

INDIANA STATE UNIVERSITY
School Psychology
Accreditation Self-Study
May 2007

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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. The program has maintained continuous APA accreditation since 1980.

2. The program is sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution is publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing.

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. It is represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives. The program must have students in sufficient number and the facilities necessary to ensure meaningful peer interaction, support, and socialization.

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 within the COE. In October 2006, our department was formed merging three previously existing departments. The former departments were (1) Department of Communication Disorders, (2) Department of Counseling, and (3) Department of Educational and School Psychology. Each of these former departments currently retain some level of autonomy, partly due to the spatial arrangement within the College. The College is relocating to a new building in May 2009.

Administratively, the COE is comprised of the Dean, two Associate Deans, the COE Congress and the Administrative Council. The COE Congress oversees policy for COE regarding curriculum requirements for programs. Each department has two representatives on Congress. The Administrative Council advises the Dean on matters concerning COE budgets, schedules, staffing, and program integrity. The Administrative Council includes department chairs, the

COE Congress chair, and the Deans. Within the department, the chair is responsible for budgets, schedules, staffing, and personnel issues. The chair serves as spokesperson for the department.

Administrative oversight for the program is provided by the School Psychology Committee, which is comprised of the core school psychology faculty, related departmental 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 COE Graduate Advisory Council, which includes all graduate program directors/coordinators within the COE. 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 School of Graduate Studies. The School of Graduate Studies (SOGS) 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 COE. 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 COE and the Dean of the SOGS is the Provost and Vice President for Academic Affairs who reports to the President and ultimately to the Board of Trustees.

The program is an integral part of the mission of the department, the COE, the SOGS, and the University. ISU developed a Strategic Plan for the Twenty-First Century in 1994. The document was updated in 2000 through the NCA self-study process. As part of this process, strategic planning documents were developed by the COE and the SOGS and were incorporated into the Strategic Plan. The doctoral program in Guidance and Psychological Services: Specialization in School Psychology is featured in these plans and is incorporated into the mission at all levels.

Each mission statement can be viewed by using the following links:

- *Indiana State University: http://www.indstate.edu/acad-aff/doc/isu_mission_core_value_etc.pdf (Appendix A).*
- *College of Education: <http://soe.indstate.edu/dean/mission.htm> (Appendix A).*
- *Department of Communication Disorders and Counseling, School, and Educational Psychology (new mission statement created January 2007, see Domain F2a).*
- *School Psychology: <http://soe.indstate.edu/espy/schpsyphdmission.htm> (Appendix, A).*

In the past self-study, the program identified the training model to be that of scientist-practitioner. Recently, the School Psychology Committee examined the training model with the committee determining that the training model of scholar-practitioner (Korman, 1976) best articulates the goals of the program. Further, the scholar-practitioner philosophy of training and the mission of the School Psychology Program reflect the stated values and goals of the University (<http://web.indstate.edu/isupubs/splan/strat1.htm>). Core values embraced by the University include (1) Service, (2) Access and Success, and (3) Innovation and Excellence

(Strategic Plan for the Twenty-First Century: A Year 2000 Update, <http://irt2.indstate.edu/home/strat/files/pdf/sp2000.pdf>). University goals most relevant to graduate education include:

- 1. Strategic Goal Two: The Extension of Advanced Knowledge- ISU will be a distinguished institution for graduate study by fully selecting advanced program offerings that respond to societal needs, are innovative in approach, and reflect a commitment to excellence*
- 2. Strategic Goal Four: The Expansion of Knowledge- ISU shall be recognized for the value it places on scholarship and for the support it gives faculty and students in the pursuit of new knowledge*
- 3. Strategic Goal Five: The Transfer of Knowledge and Expertise to Society- ISU will be nationally known among progressive public universities for its contributions through the development of “public service partnerships”, with particular focus on the quality of life in Indiana*
- 4. Strategic Goal Six: The Enhancement of and the Advocacy of Multicultural and International Values- ISU will be recognized for its commitment to equal educational opportunity, its ethnic and cultural diversity, and its international perspective*
- 5. Strategic Goal Seven: The Promotion of an Interdisciplinary Culture- ISU will be a national model for interdisciplinary instruction, research, and public service*
- 6. Strategic Goal Eight: The Enhancement of Intellectual and Creative Expression in West Central Indiana- ISU will be known for fostering intellectual and creative activity within the University and in partnership with the larger community*

