

TRANSMITTAL PAGES
Doctoral Programs: Self-Study Report for 2013

Please include all required signatures.

Currently Accredited (3 copies)

Date Submitted: April 22, 2013

OR

Applicant (4 copies)

Institution/Program Name: Indiana State University

Department Name: Communication Disorders and Counseling, School, and Educational Psychology

Location (City/State): Terre Haute, Indiana

Identify the traditional substantive area:

Clinical Counseling School Combined (list areas):

Degree Offered: PhD PsyD

Date of last CoA site visit: 2/13-14/08 Total number of students in program this year: 30

Is the doctoral program part of a consortium? No Yes

(If Yes, list all consortium affiliates, including addresses and a contact person for each site):

Is the program seeking concurrent accreditation with the Canadian Psychological Association?

No Yes

The program is invoking Footnote 4:¹ No Yes

Name of Institution's Regional Accrediting Body: North Central Association

Current Institution Regional Accreditation Status: Accredited

PROGRAM CONTACT INFORMATION: *The following information will be used to update our internal Office database. The individuals listed will receive copies of important program written correspondence (e.g., site visit reports, decision letters). Please add the relevant contact information for any other individuals who the program would like to receive such correspondence (e.g., co-directors, accreditation coordinator, Provost, etc). Signatures indicate that the self-study has been approved for submission and serve as an invitation to conduct a site visit to the program.*

¹ See Footnote 4 under Domain D, as well as IR [C-22\(a\)](#), regarding policies of religiously-affiliated institutions.

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**If signed by designee, please also provide the full name of that individual in addition to the full name of the person for whom he/she signed.*

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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.

1. The program offers doctoral education and training in psychology, one goal of which is to prepare students for the practice of professional psychology.

The Ph.D. program at Indiana State University in School Psychology is designed to prepare professional psychologists with the specialization in school psychology to serve children, adolescents, and families in a variety of practice, research, and teaching settings (Table 1). The program has maintained continuous APA accreditation since 1980. Program goals are discussed in Domain B.

2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States.

Indiana State University (ISU) is accredited by the North Central Association of Colleges and Schools (NCA) to offer bachelor, master, educational specialist, and doctoral degrees. ISU has maintained continuous NCA accreditation since 1915. The College of Education (COE) is accredited by the National Council for Accreditation of Teacher Education (NCATE) to offer curricula for teachers and school services personnel at the bachelor, master, educational specialist, and doctoral levels. The COE has maintained continuous NCATE accreditation since 1954.

3. The program is an integral part of the mission of the academic department, college, school, or institution in which it resides.

The Ph.D. program in School Psychology at Indiana State University is located in the Department of Communication Disorders and Counseling, School, and Educational Psychology (CDCSEP) within the Bayh College of Education (BCOE). Formed in 2006, the CDCSEP department consists of 14 full-time faculty, 3 one-year contract faculty, 1 three-year contract faculty, and 9 adjunct instructors. The department offers one undergraduate program and five graduate programs, including an Ed.S. in school psychology. The school psychology doctoral program currently has 30 students at different levels of matriculation in the program (Table 6). Seventeen students are on-campus, two are completing their pre-doctoral internship away from, and seven have completed internship and are finishing their dissertations. Additionally, there are four students who are beyond the seventh-year in the program.

There is one department chairperson, a Program Area Council (PAC), four program area committees (school psychology, communication disorders, educational psychology, and counseling), and one University Hall Clinic Committee. The PAC includes representation from each program and meets regularly with the department chairperson. PAC was instituted in 2009 to facilitate collaboration among program areas

and provide an efficient mechanism for decision-making and information dissemination. Within the department, the chair is responsible for budgets, schedules, staffing, and personnel issues. The chair serves as spokesperson for the department. The University Hall Clinic Committee is responsible for oversight of the department's combined clinic which serves the school psychology, communication disorders, and counseling programs. The Porter School Psychology Center operates within the University Hall Clinic.

The BCOE is comprised of the Dean, one Associate Dean, and one Assessment Director. Additionally, there is currently a sponsored program fellow. College-level leadership also includes BCOE Congress and the Administrative Council. The BCOE Congress oversees policy for BCOE regarding curriculum requirements for programs. Each department has two representatives on Congress. The Administrative Council advises the Dean on matters concerning BCOE budgets, schedules, staffing, and program integrity. The Administrative Council includes department chairs, the BCOE Congress chair, and the Deans.

Administrative oversight for the program is provided by the School Psychology Committee, which is comprised of the core school psychology faculty and two student representatives (one doctoral student and one educational specialist student). The Director of Training (DOT) for the doctoral program chairs the School Psychology Committee and is responsible for program recruitment and retention, admissions, student evaluation, and program training issues. The DOT serves as the spokesperson for the program. The Director is a member of the BCOE Graduate Advisory Council, which includes all graduate program directors/coordinators within the BCOE. The Graduate Advisory Council serves an advisory role to the Dean on issues related to graduate study.

Graduate programs at Indiana State University are administered by the Dean of the College of Graduate and Professional Studies (CGPS). CGPS maintains responsibility for developing and monitoring policies and procedures for issues such as admissions, graduate faculty status, assistantships, fellowships and scholarships, graduate program requirements, research tools proficiency guidelines, doctoral preliminary examinations, standards for student conduct, and resolution of grievances taken beyond the BCOE. Overall policies and regulations governing all graduate programs are brought before the Graduate Council, which is a standing committee of the University Faculty Senate. The immediate supervisor of both the Dean of the BCOE and the Dean of the CGPS is the Provost and Vice President for Academic Affairs, who reports to the President and ultimately to the Board of Trustees.

4. The program requires of each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree.

The program requires that students complete a minimum of 3 full-time academic years of graduate study. Students may enter the program with a bachelor's or a Master's

degree. Regardless of their degree at admission into the program, students must complete 3 academic years, and 2 years must be completed on ISU's campus. Further, students must complete at least two consecutive semesters in residence as defined in the Graduate Catalog (Period of Concentrated Study Requirement section, available at <http://catalog.indstate.edu/content.php?catoid=16&navoid=362#phd>). The program culminates with a required 2000-hour predoctoral internship (School Psychology Doctoral Student Handbook, Appendix A). The program requirements are also listed in the Graduate Catalog (http://catalog.indstate.edu/preview_program.php?catoid=16&poid=2328&hl=school+psychology+phd&returnto=search).

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity.

The program affirms and actively supports the University and BCOE commitment to diversity. ISU embraces the diversity of individuals, ideas, and expressions. In 2008, President Bradley convened a university-wide Council on Diversity to assist with policy development, address affirmative action complaints, and develop recommendations to promote recruitment and retention of minority students. The mission, vision, and priorities of the council are available at <http://www.indstate.edu/diversitycouncil/vision.htm>. In addition, a BCOE Cultural Audit Committee conducted climate surveys, focus groups, and administration of the Intercultural Development Inventory (IDI) Profile for college faculty and staff during a 14 month period in 2007-2008. The BCOE Diversity Implementation Team developed a diversity plan for 2010-2013 (<http://coe.indstate.edu/diversity/>) which includes mission, values, position statement, goals, and initiatives. Further, each department in the BCOE developed a diversity statement. The CDCSEP diversity statement is included in course syllabi and in the program handbook. The program continually seeks to increase diversity among students and faculty and to provide experiences with diverse cultures through the curriculum and practica. Policies, practices, and outcomes related to recruitment, retention, development of students and faculty, and diversity in curriculum and practica are discussed in Domain D.

6. The program adheres to and makes available to all interested parties formal written policies and procedures.

A6. REQUIRED TABLE

Item	Document(s) in which policy appears
Student selection	1.School Psychology Brochure, Appendix B

Academic preparation and admission requirements	1. Graduate Catalog, http://catalog.indstate.edu/content.php?catoid=8&navoid=207#degr_seek_appl 2. School Psychology Brochure, Appendix B 3. Program website, http://coe.indstate.edu/cdcsep/edpsych/admission.htm
Administrative and financial assistance	1. Graduate Catalog, http://catalog.indstate.edu/content.php?catoid=16&navoid=364&hl=financial+assistance&returnto=search 2. ISU Graduate Express, http://www.indstate.edu/gradexpress/assistantships.htm 3. Doctoral Student Handbook, Appendix #, p. 32
Student performance evaluation, feedback, advisement, retention	1. Graduate Catalog, http://catalog.indstate.edu/content.php?catoid=8&navoid=207#rete 2. Doctoral Student Handbook, Appendix A, p. 5, 13, 20
Minimal levels of acceptable achievement	1. Doctoral Student Handbook, Appendix A, p. 13, 20
Student termination	1. Office of Student Conduct and Integrity, http://www.indstate.edu/sci/interacting 2. Doctoral Student Handbook, Appendix A, p. 29
Due process	1. University's Code of Student Conduct, Appendix C, p. 15 2. Graduate Catalog, http://catalog.indstate.edu/index.php?catoid=8.htm 3. Bayh College of Education Policies, Appendix D, p. 9-14 4. Doctoral Student Handbook, Appendix A, p. 29
Grievance policies for students and faculty	1. University's Code of Student Conduct, Appendix C, P. 13-18 2. Bayh College of Education Policies, Appendix, D, p. 10 3. Doctoral Student Handbook, Appendix A, p. 31

No Domain A issues were identified in the program's last decision letter or subsequent correspondence.

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.

1. The program publicly states an explicit philosophy of training by which it intends to prepare students for the practice of psychology.

(a) Psychological practice is based on the science of psychology, which, in turn, is influenced by the professional practice of psychology; and

The ISU doctoral program in school psychology is committed to training professional school psychologists for general practice in a variety of practice, teaching, and research settings. The program has adopted a scholar-practitioner model which reflects the strongly held value that science should inform practice and that competent practice should guide research and scholarship. This model emphasizes the importance of research while maintaining a strong focus on practice and community service, both of which are hallmarks of ISU. The program's commitment to this philosophy is illustrated by the extensive use of field-based experiences and careful sequencing of theoretical and applied instruction. During field-based placements, students are required to select and support the implementation of research-based interventions. Our commitment to informing practice is demonstrated by faculty and student involvement at state and national levels as well as publication and professional presentations. Students are required to attend the fall conference of state organization (Indiana Association of School Psychologists) and are encouraged to attend national conferences (National Association of School Psychologists, American Psychological Association, American Educational Research Association). Finally, program faculty focus scholarship efforts toward topics of applied practice and strive to be role models for the integration of science and practice. Dr. Ball conducts research on the implementation and evaluation of intervention delivery in school settings. Dr. Nellis publishes and presents on topics of collaboration and professional practice.

