSY 600: Foundations of School Psychology: History and Practices, SPSY 666: Cognitive Assessment and Intervention, SPSY 670: Academic Assessment and Intervention, and SPSY 682: Personality Appraisal I." Based on review of the syllabus for course SPSY 600, it appears that content related to the area of psychological measurement is covered during a single session. In addition, it is unclear how coverage of the area is provided in course ESPY 620, as the syllabus does not list information beyond the textbook used for the course. Finally, based on review of the syllabi for courses SPSY 666, SPSY 670, and SPSY 682, it appears that these are clinically-focused courses which do not provide appropriate coverage of the required area. By **September 1, 2014**, the program is asked to clarify how it ensures <u>all</u> students are provided sufficient coverage in the required area of psychological measurement, consistent with Domain B.3(a) of the G&P and IR C-16.

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 an excellent array of practicum settings that have been developed for students, and the strong relationships and communication is established between the program and practicum settings. Program faculty appear to function cohesively as a unit and serve effectively as role models and mentors for students, consistent with the scholar-practitioner model of training. Affiliated and contributing faculty members contribute substantially to the program, and the program has sufficient resources including a clinic and comprehensive assessment materials. The program appears to have been successful in recruiting students with compatible career interests, and students are sufficient in number to ensure meaningful interaction, support, and socialization.

Over the past several years, the program has experienced turnover in several faculty members. While the program has filled the vacant positions with non-tenured junior faculty members, the Commission is concerned with the recent turnover and whether this may reflect uncertainty in relation to the stability of core faculty. By **September 1, 2014**, the program is asked to clarify how its core faculty are sufficient in number for the necessary academic responsibilities of the program, consistent with Domain C.1(c) of the G&P and IR C-18 (attached).

It is unclear whether a recently hired core faculty member, Devadrita Talaptra, has received a doctoral degree, as in certain documents Ms. Talaptra is listed as an M.Ed. By **September 1, 2014**, the program is asked to provide a full curriculum vita for Devadrita Talaptra, clarify how Ms. Talaptra is an appropriate supervisor and role model for students, and confirm whether Ms. Talaptra has received a doctoral degree.

It appears that only one of the program's core faculty members is licensed. By **September 1, 2014**, the program is asked to clarify whether the remaining core faculty members plan to receive licensure, and describe how core faculty credentials are congruent with the program's goals and objectives, consistent with Domain C.1(e) of the G&P and IR C-18.

Based on the data provided in Table 4(c), it appears that no students have completed APA-accredited internships in recent years, and very few students have completed internships conforming to CDSPP guidelines (self-study [SS], p. 46). In addition, there are inconsistencies between the data in Table 4(c) and the data in Table 8 (SS, pp. 55-57). By **September 1, 2014**, the program is asked to clarify how it ensures the quality of the internships to which its students are admitted, and clarify the discrepancies between Table 4(c) and Table 8.

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.

The program demonstrates systematic and long-term efforts to attract and retain students and faculty from diverse backgrounds, and is supported in this endeavor in recent years by special diversity initiatives at the levels of the department, college, and university. The program ensures an inclusive, supportive learning environment and appears to be committed to providing training in cultural and individual diversity.

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 program provides a courteous, respectful, collegial, and ethically sensitive environment for students and faculty. Faculty are accessible to students for guidance and supervision, and function as appropriate role models. Program requirements, procedures, performance expectations and remediation, continuance, and termination procedures are made available to students through clear and accessible written policies. Students are provided thorough and regular written feedback on their progress, along with guidance for remediation if necessary.

The program is consistent with the provisions of this domain.

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 has a documented commitment to evidence-based, systematic program self-assessment and quality enhancement, focused on program goals, objectives, and competencies.

The program demonstrates commitment to the review of its training model, curriculum, and related outcome data relative to local, state, regional, and national needs for psychological services.

It is unclear how the program evaluates its success in relation to the national standards of professional practice in the area of School Psychology. For example, as noted in Domain C (above) student attendance in APA-accredited internships is low, as is their enrollment in internships meeting the CDSPP guidelines. By **September 1, 2014**, the program is asked to clarify how it ensures the periodic and systematic review of its goals, objectives, curriculum, and outcome data, consistent with the national standards of professional practice in psychology.

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 appropriate outcome data for students as they progress through the program and after program completion, which are utilized to ensure that the program is successful in meeting its goals and objectives.

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 appears to describe itself accurately to students, prospective students, and all other relevant publics. The program's website lists the appropriate contact information for the CoA and accurately presents student outcome data, consistent with Implementing Regulation C-20. Please note that the program's public information will be reviewed on or after October 1 of each year to ensure that the disclosure data has been updated and is in compliance with the most recent version of IR C-20. The most current version of IR C-20 is attached for your information.

The program is consistent with the provisions of this domain.

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 informs the CoA in a timely manner of changes in its environment, plans, resources, and operations that could affect program quality.

The program is consistent with the provisions of this domain.

The program is asked to address the following issues in a narrative response by **September 1, 2014** for formal review by the Commission:
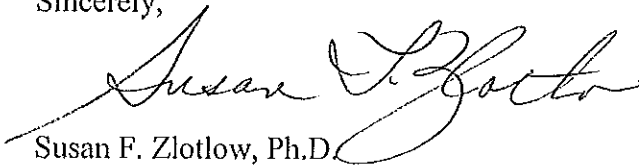
- Provide the syllabi for courses EPSY 627: Learning Theories and Social Emotional Bases for Behavior and SPSY 698: Advanced Topics in School Psychology, and clarify how the program ensures all students are provided sufficient coverage in the required area of affective aspects of behavior.

- Clarify how the program ensures all students are provided sufficient coverage in the required area of psychological measurement.

- Clarify how the program's core faculty are sufficient in number for the necessary academic responsibilities of the program.

- Provide a full curriculum vita for Devadrita Talaptra, clarify how Ms. Talaptra is an appropriate supervisor and role model for students, and confirm whether Ms. Talaptra has received a doctoral degree.

- Clarify whether the remaining core faculty members, who are not currently licensed, plan to receive licensure, and describe how core faculty credentials are congruent with the program's goals and objectives.

- Clarify how the program ensures the quality of the internships to which its students are admitted, and clarify the discrepancies between Table 4(c) and Table 8.

- Clarify how the program ensures periodic and systematic review of its goals, objectives, curriculum, and outcome data, consistent with the national standards of professional practice in psychology.

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 dates.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. 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 the 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: Leah Nellis, Ph.D., Director of Training
        Linda Sperry, Ph.D., Department Chair
        Bradley Balch, Ph.D., Dean
        T. Chris Riley-Tillman, Ph.D., Chair of Site Visit Team
        Emanuel Mason, Ed.D., Member of Site Visit Team
        Leonard Mark, Ph.D., Member of Site Visit Team