The program is included in the University’s operating budget and sufficient resources are provided to address program needs. The program receives adequate financial support to assist a core faculty and related departmental faculty to teach required and elective courses, to serve on doctoral committees, to conduct research, and to provide advising and mentoring for students progressing through the program. The department receives scholarship, assistantship, and fellowship resources sufficient to provide support for all doctoral students who apply for assistance (Assistantship Guidelines, <http://www.indstate.edu/sogs/Graduate%20assistantship%20guidelines.pdf>). Secretarial support is provided by a program Student Services Assistant. Adequate space is provided for departmental and program offices, faculty and student offices, student workspace, a computer lab, and a departmental clinic.

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. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

The program requirements begin on page 140 of the Graduate Catalog (Appendix B). The program requires students complete a minimum of 3 full-time academic years of coursework and practica. Students may enter the program with a bachelor's degree or a Master's degree. Regardless of their degree at admission into the program, students must complete 3 academic years and two years must be completed on ISU's campus. Further, students must complete at least two semesters in residence as defined in the Graduate Catalog (Appendix B, p. 22). The program culminates with a required 2000 hour predoctoral internship (School Psychology Doctoral Student Handbook, Appendix C).

5. The program engages in actions that indicate respect for and understanding of cultural and individual diversity. Throughout this document, the phrase “cultural and individual diversity” refers to diversity with regard to personal and demographic characteristics. These include, but are not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status. Respect for and understanding of cultural and individual diversity is reflected in the program’s policies for the recruitment, retention, and development of faculty and students, and in its curriculum and field placements. The program has nondiscriminatory policies and operating conditions, and it avoids any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

The program affirms and actively supports University Strategic Goal Six: The Enhancement of and the Advocacy of Multicultural and International Values. Value for diversity is reflected in the program mission statement, the Educational and School Psychology diversity statement (<http://soe.indstate.edu/espy/diversity.htm>), the strategic inclusion of diversity issues across the curriculum (Syllabi, Appendix D), and the professional development opportunities related to diversity (Appendix E). The COE Adams Student Fellowship Award supports graduate programs in recruiting minority students (http://soe.indstate.edu/dean/pdf_files/applications/Student_Fellowship_Awards_2006.pdf, Appendix F). With the current merger of the three previous departments, a retreat was held in January 2007. At the retreat, a committee was formed to develop a diversity statement that represents the new department. At a departmental meeting held on March 13, 2007 the new diversity statement was presented and approved. The statement is as follows:

Diversity enriches us all. From the workplace to the community, as individuals and groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

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 depth in Domain D.

6. The program adheres to and makes available to all interested parties formal written policies and procedures that govern: academic admissions and degree requirements; administrative and financial assistance; student performance evaluation, feedback, advisement, retention and termination decisions, and due process and grievance procedures for students and faculty. It has policies and procedures that are consistent with those of its sponsor institution that pertain to faculty and student rights, responsibilities, and personal development.

Written policies and procedures that govern admissions, degree requirements, and administrative and financial assistance are included in the Graduate Catalog (Appendix B). Further explication of the policies and procedures as they apply to doctoral students enrolled in the school psychology program are included in the School Psychology Doctoral Student Handbook which they receive during their new student orientation prior to the beginning of the fall semester (Appendix C).

Written procedures that govern student performance evaluation and feedback, advisement, retention, and termination decisions, and due process and grievance are included in the SOGS Student-Advisor Handbook (Appendix G, <http://www.indstate.edu/sogs/StudentAdvHandbook.htm>). In addition, The COE has policies and procedures related to faculty and student grievance issues (<http://soe.indstate.edu/congress/New%20Revised%20Policies%202005.doc>). University Standards Student Code of Conduct (<http://www.indstate.edu/sjp/>, Appendix, H) details the policies and procedures for student conduct. Further, the university is presently revising the policy regarding academic integrity (current policy included in Appendix H).

Further explication of the policies and procedures as they apply to doctoral students enrolled in the school psychology program are included in the School Psychology Doctoral Student Handbook (Appendix C).

Written policies and procedures that pertain to faculty rights, responsibilities, and personal development are included in the ISU Faculty Handbook (<http://web.indstate.edu/adminaff/handbook.htm>).