(b) Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training.²

The school psychology program is designed to provide integrated training and field-based experiences that are progressively more extensive and multifaceted. Program goals and objectives focus on Assessment and Data-based Decision Making, Prevention and Intervention, Consultation and Collaboration, Research and Evaluation, and Professional Practice and Standards (Appendix E). Coursework is sequential in nature and provides the theoretical foundations and professional skills needed for field-based experiences and applied practice. Students identify an area of sub-specialty, which provides for further study into a topic area of their choice. Program requirements are designed to be met in a five-year timeframe, with full-time enrollment.

Early in the program, students take courses in academic and behavioral assessment and intervention, introduction to the profession, and ethical/legal principles. These courses provide the foundation for first-year, field-based experiences which are school-based and include shadowing, conducting academic assessment, and providing academic and behavior intervention under close supervision. Subsequent coursework focuses on theoretical foundations, specialized assessment, counseling skills, and supervision. Corresponding field-based experiences are progressive and diverse, and include multiple school-based settings, university clinics, and a residential facility. During the second year, students provide assessment, consultation, and interventions

services within school-based and university clinic settings under faculty and advanced-doctoral student supervision. During the third year, students complete a 600 hour, school-based externship/internship. During the fourth year, students provide supervision in the university clinic and may elect to continue in supervised field experience. Coursework in research and statistics is also progressively sequenced and begins in year one. Following preliminary examinations and admission to candidacy, students may propose and conduct the dissertation study. The program culminates with a full-time, 2000-hour pre-doctoral internship in the fifth year.

The school psychology program is the only active, accredited doctoral program in the CDCSEP department since the Counseling Psychology program was moved to inactive status. The school psychology program is a separate entity from the Clinical Psychology Psy.D. program, which is housed in the Department of Psychology. The Clinical Psychology program promotes a practitioner-scientist model of training.

2. The program specifies education and training objectives in terms of the competencies expected of its graduates. Those competencies must be consistent with:

- (a) The program’s philosophy and training model;**
- (b) The substantive area(s) of professional psychology for which the program prepares students at the entry level of practice;**
- (c) An understanding of professional issues, including ethical, legal, and quality assurance principles.**

B.2. Required Table. The table below summarizes the program’s goals, objectives, competencies, and student evaluation methods and expected levels. Appendix F contains an expanded version of the table.

<p>Goal #1: Assessment and Data-based Decision Making. Addresses 3 objectives, 10 competencies.</p> <p>Goal #2: Prevention and Intervention. Addresses 2 objectives, 7 competencies.</p> <p>Goal #3: Consultation and Collaboration. Addresses 3 objectives, 7 competencies.</p> <p>Goal #4: Research and Evaluation. Addresses 3 objectives, 6 competencies.</p> <p>Goal #5: Professional Practice and Standards. Addresses 5 objectives, 14 competencies.</p>
<p>Evaluation tools used to assess student performance and progress include Annual Portfolio/Performance Evaluation, Appendix G, Practicum Evaluations (Appendix H) Internship Evaluations (Appendix I.), Preliminary Examinations (Appendix J) and Research Proficiencies. Tools are aligned with program goals, objectives, and</p>

competencies (Appendix K).
The minimum level of achievement for each evaluation tool is (a) Annual Portfolio: <i>Meets Expectation</i> rating for each of seven indicators on Portfolio Rubric, (b) Annual Performance Evaluation: Rating of <i>Basic</i> on the overall evaluation indicator, (c) Practicum and Internship Evaluations: average rating of 2.0 for competency, (d) Preliminary Examinations: <i>Pass or Pass following Conditions</i> , Research Proficiencies: grades of B or better in four research/statistics courses.

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:

- (a) The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.**
- (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.**
- (c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).**
- (d) Issues of cultural and individual diversity that are relevant to all of the above; and**
- (e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.**

Students in the ISU school psychology program complete a comprehensive curriculum with broad exposure to history as well as core behavioral components of psychology. The Schedule of Study and course sequence, located in Appendix L, details the required and elective courses. Exemptions are not permitted; however, prior graduate coursework can be reviewed by the director of training and the student’s committee, or the program faculty if a committee has not been formed, to determine if content and competencies were similar. The doctoral handbook, Appendix A, p. 5, explains this process.

B.3 Required Table. Course syllabi are provided in Appendix M.

Curriculum area:	<i>(B.3a) Biological aspects of behavior</i>
Required academic/training activities	Students enroll in EPSY 628: Biological Bases of Behavior which provides broad and general overview of biological aspects of behavior. The course also provides application of the concepts to case study

	assessments and intervention implications. EPSY 626: Child and Adolescent Psychopathology supplements the content of EPSY 628 by discussing the implications of biological functioning on clinical presentation and diagnosis.
How competence is assessed	Competence is assessed by Preliminary Examinations, course grades.
Curriculum area:	<i>(B.3a) Cognitive aspects of behavior</i>
Required academic/training activities	Students receive training in cognitive aspects of behavior via a number of courses. Cognitive theories are covered in SPSY 666: Cognitive Assessment and Intervention and learning theories are covered in SPSY 677: Behavioral Assessment and Intervention. Students also enroll in either PSY 603: Proseminar: Learning and Cognition or SPSY 698: Special Topics in School Psychology. Student feedback resulted in the offering of SPSY 698: Special Topics in School Psychology to provide coverage of multiple learning and emotional processing theories with an emphasis on the impact of social and emotional factors on cognition and behavior during childhood and adolescence. This combination of coursework addresses cognitive bases of behavior from both theoretical and practical perspectives to facilitate an integrated understanding of the relationship between cognitive functioning and observable behavior.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3a) Affective aspects of behavior</i>
Required academic/training activities	Students enroll in PSY 607: Social Bases of Individual Behavior and SPSY 682: Personality Appraisal I. This combination of coursework provides both theoretical and practical training related to the influence of affective functioning on behavior. Additionally, students who enroll in SPSY 698: Special Topics in School Psychology are provided additional instruction related to the interaction between affect, cognition, and learning theories.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3a) Social aspects of behavior</i>
Required academic/training activities	Students enroll in PSY 607: Social Bases of Individual Behavior. This course provides a broad and general overview of theory and research related to social influences on individual behavior.
How competence is assessed	Competence is assessed by Preliminary Examinations and course grades.
Curriculum area:	<i>(B.3a) History and systems of psychology</i>
Required academic/training	Coverage of history and systems of psychology is addressed in three courses. These courses are SPSY 600: Foundations of School

activities	Psychology: History and Practices, EPSY 624: Survey of Psychological Theories, and SPSY 785: Advanced Seminar in School Psychology. This combination of coursework provides students with sequential exposure to the history of professional psychology, psychological service delivery systems, foundational psychological theories, and application of psychological theory to practice within various contexts.
How competence is assessed	Competence is assessed by Preliminary Examinations and course grades.
Curriculum area:	<i>(B.3a) Psychological measurement</i>
Required academic/training activities	Psychology measurement is covered in multiple courses including EPSY 620: Foundations of Research, SPSY 600: Foundations of School Psychology: History and Practices, SPSY 666: Cognitive Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, and SPSY 682: Personality Appraisal I. These courses are taken early in the training program to provide the needed foundation for subsequent coursework and early fieldwork. Measurement issues are continually revisited in practicum and internship courses.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3a) Research methodology</i>
Required academic/training activities	Research methodology is addressed by a sequence of four courses that cover methodology and statistics in an integrated manner. Students are required to take EPSY 620: Foundations of Research, EPSY 712: Statistical Inference, and EPSY 710: Introduction to Qualitative Methods of Inquiry. Students enroll in either COUN 736: Research Seminar or SPSY 695: Research in School Psychology which is designed to assist with dissertation proposal development. COUN 736 was offered through 2013 and both counseling psychology doctoral students and school psychology doctoral students enrolled. Beginning in fall 2013, SPSY 695 will be offered and all school psychology students will enroll in that course.
How competence is assessed	Competence is determined by course grades.
Curriculum area:	<i>(B.3a) Techniques of data analysis</i>
Required academic/training activities	Data analysis is covered in a sequence of courses, which also cover research methodology. Students enroll in EPSY 712: Statistical Inference, and EPSY 710: Introduction to Qualitative Methods of Inquiry. Depending on the anticipated nature of the student's dissertation, students enroll in either EPSY 711: Advanced Qualitative Methods and Inquiry or 713: Multivariate Statistics and Advanced Research Design.
How competence is assessed	Competence is determined by course grades.

