

Linda X 4382



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

COPY



May 10, 2005

Lloyd Benjamin, Ph.D.
President
Indiana State University
Terre Haute, IN 47809-0001

RECEIVED

MAY 17 2005

ACADEMIC AFFAIRS

Dear President Benjamin:

At its meeting on April 7-10, 2005, the Committee on Accreditation conducted a review of the Psy.D. program in clinical psychology at the Indiana State University. This review included consideration of the following: the program's most recent self-study report; the preliminary review letter to the program dated June 18, 2004; the program's response to preliminary review dated September 9, 2004; the report of the team that visited the program on November 9-10, 2004; and the program's response to the site visit report on January 18, 2005.

I am pleased to inform you that, on the basis of this review, the Committee voted to award accreditation to this program. In so doing, the Committee scheduled the next accreditation site visit to be held in **2011**. 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 Committee also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Dr. Martha Christiansen, BEA Liaison, recused and was not present for the vote on your program.

The Committee would like to provide the program with a summary of its perceived relative strengths and weaknesses. This will be 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. A summary of the Committee's review of this program is provided below.

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 program is housed within the College of Arts and Sciences and is a part of the School of Graduate Studies. The program is well supported by the university. The Psy.D. program prepares students for the practice of professional psychology. The program has well-documented policies and procedures that are available in print and online. The program honors cultural and individual diversity.

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
(202) 336-6123 TDD

Web: www.apa.org



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 offers a well-defined practitioner-scientist model of training with clearly specified goals and program objectives congruent with the model. The program focuses on generalist training with available concentrations in children and families, forensic and correctional, and health psychology. The coursework and practical training are logically sequenced, and integrate science and practice. There is an appropriate scientific foundation that includes both foundations of practice and practice applications coursework.

There are no regularly scheduled faculty or administrator site visits or contacts with practicum supervisors; contact between the program and the practicum sites appears to be limited to periodic written student evaluations that are completed by supervisors. Given that the program does not appear to have formal, personal contact with practicum sites, the program is asked to provide documentation that it ensures the appropriateness of the practicum sites in meeting the program's goals and objectives. The program is asked to provide this documentation in its annual report for 2005.

Domain C: Program Resources *The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.*

The collegiality of the faculty within the department, as well as across the three APA approved programs, is a major strength of the program. The program has seven appropriately qualified core faculty and admits 8 to 10 students each year. The program's core faculty, including two who hold administrative positions, have responsibility for the clinical program and also engage in practice. Core faculty are supplemented by some teaching adjuncts, as well as six other faculty in the general-experimental program. In addition, faculty members from the university's APA accredited programs in counseling and school psychology augment students' experiences. Two new faculty lines approved for 2005-2006 training year are expected to positively impact the heavy faculty workload. The program has recently established the Center for Health, Religion and Spirituality through grant support to two core faculty members. The program's physical facilities are excellent and well maintained.

Domain D: Cultural and Individual Difference and Diversity *The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.*

The program has a well-developed and thoughtful plan for providing students with relevant knowledge about the role of cultural and individual differences, and diversity is assessed as part of students' core clinical skills. There is a faculty-student Diversity Training Committee to monitor all aspects of the program with regard to diversity. This Training Committee is guided by the program's policy on diversity, and includes annually updated diversity training goals.

The program has used a variety of strategies to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds. In its next self-study, the program is asked to

continue to update the Committee on its efforts to recruit and retain faculty and students who represent diversity.

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 students, core faculty, and adjunct faculty recognize the overall climate and quality of professional interactions as a strength of the program. The program conducts student process reviews twice annually with timely written feedback. According to the site visitors, the students indicated that program information was well described pre- and post-admission and that the program has been responsive to their feedback (e.g., in handling the one faculty complaint during this review period).

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 follows a detailed assessment plan that is carried out annually to evaluate how the program is meeting its goals. The plan covers student development, teacher evaluation, program strengths and weaknesses, and includes entrance requirements, post-graduate employment/professional activity data, and alumni satisfaction surveys. The program uses its evaluation data to fine tune the program, e.g., revise coursework and plan electives across multiple years.

1) The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:

- (a) 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 takes a systematic approach to gathering data that demonstrate that the goals and objectives of the program are being met within a number of competency areas.

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.*

Descriptions of the program are consistent and accurate in materials available to the public.

The address of the Office of Program Consultation and Accreditation is only provided in some of the program's descriptive materials. The program indicated that it is revising its public documents to include this information. In its 2005 annual report, the program is asked to document that the appropriate accreditation status and contact information is included in its public documents and on the departmental web page.

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.*

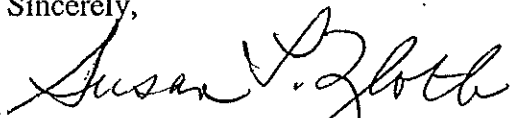
The program is consistent with the provisions of this domain.

In order to keep the Committee informed of the program's commitment to the ongoing self-study process, the program is asked to address the following issues in narrative with the **2005** annual report:

- Provide documentation that it ensures the appropriateness of the practicum sites in meeting the program's goals and objectives.
- Document that the appropriate accreditation status and contact information for the Office of Program Consultation and Accreditation is included in its public documents.

In closing, on behalf of the Committee on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Committee 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: Diana Michelfelder, Ph.D., Dean
Douglas Herrmann, Ph.D., Chair, Department of Psychology
Michael Murphy, Ph.D., Director of Clinical Psy.D. Psychology Training
Kathi Borden, Ph.D., Chair, Site Visit Team
Jeffrey Allen, Ph.D., Member, Site Visit Team
Chandra Mehrotra, Ph.D., Member, Site Visit Team