Curriculum area:	<i>(B.3b) Individual differences in behavior</i>
Required academic/training activities	Individual differences in behavior is covered in SPSY 677: Behavior Assessment and Intervention, EPSY 626: Child and Adolescent Psychopathology, SPSY 666: Cognitive Assessment and Intervention, and SPSY 682: Personality Appraisal I. This combination of coursework promotes practical, conceptual, and theoretical understanding of individual differences in behavior as they relate to cognitive, affective, and biological functioning.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3b) Human development</i>
Required academic/training activities	Broad and general coverage of human development is covered in EPSY 621: Development Through the Lifespan.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3b) Dysfunctional behavior or psychopathology</i>
Required academic/training activities	Dysfunction in human behavior and the associated psychopathology is covered in EPSY 626: Child and Adolescent Psychopathology. SPSY 677: Behavioral Assessment and Intervention also addresses challenging behaviors. Together, the courses cover issues of identification, assessment, diagnosis, and treatment planning related to dysfunctional individual behavior.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3b) Professional standards and ethics</i>
Required academic/training activities	Professional standards and ethics are addressed in multiple courses as they permeate all practices and experiences. This topic is directly covered in SPSY 600: Foundations of School Psychology: History and Practices and SPSY 685: Seminar in School Psychology: Ethics. Further, this area is covered in SPSY 686: Practicum in School Psychology, SPSY 791: Advanced Internship in School Psychology, and SPSY 891: Doctoral Internship as students provide school psychological services under supervision. Early in the program, this area is addressed through training on ethical principles and use of an ethical decision making process which is applied to case studies. In subsequent courses, this knowledge and skill is applied to student cases in practicum and internship.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3c) Theories and methods of assessment and diagnosis</i>

Required academic/training activities	Theories and methods of assessment and diagnosis are covered in multiple courses, including SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 682: Personality Appraisal I, and SPSY 686: Practicum in School Psychology. Various methods are covered to provide students with the knowledge and skill needed to be proficient in diverse settings. For example, standardized cognitive, personality, behavior, and academic methods are taught as are methods such as curriculum-based measurement, interviewing, and observational methods. Courses taken early in the program (SPSY 666, 667, 670, 677, and 682) provide instruction in test/method selection, administration, scoring, and interpretation while practicum courses (SPSY 678 and 686) provide opportunities for application of assessment methods in school- and clinic-based settings.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3c) Theories and methods of effective intervention</i>
Required academic/training activities	Intervention theories and methods are covered in SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 686: Practicum in School Psychology, and COUN 533: Techniques of Counseling. While many of these courses also address assessment and diagnosis, there is an integrated emphasis on intervention design, implementation, and evaluation. Courses taken early in the program address intervention theories, evidence-based practices, and intervention implementation while practicum courses provide opportunity for skill application in school- and clinic-based settings.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3c) Theories and methods of consultation</i>
Required academic/training activities	Models and principles of consultation are covered in SPSY 680: School Psychology Consultation and SPSY 686: Practicum in School Psychology. These courses address individual- as well as systems-level consultation principles. SPSY 680 covers the theory and research related to consultation and integrates applied projects at both the individual and systems level. SPSY 686 allows opportunities for application of acquired knowledge to school- and clinic-based settings.
How competence	Competence is assessed by Preliminary Examinations, Practicum and

is assessed	Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3c) Theories and methods of supervision</i>
Required academic/training activities	SPSY 688: Supervision in School Psychology addresses theories of supervision and provides an experiential component where advanced doctoral students provide supervision for first- and second-year school psychology students in the university clinic and school-based setting, under the direction of a faculty supervisor.
How competence is assessed	Annual Performance Evaluation and course grades.
Curriculum area:	<i>(B.3c) Theories and methods of evaluating the efficacy of interventions</i>
Required academic/training activities	Methods for evaluating the efficacy of interventions is covered in SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities, SPSY 677: Behavior Assessment and Intervention, SPSY 678: Practicum in Psychoeducational Interventions, SPSY 680: Consultation in School Psychology, and SPSY 686: Practicum in School Psychology. Theory and methods are covered early in the program and practicum courses provide opportunity to apply knowledge and skills to groups, individual clients, and systems/agencies.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3d) Issues of cultural and individual diversity that are relevant to all of the above</i>
Required academic/training activities	Students enroll in COUN 666: Multicultural Counseling which provides a broad focus on issues of diversity, self-awareness, and the transactional approach to multi-cultural interaction. Issues of diversity are also interwoven into numerous assessment and intervention courses including SPSY 666: Cognitive Assessment and Intervention, SPSY 682: Personality Appraisal I, and COUN 533: Techniques of Counseling. Students apply this knowledge and skill in practicum and internship.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.
Curriculum area:	<i>(B.3e) Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving</i>
Required academic/training activities	This area is addressed directly in courses such as SPSY 600: Foundations of School Psychology: History and Practices and SPSY 898: Doctoral Seminar. Students also engage in self-reflection and personal goal setting in a number of other courses including SPSY 680: Consultation in School Psychology, SPSY 686: Practicum in School Psychology, and SPSY 791: Advanced Internship in School Psychology.
How competence is assessed	Competence is assessed by Preliminary Examinations, Practicum and Internship Evaluations, and course grades.

Program faculty intentionally designed course delivery methods based on course content, expectations, and student schedule. All SPSY courses in the school psychology program include an online component via Blackboard. Course syllabi, materials, and reading lists are provided through Blackboard for each course. This provides students with efficient access to materials and announcements. At the discretion of individual course instructors, some courses utilize additional Blackboard features, such as announcements, blogs, discussion boards, and journals to provide interactive faculty-student and student-student experiences. This provides for effective and efficient communication, as well as opportunities for discussion and feedback. Blackboard Collaborate, which allows for synchronous online class sessions, is also used for select courses including SPSY 600, EPSY 624, EPSY 628, SPSY 670, SPSY 677, SPSY 680, and SPSY 682. For these courses, students are able to participate via distance or in-person on campus. Class sessions are often recorded to allow students later retrieval options; however, real-time attendance and participation are required elements of these courses. Select courses are offered in hybrid distance format options, requiring both asynchronous online and limited in-person attendance. Some students complete these courses in the hybrid format, whereas others complete coursework in exclusively face-to-face modalities. These courses include EPSY 620, COUN 533, and CIMT 660. Additional courses are offered exclusively via asynchronous distance due to students being geographically dispersed for internship placements or in other locations during the summer months. These include EPSY 621, EPSY 628, SPSY 685, SPSY 698, SPSY 791, and SPSY 891.

Program courses that are offered as distance or hybrid courses include interactive components, participation in synchronous online class meetings in which students participate using microphones, and occasional in-person class meetings. Student account username and password logins are required to access *Blackboard* and thus participate in class sessions and activities. Given the small enrollment size in these courses and the additional face-to-face program-level interaction that occurs between faculty and students, faculty are familiar with the students. Privacy restrictions are in place for *Blackboard* features such as the private journal, gradebook, and assignments so that students in the course are not able to view one another's content in these sections. Some *Blackboard* features (e.g., blog, discussion board, chat) are not private and posts are attached to an individual student. Students are informed of this at the beginning of the semester and reminded as needed during *Collaborate* sessions. No additional program fees are associated with verification of student identity.

4. Additionally, the program requires that its students receive adequate and appropriate practicum experiences. To this end the program should:

- (a) Place students in settings that: are clearly committed to training; supervise students using an adequate number of appropriate professionals; and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;**

Practicum experiences begin during students' first semester in the program and continue until time for internship. Practica are conducted in school-based and clinic-based settings. Experiences are planned sequentially to provide opportunity for (1) the application of knowledge and skills taught in content courses and (2) the integration of such knowledge and skills. Practica begins with highly structured experiences and progresses to less structured and more independent experiences. Practica settings and experiences are aligned with program goals and objectives to ensure that students have the opportunity to demonstrate skills, receive feedback, and develop professionally. Supervision is provided by core program faculty, all of whom have expertise and licensure in school psychology. Supervision is provided through both individual- and group-sessions on a weekly basis. Advanced doctoral students also provide individual and group supervision to students in the first and second year of the program. Additionally, field-based professionals provide supervision and mentoring. Students are evaluated by university faculty and supervisors. Field-based supervisors provide evaluation feedback four times during the academic year. Any areas of concern or ratings of *Does Not Meet Expectations* are addressed through remediation by the faculty supervisor.

(b) Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of the practicum experience;

The sequence of practica is designed intentionally to align with coursework content. Practica courses include class meeting times to ensure ample opportunity for discussion of cases, experiences, successes, and challenges being encountered in the practicum setting.

(c) Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives; and

During the first year, students complete practica experiences in two school settings. One experience involves shadowing and interviewing school psychologists, under the direction of a school district school psychology coordinator. This expands upon the content being covered in courses such as SPSY 600: Foundations of School Psychology: History and Practices. The second, first-year practica experience involves conducting academic assessments and providing small group academic and behavioral intervention for K-12 students. This experience is part of two semesters of SPSY 678: Practicum in Psychoeducational Interventions, during which students participate in the Reading Enhancement for Academic Development (READ) program. READ requires students to apply the assessment and intervention skills covered in SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities and SPSY 677: Behavior Assessment and Intervention. At the end of the first year, students have developed and demonstrated skills in curriculum-based measurement, student progress monitoring, group intervention design and delivery, intervention evaluation, and professional ethical practices.

During the second year, students complete two semesters of practicum in both a school setting and a university clinic, Porter School Psychology Center (PSPC) as part of SPSY 686: Practicum in School Psychology. Students spend a minimum of one day per week in an assigned school district, working under the supervision of a district school psychologist. Students engage in a variety of activities including assessment, consultation, intervention design and delivery, and observations. The university clinic, PSPC, provides an opportunity to conduct comprehensive evaluations for clients from the community including children, adolescents, and adults with a range of presenting problems. Students are required to complete two or three complete evaluations during their practice in PSPC, including intake interviews, assessment, integrated reports, and feedback. As appropriate, students also have the opportunity to deliver academic, social-emotional, and/or behavioral interventions based on recommendations and demonstrated client needs. These practica experiences provide an opportunity for students to apply the knowledge and skills they have acquired during courses such as SPSY 666: Cognitive Assessment and Intervention, SPSY 667: Preschool Psychoeducational Assessment and Intervention, SPSY 680: School Psychology Consultation, SPSY 682: Personality Appraisal I, and SPSY 685: Seminar in School Psychology: Ethics. At the conclusion of the second year, students have developed and demonstrated skills in consultation, intervention delivery and evaluation, assessment and data-based decision making, evidence-based practices, and ethical and legal principles.

During the third year, doctoral students complete a 600-hour, school-based externship as part of SPSY 791: Advanced Internship in School Psychology. Students are expected to act more independently but still require supervision from an on-site supervisor. At the conclusion of the externship, students are expected to be able to conduct comprehensive evaluations with minimal supervision; select, design, deliver, and evaluate evidence-based interventions; engage in effective consultation with school staff, families, and educational teams; and demonstrate adherence to ethical and legal principles and requirements.

During the fourth year, doctoral students enroll in SPSY 688: Supervision in School Psychology. As part of this course, students provide supervision to first- and second-year practicum students in both school-based settings and PSPC. Students are expected to utilize basic supervision strategies according to an identified supervision model, demonstrate adequate clinical knowledge and skill to provide quality case supervision, and exhibit professional skills consistent with the responsibilities of individual supervision. Students may elect to apply for additional practicum experiences through the ISU ADHD Clinic or local schools/agencies. Such experiences are encouraged to further develop professional skills in more clinical and more diverse settings. At the conclusion of the fourth year, students are expected to be prepared for the culminating field experience, which is a 2000-hour, full-time pre-doctoral internship (SPSY 891 Doctoral Internship).

(d) Describe and justify the sufficiency of practicum experiences required

of students in preparation for an internship.

Practicum settings (Table 2) are selected and approved by core program faculty. Settings which can provide supervision by a doctoral level individual are sought. Availability of such sites is limited in the local community, and students often travel to districts that can provide the needed supervision, especially during second- and third-year. All field-based supervisors for second year practicum placements hold school psychologist licensure. Third-year externship and fifth-year internship field supervisors preferably hold state psychologist licensure but at a minimum hold school psychologist licensure. Program faculty provide supplemental supervision when needed. Telesupervision is not utilized to provide the minimum supervision requirements. Settings provide opportunities to work with children, youth, families, and school/agency staff. Program faculty meet, either in person or via phone or online meetings, with practicum and internship site administrators and supervisors. Potential sites are provided information about program expectations and requirements are detailed in an Internship Manual (Appendix N), and students complete site evaluations (Appendix N, p. 22-27) at the conclusion of their internship experience. This information is reviewed by program faculty when making future placements.

Student performance and progress is evaluated annually using a variety of assessment and evaluation tools, which vary depending on the student's year in the program. Tables in Appendix K describe the tools and illustrate the alignment between each with program goals, objectives, and competencies. Appendix O contains information about the minimum level of achievement at the student- and program-level. Student progress during practica is monitored closely and utilized to determine the student's preparation for subsequent field-based experiences. Students are expected to earn average ratings of 2.0 (equivalent to "Meets Expectations") in each domain assessed and in the overall evaluation rating completed by supervisors during both the first- and second-year practicum. Students who receive this level of rating, or higher, are viewed as demonstrating the skills needed for their level of development and are thus determined to have successfully completed the practicum in which they are enrolled. Such students continue with the next level of planned field experience (e.g., practicum or internship). If a student does not receive ratings at this level, faculty meet individually with the student to discuss his/her performance and progress and identify the needed actions and remediation. Progression in the next level of field experience does not occur until faculty have evidence of skills at the expected level of achievement.

Domain B issues were identified in the CoA response to the 2008 site visit (Appendix P). Following the site visit, the program was asked to provide (1) clarification regarding how all students are provided broad and general coverage in biological aspects of behavior and affective aspects of behavior, (2) an update on the status of the requirement of PSY 607, (3) corrected internship placement data, and (4) a description of how the program determines that practicum experiences are sufficient for internship preparation. Correspondence from the CoA dated December 15, 2009 and December 29, 2010 documents that the program satisfactorily addressed these issues.

Domain C: Program Resources

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

1. The program has an identifiable core faculty responsible for its leadership who:

The ISU school psychology doctoral program is currently supported by the professionals listed in Table 3. Abbreviated curriculum vita for core and associated faculty are included in Appendix Q. Core faculty members contribute at least 50% of their time to the school psychology doctoral program through participation in activities such as teaching; advising; program development, coordination, and evaluation; monitoring of student progress and outcomes; and providing supervision for clinical experiences, teaching activities, dissertation, and research. Associated faculty teach required program courses, supervise teaching assignments, supervise dissertations and research, and supervise field experiences. These individuals also provide feedback regarding student performance and development, and participate on school psychology faculty search committees. Other program contributors provide regular clinical supervision as part of program fieldwork and teach program courses on an adjunct basis.

(a) Function as an integral part of the academic unit of which the program is an element;

Leadership for the school psychology doctoral program is provided by core faculty. Program faculty are full-time, tenure-track members of the CDCSEP department and serve on a variety of department, college, and university committees. Core program faculty maintains Graduate Faculty Status with the College of Graduate and Professional Studies. Core faculty serves on the college level Graduate Advisory Council. The school psychology program is represented by one of the core faculty on both the department's Program Advisory Council (PAC) and the University Hall Clinic Committee. The PAC serves to coordinate and integrate cross-disciplinary efforts and provides a mechanism for all programs in the department to be informed about and give input on program-level decisions. The University Hall Clinic Committee serves to coordinate and integrate activities and services provided by the University Hall Clinics, which includes PSPC. Core faculty meets on a regular basis as part of the School Psychology Program Committee, which also includes the department chairperson and a student representative for both the Ph.D. and Ed.S. school psychology programs.

(b) Are sufficient in number for their academic and professional responsibilities;

Currently, the core school psychology faculty consist of two members. Dr. Ball and Dr. Nellis were both trained as professional school psychologists and have extensive clinical experience in school settings. A search is currently underway to fill a third, tenure-track school psychology position due to a spring 2012 non-tenure decision for a

school psychology faculty. The position description and search process is designed to result in the hire of a faculty with school psychology training, credentials, and expertise. A successful search will result in three core faculty. Currently, nine associated faculty provide substantial program contributions through teaching and supervision of student research and dissertation. Collectively, the core and associated faculty support the training and preparation of 30 doctoral students, 17 of which who are currently on-campus.

Dr. Nellis serves as the Director of Training for the doctoral program and Dr. Ball is the director of the Porter School Psychology Center and coordinates the Ed.S. program in school psychology. Dr. Ball's responsibilities solely serve the school psychology programs and include teaching, clinical supervision, clinic coordination, and dissertation supervision for students in the doctoral program. Dr. Nellis currently has non-program responsibilities as a Sponsored Programs Fellow and principal investigator for a technical assistance resource center. Dr Nellis' responsibilities to the school psychology program include doctoral program leadership, dissertation supervision, clinical supervision, and teaching.

Teaching responsibilities of the core school psychology faculty only include courses within the school psychology program. Courses are taken by both Ed.S. and Ph.D. school psychology students. Faculty teaching load includes four courses per semester, which includes clinical supervision time and responsibilities. Advisement and training responsibilities include developing students' schedule of course study, monitoring student performance and progress, student recruitment and admission, conducting annual performance evaluation, conducting preliminary examinations, preparing students for pre-doctoral internship, completing program reports and improvement activities, and addressing issues of student competency and remediation when the need arises.

(c) Have theoretical perspectives and academic and applied experiences appropriate to the program's goals and objectives;

The program espouses a scholar-practitioner model with an emphasis on preparing individuals for professional practice in diverse settings. Both Dr. Ball and Dr. Nellis have worked extensively in applied settings, as well as taught previously in school psychology training programs. Areas of focus and expertise align with the program's commitment to the integration of scholarship and practice through professional skills in assessment, prevention and intervention, consultation, research and evaluation. Dr. Ball has worked in both the K-12 school setting and independent practice and continues to do so, providing services to children, adolescents, and adults. She joined the school psychology faculty at ISU in 2011, having taught previously in the school psychology program at Ball State University. Dr. Nellis has worked as a school psychologist and consultant in the K-12 setting for 16 years. She continues to work extensively with school psychologists, school district administrative teams, and state departments of education. Additionally, Dr. Nellis has extensive grant and sponsored program experience. She joined the ISU faculty in 2009, with five years of faculty experience and

4 years of university administrative experience.

(d) Demonstrate substantial competence and have recognized credentials in those areas which are at the core of the program's objectives and goals; and

Both Dr. Ball and Dr. Nellis have a Ph.D. in school psychology and hold the school psychologist license and the National Certification in School Psychology. In addition, Dr. Ball holds the psychologist license and has experience in both the K-12 school setting and independent practice. Her scholarship focuses upon intervention, assessment, and data-based decision making, which are areas of program emphasis. Dr. Nellis' scholarship and sponsored program activity focuses upon collaboration and consultation, data-based decision making, and professional practices in school psychology. These areas of focus support the program emphases on collaboration, prevention and intervention, leadership, and systems-level change.

(e) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession.

Core faculty serve as role models for the doctoral students in a number of capacities. First, the core faculty members engage in professional activities such as direct service, consultation, or supervision of direct services being provided to children and adolescents. These professional activities represent a comprehensive array of professional services including formal and informal assessment, intervention implementation and monitoring, and consultation at the systems-, consultee-, and client-level. Core faculty also engage doctoral students in research teams and projects, serve as members of dissertation committees, and conduct conference presentations and prepare manuscripts with students. Dissertation committees are composed of three members, one of which must be a school psychology core faculty. Additionally, core faculty members are actively involved in professional associations at the state and national level through leadership roles and contribute to the profession of school psychology as, for example, journal reviewers, taskforce members, and executive committee members. This involvement has provided opportunity for doctoral students to attend national conferences and meetings and assist the state school psychology association with a needs assessment and strategic planning.

Associated faculty makes substantial contribution to the school psychology doctoral program through various roles. These faculty members teach required program classes in areas that align with credentials and expertise. For example, Drs. Ganapathy-Coleman, Hampton, McQueen, and Sperry teach research methodology and statistics courses, Dr. Balch teaches a course on cultural and individual diversity (COUN 666: Multicultural Counseling) Dr. Roberts-Pittman teaches an advance seminar course on systems-level services and crisis response, and Dr. Dietz teaches SPSY 682: Personality Appraisal I. Dr. Dietz also provides clinical supervision for doctoral students in practicum and internship. Associated faculty members also engage students in research and scholarship and serve as dissertation committee members and

chairpersons. Drs. Ganapathy-Coleman, Hampton, MacDonald, and Sperry have chaired or served on numerous school psychology dissertation committees over recent years. Additionally, Dr. Sailes provides supervision for doctoral students who are teaching undergraduate educational psychology courses and engages students in research and scholarly presentation. Associated faculty members are reviewed on a regular basis per the retention, promotion, and tenure requirements and guidelines of the department and BCOE.

Other contributors to the program include those who teach specific courses on an as-needed basis, provide ongoing practicum or internship supervision, and serve on dissertation committees. Faculty from the psychology department contributes as course instructors, for example Dr. Brubaker teaches PSY 607: Social Bases of Individual Behavior, and Dr. O’Laughlin supervises the ISU ADHD Clinic and serves on dissertation committees. Dr. Shamsaie and Dr. Olsen provide ongoing practicum and internship supervision for doctoral students in their respective settings. Dr. John Olsen is the Coordinator of Psychological Services at Covered Bridge Special Education District which serves four school districts in the ISU region. Dr. Shamsaie is the psychologist at Gibault Children’s Services, a residential facility in the Terre Haute area that provides educational and therapeutic for children and adolescents with emotional and behavioral disturbance, substance abuse issues, and histories of physical and sexual abuse. Additional contributors include those who teach specific courses on an as-needed basis. Several course instructors have taught for multiple years which support continuity and program alignment. Course instructors are selected by the core program faculty and the department chairperson based upon training, credentials, and areas of expertise. Course instructors are evaluated by the department retention, promotion, and tenure committee each semester that they teach. This review provides instructors formative feedback and provides a mechanism to inform future hiring decisions.

2. The program has an identifiable body of students at different levels of matriculation who:

(a) Are of sufficient number to ensure opportunities for meaningful peer interaction, support, and socialization;

Enrollment for the ISU doctoral school psychology program varies each year (Table 4). The school psychology doctoral program currently has 30 students at different levels of matriculation (Table 6). Seventeen students are on-campus, two are completing their pre-doctoral internship away from campus (SPSY 891: Doctoral Internship), and seven have completed internship and are finishing their dissertations. Of the on-campus students, two are fourth-year students, five are third-year students, six are second-year students, and four are first-year students. Additionally, there are currently four students who are beyond the seventh-year in the program (Table 7). Three of the students have completed the pre-doctoral internship and are working on dissertation with anticipated completion dates within the next 16 months. Communication with one student has not been effective in eliciting responses. This student will time out of the program in 2013

and if no contact has been made by that time, the individual will be eliminated from the program. To date, we have five students in the incoming doctoral cohort for 2013-2014. On-campus students are members of Student Affiliates in School Psychology (SASP), the program's student organization (Appendix R). SASP members are highly involved in activities at multiple levels (program, college, university, and community). SASP members assist with recruitment of new students by interviewing prospective students and providing input to program faculty, conduct presentations at college level fairs and exhibits, present at undergraduate classes and Psi Chi meetings, organize workshops and presentations on campus, and organize social events.

(b) By interest, aptitude, and prior achievement are of quality appropriate for the program's goals and objectives; and

The program seeks high quality students who display potential to articulate, assimilate, and demonstrate the program training model. Students may enter at the bachelor's or master's level in psychology, education, or a related field. Admission application requires a vita, personal statement, transcript, GRE scores, and three letters of recommendation. Applicants attend on-campus interviews with core and associated faculty as well as current students. To be considered for admission, applicants must have significant experiences with school-age children and youth and demonstrate potential to engage graduate coursework, field experience, and research/evaluation. The program requires a minimum undergraduate GPA (2.70), minimum graduate GPA (3.50), if applicable. Admission decisions are based upon multiple sources of information which are collectively utilized to determine an applicant's fit with the program's training model and goals as well as their potential for success in the program (Table 5). In situations where the interview committee is uncertain about an applicant's preparation and fit with the doctoral program, an admission offer to the Ed.S. program is made with the understanding that the student may apply to the doctoral program following year one or two without negative consequence. This practice was introduced in response to numerous program changes in the past which impacts program attrition. Two admission application cycles (December 15 and April 15) are implemented and admission offers are extended mid-February and mid-May.

(c) Reflect through their intellectual and professional development and intended career paths the program's goals, objectives, and philosophy.

Successful students demonstrate a commitment to becoming professional psychologists with expertise in school psychology. Our students are engaged in coursework, field experiences, and scholarly endeavors that collectively prepare them to be successful in a variety of employment settings. Graduates are employed in various settings (e.g., educational agencies, university academia, and independent practice (Table 9).

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The resources should include:

(a) Financial support for training and educational activities;

Financial support is provided to students through assistantship, fellowship, and scholarship awards through the College of Graduate and Professional Studies (CGPS, <http://www.indstate.edu/graduate/>) and the Bayh College of Education (BCOE, <http://coe.indstate.edu/resources/index.htm>). School psychology doctoral students receive the majority of the department's graduate assistantship funding and have the highest priority when such awards are being determined. Students are notified about assistantship opportunities and awards through the CDCSEP department office. Assistantships are awarded on an annual basis based on student application, departmental need, and available funds.

Three department-level awards are available to school psychology doctoral students. The Dr. Liam K Grimley Professional Development Award and the Bonnidell Clouse Research Award Application are application-based awards (Appendix S). Students are informed about and encouraged to apply for these awards annually. The Herman Becker Award is given to the outstanding doctoral student of year. These awards provide funding that can be utilized for professional development, research, and training. Award recipients are selected by program committees in the CDCSEP department and are honored during a spring awards celebration.

In addition, several funding opportunities exist for faculty and students. Faculty receive departmental funds to support professional travel and may apply for additional support from the Blumberg Center for Interdisciplinary Studies in Special Education (<http://www.indstate.edu/blumberg/>). Additional funding support is available through awards issued at the college-level through the BCOE Dean's Office (<http://coe.indstate.edu/resources/index.htm>). Students receive funding support to attend state and national conferences from the school psychology program.

Additionally, students may apply to the BCOE for awards such as the Adams Student Fellowship Award. Financial support for research and professional travel is also available to students through the BCOE's Graduate Student Research and Professional Development Fund (<http://coe.indstate.edu/resources/index.htm>) and the CGPS Graduate Student Research Fund (<http://www.indstate.edu/gradexpress/research-fund.htm>). Students are informed about these opportunities in SPSY 898: Doctoral Seminar, email communication, and posting to the School Psychology Programs Blackboard group in which all students are enrolled. School psychology doctoral students have been highly successful in application for these funds, which have been used for travel and presentation at national conferences and dissertation research.

(b) Clerical and technical support;

The department has four full-time support staff members. Ms. Patty Snyder is the student services assistant for the school psychology programs. In that role, she assists with admissions, interviews, program committee meetings, file maintenance, student inquires and questions, and faculty support. Ms. Sandie Edwards coordinates the graduate assistantships and serves as the student services assistance for the

counseling programs. Ms. Karen Meeks handles class schedules, budget, travel, and personnel issues. Ms. Dori Ball Roberts provides support to students and faculty in the University Hall Clinic.

All faculty members have laptop computers as well as docking stations and computer monitors in their office. The university provides all faculty, staff, and students with computer accounts that allow email communications, provide Internet and Blackboard access, and permit research activities. Additional technology and equipment may be purchased using funds available from departmental resources. Faculty have purchased and utilize items such as Livescribe, webcams, and headsets with microphones. Technical support is available to faculty, staff, and students through the BCOE's Instructional and Information Technology Services (IITS), and through the university's Office of Instructional Technology (OIT, <http://www.indstate.edu/oit/>). Through IITS, students and faculty can check out wireless laptops, digital video and still cameras, Tablet PCs, projectors, and various media devices for use in the classroom and field. OIT supports the operation of two computer labs on campus and 22 wireless print stations across campus, one of which is located in University Hall. Students have access to the labs and print stations and are provided a 1000 black/white pages print allotment at the beginning of each semester of enrollment. OIT also offers training on the utilization of technology resources and provides faculty and students with design and printing services for conference presentations. The Extended Learning office (<http://www.indstate.edu/academicaffairs/fdcalendar.htm>) offers technology-based workshops with a strong pedagogy focus. Workshops assist faculty with course management software (WebCT, Blackboard), statistical software (SAS, SPSS), educational portfolio software (LiveText, Tk20), as well as Microsoft Office products and other general-use software.

(c) Training materials and equipment;

Resources for program-related training materials and equipment are included in the CDCSEP department, BCOE, and university budgets. Program needs related to textbooks, assessment materials, teaching resources, and research supplies are provided through the departmental operating budget. Additional program development funds are available through an annual contribution from the Blumberg Center for Interdisciplinary Studies in Special Education. Funds generated through contracted services with school districts are also utilized to purchase assessment materials, training materials, and computer scoring programs. Technology-related equipment needs are addressed through the BCOE Information Technology Advisory Committee (ITAC), a faculty committee that provides guidelines for faculty competencies, recommendations for student technology standards, and oversees allocation of new technology purchases and requests. ITAC also maintains the college's Technology Plan and works with the IITS director to ensure that all areas have adequate technology resources. Additionally, IITS operates in close cooperation with OIT to coordinate purchases for labs, faculty, and staff.

(d) Physical facilities;

The school psychology program of the CDCSEP department is physically located in University Hall, home of the BCOE. University Hall is wireless and has technology-enhanced classroom and conference rooms. Faculty and instructor offices are located on the third floor of University Hall. A CDCSEP departmental suite is located on the second floor with offices for the department chairperson, Dr. Sperry, and support staff members. The departmental suite also includes a mailroom, work room, secured file room, and conference room. Faculty and staff have access to networked printing and copying services that are located on the second and third floors of the building. Offices are provided to doctoral students who have teaching assistantship assignments. A suite of graduate student offices is located on the second floor of University Hall.

The Porter School Psychology Center is located in the University Hall Clinic (<http://coe.indstate.edu/uhclinic/index.htm>), which is on the lower level of the building. University Hall Clinic is an integrated clinic serving the training needs of the school psychology, communication disorders, and counseling programs. The clinic space includes several conference rooms as well as separate, secured rooms for testing materials, computer scoring, and client files. The space also includes a small kitchenette, student lounge, office space for clinic staff, and a waiting area for clients, families, and children. One room in the clinic contains school psychology related books and reference materials which are available for review and check-out by students. Therapy and assessment rooms are equipped with observation windows as well as audio and video recording technology.

Classrooms in University Hall are equipped with integrated media cabinets that provide computer, projection, audio, Tegrity recording, and internet capabilities. Classrooms permit distance delivery of courses. The majority of the classes offered by the school psychology program are held in University Hall. On occasion, courses will be held in other buildings on campus that are also equipped with needed technology.

University Hall also houses the academic departments of Elementary, Early, and Special Education; Educational Leadership; and Curriculum, Instruction, and Media Technology. Four specialized centers, including the Blumberg Center, AdvancED, Center for Mathematics Education, and the Early Childhood Education Center, are also housed in University Hall. The Educational Student Services (ESS) office is located on the first floor. ESS serves as the liaison between the BCOE and the Indiana Department of Education and assists school psychology program graduates in obtaining their school psychology licensure.

The ISU Cunningham Memorial Library (<http://lib.indstate.edu/index.html>) supports an Education Reference Librarian who is dedicated to help manage library resources directly related to needs of the BCOE and its programs. The BCOE has a faculty member who serves on a campus-wide committee that works to review and recommended resources for the library. The library maintains an extensive array of online resources that are available to users both on and off-campus. Library staff also provide training and assistance to school psychology program on topics such as

literature searches and use of programs such as EndNote which is free for download to our students.

(e) Student support services; and

Student support services are available on campus through various offices and centers. The Writing Center (<http://libguides.indstate.edu/>) is housed at the Cunningham Memorial Library and offers free assistance. The Student Counseling Center (<http://www.indstate.edu/cns/>) provides individual- and group-counseling, substance abuse treatment, psychiatric services, and additional supports for all ISU registered students. The Center for Student Success houses the Disabled Student Services office (<http://www.indstate.edu/cfss/programs/dss/services.htm>) for students who may need services and accommodations due to a disability.

(f) Access to or control over practicum training sites and facilities that are appropriate to the program's goals, objectives, and training model.

Practicum training sites are selected by program faculty based on availability of supervision, appropriate experiences, and alignment with program goals and objectives (Table 2). The program has a long-standing collaboration with multiple sites, including the South Vermillion Community School Corporation (SVCSC), Covered Bridge Special Education District (CBSED), and Gibault Children's Services. SVCSC is a rural district approximately 20 miles from campus. The corporation has three elementary, a middle, and high school in which school psychology students complete first-year practicum experiences. CBSED provides special education services for four local school corporations and serves as the placement site for first-year shadowing experiences and year-two practicum. Dr. John Olsen, Coordinator of Psychological Services, serves as an on-site supervisor and is a liaison between the program and CBSED. Dr. Olsen also participates in evaluating student performance, planning shadowing and practicum experiences, dissertation committees, and faculty search committees. Gibault Children's Services is a residential facility in the Terre Haute area that serves children with mild emotional disturbances, aggressive and oppositional behaviors, and substance abuse issues as well as child or youth victims and perpetrators of physical and sexual abuse. Dr. Robin Shamsaie, Psychologist, serves as an on-site supervisor for doctoral students and is a liaison to the program. Dr. Shamsaie evaluates student performance, serves on dissertation committees, and assists in the planning of practicum and field experiences. Based on student numbers, additional practicum sites are frequently necessary and are established as needed by school psychology faculty. Continued use of a site is determined by program faculty based upon the supervision and experiences provided, as well as student feedback which is provided at the end of the placement period. Before a student begins their placement, an agreement and contract is signed by the student, placement site, and ISU (Contract and Agreement, Appendix N). For students completing their third- and fifth-year internships, a Training Plan is also established at the onset of the experience (Appendix N).

4. A graduate program may consist of, or be located under, a single

administrative entity (institution, agency, school, department, etc.) or may take the form of a consortium.

The ISU school psychology doctoral program is housed within the Bayh College of Education (BCOE) of a regionally accredited institution and is not in the form of a consortium.

Domain C concerns related to student attrition were identified in the CoA response to the 2008 site visit (Appendix P). The program was asked to report on efforts to reduce student attrition rates. Correspondence from the CoA dated December 15, 2009 documents that the program satisfactorily addressed this issue.

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.

1. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds into the program.

The ISU strategic plan has a target for increased recruitment and retention of faculty of color. A diversity council was formed at the institutional level in 2008-09 to begin development of a diversity plan. In the area of recruitment of diverse faculty, the BCOE *Diversity Plan* (<http://coe.indstate.edu/dean/docs/DiversityTaskForceFinalReportDec2010.pdf>) proposes a series of steps including exploring the potential to “grow our own” faculty, establish ties with HBCUs and institutions that graduate high numbers of students of color, use direct correspondence to groups that have connections with underrepresented minorities, advertise in publications with connections with underrepresented groups such as *Diverse Issues in Higher Education*, and ensure that faculty from underrepresented groups are involved in recruitment efforts. In order to improve retention the plan advocates steps such as social networking groups, providing support, collaboration, and mentoring for faculty, and establishing a formal mentoring program for new faculty that includes specific strategies to meet the needs of diverse faculty. The BCOE is vigorously engaged in implementing the Diversity Plan with the active support of the university, which is also focused on diversity-related efforts as part of its strategic plan..

In Fall 2010, ISU also implemented an aggressive new program called *Opportunity Hires* (<https://www.indstate.edu/facultydiversity/OpporHireProgInfo.htm>), which is part of the Diversifying the Faculty Initiative (<https://www.indstate.edu/facultydiversity/>). The premise of the program was to overcome the deficiencies of independent searches and encourage departments to actively seek and recruit high quality, nationally competitive candidates who will diversify the faculty and would otherwise be lost to future searches if not immediately pursued. The particular focus on African American hires was an attempt to narrow the proportion gap between the percentage of African American

students and faculty. These hires did not have to be part of the approved searches for the year. In addition to this, within conventional searches, new supports were developed to increase the ability to attract candidates from historically underrepresented backgrounds. Faculty members with experience in conducting faculty searches and with passion and expertise in issues surrounding diversity were involved as ex-officio guides or Search Team Process Partners. These individuals worked with search teams in the BCOE to enhance the quality of faculty searches by providing helpful support, advice, and process insights on issues of good search management, including, but not limited to, building deep, diverse, candidate pools.

Through these two initiatives, and in congruence with the college's *Diversity Plan* and the value placed by the college on social justice and diversity, in Spring 2011, the BCOE successfully identified and hired two faculty members from historically underrepresented groups, one in the CDCSEP department and another in the Department of Educational Leadership. Offers were also made to two African American faculty candidates who declined.

In the school psychology area, the position description for recent searches emphasized the importance of diversity and culturally competent professionals (Appendix T). Search committees were formed to include diverse faculty, students, and community partners. School psychology search committees participated in workshops offered as part of the above initiative, utilized the provided resources, and engaged the assistance of a Search Team Process Partner. Position announcements and personal emails were sent to individuals identified using various databases such as the Diversifying Higher Education Faculty in Illinois Graduates Directory, CIC Doctoral Directory of Historically Underrepresented Graduates, and the National Registry of Diverse Faculty Candidates. Additionally, position announcements were distributed through numerous listserves in the area of school psychology as well as through state chapters of the Association of Black Psychologists.

Although recruiting and retaining a diverse faculty is a strategic goal for the BCOE, there has been limited success in attracting diverse faculty, especially people of color, to Terre Haute. The number of faculty hired at the university over the past three years indicates that, although the first year of these programs (2010-11) yielded more diverse faculty, maintaining that success has been challenging. It is important to note that the ISU strategic plan has identified African American faculty as the institutional priority for its recruitment efforts; therefore, the institutional data available are limited to this population. The current school psychology search resulted in three of nine applicants being of color or ethnic diversity. The search has not yet concluded so hiring information is not available.

Increasing the diversity of students is also a priority at institution and in the BCOE and the school psychology program. Such efforts must be focused on both recruitment and retention of students. Recruitment efforts became increasingly focused on diversity in 2011. Recruitment letters and program posters (Appendix B) were sent to historically black colleges and universities (HBCU) as well as state universities with high enrollment

of students of color. This focus aligned with the university emphasis on the recruitment of students and faculty of color. Materials will continue to be disseminated strategically to enhance recruitment efforts. Additional strategies have been implemented to support the recruitment of diverse students. Such strategies include involving current students in on-campus admission interviews and providing information about student associations and community networking opportunities in interview day packets. Such strategies were selected at the suggestion of current students, some of whom are individuals of color. The CDCSEP department hosted a department-wide open house to support recruitment efforts in the fall of 2011. Attendance was limited, with no potential applicants for the school psychology doctoral program, so an open house was not held in 2012. Efforts to recruit diverse candidates have not yielded significant increases as the demographics of the doctoral cohorts have remained steady over the last three years (Table 4). The school psychology program committee will continue to identify ways to strengthen recruitment efforts to yield a diverse student group in terms of ethnicity, cultural, linguistic, religion, and sexual orientation. The retention of diverse school psychology students is also important and the program has made efforts to create mentoring relationships between doctoral students to create a sense of belonging and community. The mentoring program was initiated in fall 2012 and will be continued for the 2012-13 academic year. School psychology faculty will review student program evaluation responses for feedback on the mentoring program. A review of the attrition data indicates that withdrawal from the program is not disproportional as no students of color have withdrawn during the last six years.

2. The program has and implements a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of cultural and individual diversity in psychological phenomena as it relates to the science and practice of professional psychology.

The program focus, as reflected in the course of study, also embraces diversity and makes it a priority of the program (Appendix L). Students are exposed to multicultural issues in their first class, SPSY 600: Foundations of School Psychology: History and Practices. This class emphasizes the importance of cultural issues in all domains of school psychology – assessment, data-based decision making, intervention, consultation, and one’s own professional development. Assessment courses include readings, class discussions, and activities that focus upon the assessment of culturally and linguistically diverse individuals. For example, SPSY 666: Cognitive Assessment and Intervention discusses topics such as second language acquisition, instructional strategies for English Learners, and bilingual assessment practices. COUN 533: Techniques of Counseling also provides a focus on working with individuals from diverse backgrounds. Additionally, students take COUN 666: Multicultural Counseling which provides a broad focus on issues of diversity, self-awareness, and the transactional approach to multi-cultural interaction. COUN 666 provides training about diversity beyond ethnicity by focusing upon factors such as gender, sexuality, disability, age, socioeconomic status, and religion (Syllabi, Appendix M).

Fieldwork experiences in practicum and internship provide opportunities for students to apply their knowledge and skills in diverse settings and with diverse clients. This includes ethnic and linguistic diversity as well as diversity associated with disability and cultural and experiential background. Students engage in field experiences in settings that range from small, rural to large, urban school districts with student populations from varying levels of socioeconomic status. Students are required to observe and complete activities with P-12 students with various disabilities and learning needs. Students also complete field experiences in university-based clinics which may serve clients that differ from those encountered in the school-based settings. Completing internship experiences at Gibault Children's Services exposes students to children and youth with severe emotional and behavioral challenges, substance abuse and addictions, and involvement, as victim or perpetrator, of physical or sexual abuse. Collectively, practica and internship provide an array of interaction with children, youth, families, and staff with varying backgrounds and experiences. While the observable characteristics of diversity are not always evident, these clients undoubtedly require our doctoral students to think about issues of diversity, adjust their practice accordingly, and reflect upon their effectiveness and competency in each unique situation.

Respect for and learning about diversity is also encouraged through professional development activities. The Blumberg Center and the Effective Evaluation Resource Center (www.indianaeeerc.org) hosts a variety of workshops and video conferences related to working with P-12 students from culturally and linguistically diverse backgrounds. On-campus events have also provided opportunities for program students to learn about topics such as gay, lesbian, and transgender. SASP received a student mini-grant from the ISU Office of Diversity to fund a free presentation titled *Are Two Enough? Transgenderism, Intersexuality, and the Assumed Sex/Gender Dichotomy* for the college, university, and Terre Haute community (Appendix U).

No Domain D issues were identified in the program's last decision letter or subsequent correspondence.

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.

- 1. The program recognizes the rights of students and faculty to be treated with courtesy and respect.**

Student-faculty relationships are viewed as critical to the success of the school psychology doctoral program as well as the preparation of our students. Students are treated as individuals who bring their own skills, beliefs, and talents to the profession of psychology. The interaction and professional relationships that students form with faculty and staff, and one another, serve as a microcosm of the "real world". Thus,

faculty strive to model and engage in professional relationships that are respectful, open, honest and based upon trust. Faculty serve as role models and continually display professional behavior that exemplifies the highest standards of ethical practice. Engaging students in such interactions will allow them to develop the necessary skills and thus transition successfully from the role of student to that of professional psychologist.

Formal policies regarding student conduct and grievance procedures are outlined in multiple university and program documents. The ISU Code of Student Conduct (Appendix C, <http://www.indstate.edu/sci/docs/CodeConduct.pdf>), BCOE Policies (Appendix D, <http://coe.indstate.edu/resources/index.htm>), and Doctoral Student Handbook (Appendix A) provide policy statements and procedures.

Student rights and responsibilities are addressed in the ISU Code of Conduct (Appendix C, p. 13-22) and the School Psychology Doctoral Student Handbook (Appendix A, p. 26-27). Grievance policy and procedures are addressed in the BCOE Policies (Appendix D, p. 10-14) and the Doctoral Student Handbook (Appendix A, p. 31-32). University-level information is shared with students during a CGPS orientation held in the fall of the first semester of enrollment. Program-level information is shared with students, both incoming and returning, at the program meeting held each fall. Students complete and sign a form (Appendix V) indicating that they have read and understand the information included in the Doctoral Student Handbook.

2. Program faculty are accessible to students and provide them with a level of guidance and supervision that actively encourages timely completion of the program.

During the application and admission process, faculty are available to answer applicants' questions by phone, email, or individual meeting. Admission letters (Appendix W) encourage potential students to contact either school psychology faculty member with any questions or concerns. Many applicants take advantage of this opportunity and report that the availability and approachability of the school psychology faculty, as well as current students and the program's student services assistant, are key factors in their decision to attend the ISU school psychology doctoral program.

In late May/early June, incoming students are sent a letter (Appendix W) detailing fall orientation activities, fall course registration information, and items that need to be completed during the summer. They are encouraged to contact Dr. Nellis, Ms. Snyder, or the SASP President with any questions related to their transition to ISU and the Terre Haute area. In the fall, two meetings provide orientation to the university and the program. The CGPS holds an orientation meeting and luncheon for all graduate students new to ISU and the school psychology program holds a meeting for both incoming and returning students (Appendix W). The Doctoral Student Handbook (Appendix A) is provided to each student and students are informed about its availability in the School Psychology Programs Blackboard. A document outlining the milestones in the doctoral program (Appendix X) was developed summer 2012 to provide additional

guidance on the sequence and timing of program progression. Students are provided with advisement and ongoing assistance with the schedule of study and meeting of program milestones by Dr. Nellis in SPSY 898: Doctoral Seminar and individual meetings, and by their dissertation committee. All of the program-related documents are also posted to the School Psychology Programs Blackboard so that students have ongoing access.

Time to program completion has been an area of challenge for the doctoral program over recent years. This issue has, and continues to be, addressed through correspondence between the CoA and the program (Appendix P). The CoA notified the program in both November 2011 and 2012 that the program's 3-year mean and median time to degree exceeded the 7.5 years threshold. The program submitted a response to the CoA on December 16, 2011 (Appendix P) and responded to subsequent requests for information. The CoA recognized the program's actions in a letter dated July 30, 2012 and no additional response was required at that time due to this upcoming self-study.

The program has been monitoring the time to completion data and has noted several contributing influences and factors. First, there have been many students who complete internship but struggled to complete dissertation which results in timeline extensions and completion in 8+ years. For example, of those who graded during the last seven years, four took nine years and one took eight years to complete the program. This significantly impacts program mean and median data. Second, significant faculty turnover occurred during the years of 2004-2006 which undoubtedly contributed to this issue. Specifically, many dissertation committees needed to be re-formed, support for dissertation research was stretched, and monitoring of student attainment of program milestones was limited. Since 2007, there has been an intentional effort on the part of departmental faculty to address the number of ABD students. Substantial support for dissertation research has been provided to students and the number of ABD students has decreased substantially; however, this has created extended completion times.

Program faculty have attempted to address factors associated with timely completion by a) encouraging and monitoring the attainment of key program milestones such as dissertation proposal prior to internship, b) striving to achieve faculty consistency so that dissertation committees and research support would be consistent and available, and c) establishing a Doctoral Seminar experience. The program implemented a standard schedule for preliminary examinations so that all students in a given cohort complete this milestone at the necessary juncture. The DOT monitors timely completion of the dissertation proposal and communicates with students and dissertation chairpersons if concerns are noted. Students participate in a Doctoral Seminar, which is designed to assist with progression through the program and to facilitate opportunities for engagement in research and other scholarly activities. All doctoral students in the department participate in this seminar which further provides mentoring and collegiality with fellow students and faculty. Additionally, currently proposed program changes were identified to improve timely completion.

3. The program shows respect for cultural and individual diversity among their students.

Respect for diversity is a value strongly held by the faculty in the school psychology program and CDCSEP department. This value is illustrated in many ways including the faculty's commitment to treat all students equitably and fairly as well as establishing and maintaining a climate and atmosphere of safety and security. Further, respect for diversity is integrated into coursework and applied experiences as well as the professional development of faculty and staff. The CDCSEP sponsors an annual diversity event for students and others in the university community. A department committee works with student associations in the department to plan, secure funds if needed, and sponsor these events. Two recent examples are the SASP sponsored presentation *Are Two Enough? Transgenderism, Intersexuality, and the Assumed Sex/Gender Dichotomy* and the Chi Sigma Iota sponsored presentation *Challenging Assumptions* (Appendix U).

4. At the time of admission, the program provides the students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. Students receive, at least annually, written feedback on the extent to which they are meeting the program's requirements and performance expectations. Such feedback should include:

- (a) Timely, written notification of all problems that have been noted and the opportunity to discuss them;**
- (b) Guidance regarding steps to remediate all problems (if remediable); and**
- (b) Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern.**

Incoming students are required to attend an orientation hosted by the CGPS where they are provided materials related to university expectations as well as policies and procedures regarding student conduct. Incoming students also attend a program orientation where the Doctoral Student Handbook is provided and discussed. Program and university policies are included in three main documents: the ISU Code of Conduct, BCOE Policies, and School Psychology Doctoral Student Handbook.

- Student rights, requirements, and expectations
 - Code of Conduct, <http://www.indstate.edu/sci/docs/CodeConduct.pdf>, Appendix C, 1-11, 19-22
 - School Psychology Doctoral Student Handbook, Appendix A, p. 5, 13, 20
- Student continuance, retention, and termination procedures
 - Code of Conduct, Appendix C, p. 15
 - Graduate Catalog, General Policies and Regulations: Retention, <http://catalog.indstate.edu/content.php?catoid=16&navoid=362>

- CGPS Guidelines and Procedures from Removal from a Program, <http://www.indstate.edu/graduate/removal.pdf>
- School Psychology Doctoral Student Handbook, Appendix A, p. 29-31
- Grievance and due process procedures
 - Code of Conduct, Appendix C, p. 15-18
 - BCOE Policies, Appendix D, p. 9-17
 - School Psychology Doctoral Student Handbook, Appendix A, p. 29-32

These documents are discussed in CGPS and program orientation meetings, are available to students online, and in the School Psychology Programs Blackboard. In the event that such situations arise for an individual student, the DOT and/or program faculty would remind the student of the policies and procedures and the above resources.

Feedback is provided to students on an ongoing basis through coursework, supervision, and fieldwork evaluations. Additionally, annual feedback is provided in the form of a completed rubric based upon a student portfolio or review of annual performance information. Written feedback is provided and an individual meeting would be held if concerns were identified. In the event that a concern arises during the course of the academic year, program faculty follow the university procedures for filing a report with the ISU Office of Student Conduct and Integrity (<http://indstate.edu/sci/maxient.htm>). Program faculty would also prepare a written summary of the concern and propose remediation or corrective action. This proposed contract would be shared and discussed in a face-to-face meeting with the student, the DOT, and another faculty member. Contracts are signed by the student and the DOT and placed in the student's file. A copy is provided to the student for his/her records. When issues have arisen, the situation has been dealt with in a timely manner. An example remediation plan is provided in Appendix Y.

5. Each program will be responsible for keeping information and records of all formal complaints and grievances, of which it is aware, filed against the program and/or against individuals associated with the program since its last accreditation site visit.

No formal grievances have been filed since the last accreditation visit. The program maintains student records in a locked file room within the CDCSEP department office suite. Access is limited to program staff and faculty.

No Domain E issues were identified in the program's last decision letter or subsequent correspondence.

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.

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 engages in ongoing self-assessment and improvement processes using student performance and outcome data as well as feedback regarding the program from current students, field-based supervisors, and program. Student performance data includes annual portfolio/performance evaluation results, field-based supervisor evaluations, and preliminary examination summary data. Student outcome data such as time to completion, retention, and attrition are also considered. First- through fifth-year students are invited to respond to an online survey regarding program curriculum, field experiences, and relationships with faculty and students (Appendix Z). Individuals who have been practicum and/or internship supervisors for program students are invited to respond to an online survey regarding clarity of expectations, preparedness of students, and relationship with program faculty (Appendix AA). Program graduates are invited to respond to an online survey regarding curriculum, practicum and internship opportunities, relationship with faculty, and post-graduation accomplishments (Appendix BB). Collectively, this information indicates student progress related to program goals, objectivities, and requirements and identifies areas of curriculum, procedures, and climate that need to be addressed. Available information is reviewed each summer by program faculty and priorities for the upcoming year are identified.

(b) How its goals and objectives are met through graduate education and professional training (i.e., its processes); and

Data are collected and reviewed while students progress through the program to ascertain whether proximal outcomes are being achieved. Student evaluation tools are aligned with program goals, objectives, and competencies (Appendix K). Expected levels of aggregated student performance are articulated in Appendix O.

Annual Portfolio/Performance Evaluation: Aggregate data for annual portfolios for 2010-2012 is provided in Appendix G. Utilization of the Annual Portfolio (Appendix #) was discontinued following the 2011-12 academic year due to faculty dissatisfaction with the information provided from the process. Beginning in summer 2013, an Annual Performance Evaluation process will be completed (Appendix G).

Practicum/Internship Evaluations: Second-year practicum evaluations have been collected for several years while first-year practicum evaluations were introduced during the current year. Thus, aggregate data from first-year practicum has not yet been reviewed. Practicum evaluation forms have been revised multiple times (in 2010 and again in 2012) in response to feedback from field-supervisors and to align with training

domains and standards. Given the change in forms, data from 2010-12 is reported at the domain level and data from the current year is reported at the competency level (Appendix H). Like practicum forms, internship evaluation forms have been revised multiple times (in 2010 and again in 2012). Thus, aggregate data for 2010-12 is reported by evaluation domain and item and data from the current year is reported at the competency level (Appendix I).

Preliminary Examinations: The current process for administering and evaluating preliminary examinations was approved in 2009 and went into effect 2010. Thus, aggregate data are available for written exam ratings and final outcome decisions (Appendix J).

Retention and attrition data (Table 10) are also reviewed to understand the timing and reasons for withdrawal from the program. The majority of withdrawals have occurred following the first year in the program and all but one of those individuals remained at ISU in the Ed.S. school psychology program.

Distal outcome data include internship placements time to completion, employment, and licensure trends as well as feedback from program graduates. As discussed in the above response to item E2, time to completion has been a challenge for the program in recent years. Program faculty anticipate that recently implemented and planned strategies will be effective in reducing the time to completion. Additionally, proposed program changes are anticipated to enhance student preparation and support increased completion of pre-doctoral internships at APPIC/APA approved sites (Table 8). Program graduates are employed in various settings (Table 9), the most frequent of which is school districts. Based on available data, it appears that a limited number of graduates are obtaining their psychologist licensure. This may be related to employment setting as well as the type of pre-doctoral internship that was completed. Feedback from program alumni (Appendix BB) noted several areas of strength as well as areas in need of improvement, many of which are addressed by the proposed program changes currently under review (Appendix CC).

(c) Its procedures to maintain current achievements or to make program changes as necessary.

The program has engaged in an intensive process of self-study over the last few years and utilized outcome data and other feedback to make or plan changes. It should be noted that proposed program changes are currently under consideration with an anticipated effective date of August 2014. Proposed changes are included in Appendix CC. Proposed program modifications were developed by program faculty in order to accomplish three goals: (1) provide improved sequencing and timing of coursework, (2) enhance curriculum to address advanced assessment and intervention as well as systems-level consultation and change, (3) provide more diverse field-based experiences for all students prior to pre-doctoral internship application, and (4) maximize students' time on-campus to best facilitate timely completion of dissertation.

2. The program demonstrates commitment to excellence through periodic systematic reviews of its goals and objectives, training model, and curriculum to ensure their appropriateness in relation to:

(a) Its sponsor institution's mission and goals;

The program engages in systematic review through processes required by NCATE, NCA, the BCOE Unit Assessment System (UAS), the ISU UAS, and APA CoA. Furthermore, the program engages in ongoing assessment of goals, objectives, training model, curriculum, and policies and procedures in an effort to maintain excellence and remain current in the discipline and field. During the past four years, the program has engaged in substantial efforts to stabilize and improve the program to support optimal student outcomes and experiences. These efforts will need to be continued as program changes occur and new faculty join the program.

(b) Local, regional, and national needs for psychological services;

The faculty of the school psychology program are actively involved in state and national organizations. Further, the connection with state-level associations and agencies as well as practitioners provides significant opportunities for students to be involved and engaged at the state and district levels. Additionally, faculty are involved with the state department of education (DOE). Dr. Nellis has served as a consultant to the DOE for over seven years and provides substantial professional development statewide on behalf of the DOE. This work is largely focused upon practice and legal issues, which informs and benefits her teaching of courses within the program.

(c) National standards of professional practice;

The program utilizes resources developed by APA, the CoA, and Division 16 to inform program development, implementation, and self-assessment. Faculty are engaged in professional development and leadership that supports familiarity and understanding of national standards of practice. As an example, Dr. Ball is currently a member of the Executive Committee of the Trainers of School Psychologists (TSP) which through its collaborative networks with associations such as NASP, APA Division 16, International School Psychology Association, Society for the Study of School Psychology, and Council for the Directors of School Psychology Programs informs standards of practice.

(d) The evolving body of scientific and professional knowledge that serves as the basis of practice; and

The program is committed to providing instruction and supervision on current scientific knowledge and practical issues. Curricular revisions are made continually as faculty are both consumers and producers of research and professional literature who consult with other professionals in the area of psychology and school psychology. Recent and proposed changes have been made in response to advances in the field and feedback from field-based and community partners. As the field continues to evolve, the program

remains attentive to the needs of the profession as well as those who utilize services provided by our faculty, students, and graduates.

(e) Its graduates' job placements and career paths.

Employment and post-graduation outcomes are recorded and reviewed on an ongoing basis to assess the alignment between program mission, goals, and outcomes. Examination of job placement data (Table 9) indicates placements in various settings but primarily school settings. This is in alignment with the scholar-practitioner model and re-emphasizes the program's need to provide substantial and diverse applied experiences.

Domain F issues were identified in the CoA response to the 2008 site visit (Appendix P). In the August 7, 2008 letter from the CoA, the program was asked to align evaluation and outcome measures with program competencies and discuss information "in the next self-study". Since that time, the program faculty have engaged in ongoing self-assessment which has resulted in a revision of program goals and objectives, development of program competencies, preparation of proposed program revisions, revision of evaluation methods and tools, and ongoing analysis of outcomes data and stakeholder feedback. The result of this work is contained and discussed within this self-study narrative.

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.

1. The program is described accurately and completely in documents that are available to current students, prospective students, and other "publics." The descriptions of the program should include:

- (a) Its goals, objectives, and training model; its requirements for admission and graduation; curriculum; its faculty, students, facilities, and other resources; its administrative policies and procedures; the kinds of research and practicum experiences it provides; and its education and training outcomes; and**

The goals, objectives, and training model of the program are articulated in the following documents and locations:

School Psychology Programs Brochure, Appendix B
School Psychology Programs website,
<http://coe.indstate.edu/cdcsep/edpsych/phdprogram.htm>
School Psychology Doctoral Student Handbook, Appendix A, p. 38-39

Prospective students are directed to the program website for information about admissions, requirements, and outcomes. Prospective students are also sent program brochures. The doctoral student handbook is provided to students when they enter the program and copies are also available on the School Psychology Programs Blackboard.

(b) its status with regard to accreditation, making available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

The program's accreditation status and CoA contact information is included on the website at <http://coe.indstate.edu/cdcsep/edpsych/phdprogram.htm> and in the program brochure and poster (Appendix B).

2. This information should be presented in a manner that allows applicants to make informed decisions about entering the program.

The information presented on the website and in the program brochure allows prospective students to make informed decisions.

Domain g issues were identified in the CoA response to the 2008 site visit (Appendix P). Following the site visit, the program was asked to provide clarification regarding two self-study tables (4 and 8) update program attrition data. Correspondence from the CoA dated December 15, 2009 documents that the program satisfactorily addressed these issues.

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.

1. The program abides by the accrediting body's published policies and procedures, as they pertain to its recognition as an accredited program.

The program has adhered to the CoA's policies and procedures as related to the program's recognition as an accredited program. All annual reports were filed in a timely manner.

2. The program informs the accrediting body in a timely manner of changes in its environment, plans, resources, or operations that could alter the program's quality.

Since the last site visit, the BCOE and the school psychology program have moved into a new facility that has a combined, interdisciplinary clinic space. This space has provided opportunities for collaboration between students and faculty in the school psychology, communication disorders, and counseling programs as services are

provided to community and campus clients. Additionally, faculty in the school psychology program have continued to change. Dr. Nellis joined the program as an Associate Professor in 2009 to provide leadership and continuity. She was tenured in 2012 and has served as the DOT. Dr. Roberts-Pittman, previous DOT, continues to be a faculty in the CDCSEP department and provides supervision in the clinic and teaches courses in the school psychology program. Dr. Corey, who joined the program just after the prior self-study, resigned in 2009 and Dr. Krug left the university at the conclusion of the 2012 academic year. Dr. Ball joined the program as an Assistant Professor with three years of experience the program in 2011. A current search is underway for a third school psychology faculty member.

Copies of correspondence between the program and the CoA are included in Appendix P. Items are in chronological order. All requests for information have been responded to in a timely and sufficient manner.

The program has engaged in an extensive process of self-study over recent years and as a result has identified numerous course and program changes (Appendix CC). These changes are currently under consideration in the faculty review and governance process and are anticipated to go into effect fall 2014. Information about the proposed changes has been shared with current and incoming students so that they are aware of program-level improvement efforts and have an opportunity to ask questions and consider future options.

3. The program is in good standing with the accrediting body in terms of payment of fees associated with the maintenance of its accredited status.

The program has paid all fees associated with the maintenance of its accreditation status in a timely manner.

No Domain H issues were identified in the program's last decision letter or subsequent correspondence.