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. The program's philosophy, educational model, and curriculum plan should be substantially consistent with the mission, goals, and culture of the program's sponsor institution. They must also be consistent with the following principles of the discipline:

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

The doctoral program in school psychology is committed to training professional school psychologists for general practice in a variety of practice, teaching, and research settings. Upon completion, students are eligible for licensure as psychologists and are employed in a variety of settings, with most graduates practicing in public or private school systems. The program is listed in the ASPPB/National Register of Health Service Providers in Psychology publication of the Doctoral Psychology Programs Meeting Designation Criteria (http://www.nationalregister.org/designate_IN.html#INDIANASTATE).

The faculty have a strongly held value that science should guide practice and that good practice should influence research. It is for this reason that ISU's school psychology program has adopted a scholar-practitioner model. This model emphasizes the importance of research but maintains the focus on practice and community service, hallmarks of ISU and the school psychology Ph.D. program. Our dedication to this philosophy is indicated in the theoretical component of our program. We endeavor to provide the psychological foundation prior to teaching practical skills. Our commitment to informing practice is also demonstrated by professional development activities (Appendix E). Further, students are required to attend the state organization's (Indiana Association of School Psychologists) annual fall conference. Students are encouraged to attend national conferences of the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Also, during their experience in the Porter School Psychology Center (PSPC), students are required to select research-based interventions. Finally, faculty aim their research toward issues of practice and strive to be role models for the integration of science and practice. Dr. Krug recently submitted a grant to develop a web-based reading comprehension measure. Also, Dr. Roberts-Pittman is conducting research into applied areas including bullying and middle school adjustment.

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

The school psychology program is specifically designed to be progressively more extensive and multifaceted. For example, students participate in practicum experiences that are deliberately

more complex as the student gains more knowledge, skills, and confidence. Further, the coursework is sequential in nature and follows the same progressive succession as the practica experiences. Early in the program, students take the sequence of assessment courses that offer both a theoretical as well as an applied foundation for further study. In addition to coursework, students are expected to complete written and oral preliminary examinations that include theoretical and clinical practice components as well as core areas of psychology. The program culminates with an internship experience where students demonstrate their knowledge and skills consistent with the program's goals and objectives.

Students start their program with an immersion into psychological foundations and then branch into applied skills and finally, into independent practice. This progression is most clearly noted in the progression of research training and practica. Students begin with a research foundation class. This is followed by statistical analyses courses. Then, as their research interests develop, students are enrolled in advanced research methods including a choice of quantitative or qualitative methods. Next, students enroll in a dissertation preparation class. Finally, students conduct their dissertation. In practicum, students begin with a highly structured and supervised experience, in the PSPC, Reading Enhancement for Academic Development (READ) Clinic, and in the field. This is followed by a 600 hour school-based externship. Finally, students participate in a 2000 hour full-time internship. These opportunities allow interested students to pursue independent licensure or school practice.

It should be noted that there are a few common course substitutions made for courses listed as required on the Student Schedule of Study (Appendix I) and the program requirements listed in the Graduate Catalog (Appendix B, p. 141). Under the foundation requirements of the Graduate Catalog, ELAF 708 and ELAF 806 are listed as required courses. The Dean of the COE brought a concern regarding the current relevancy of foundational courses in ELAF before the Graduate Advisory Council (GAC). Graduate programs that currently require these courses have been charged with the opportunity to revisit the need for these courses. In the school psychology program, our students have recently been substituting the course, SPED 698D: Special Education Law for the required ELAF 708: Seminar in the Foundations of Modern Education. Second, the student course of study lists ELAF 806: Seminar in Educational Thought as required and students have recently been substituting PSY 607: Proseminar: Social Bases of Individual Behavior. At the time of this self-study submission, GAC is drafting an alternative to these required courses where programs may have the opportunity to offer these courses as related to their specialty area. Once a final decision is made at the College level, the DOT plans to propose modifications to the students' required courses through the proper curriculum revision process. In addition, the Graduate Catalog states EPSY 628: Biological Bases of Behavior is required. A few doctoral students in recent years have substituted PSY 658: Clinical Psychopharmacology for this course. The additional syllabi for SPED 698D, PSY 607, and PSY 658 are included in Appendix B.

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.

The overarching goal of the program is to prepare professional school psychologists with a broad cognitive-behavioral theoretical orientation to serve children, youth, families, and individuals with disabilities in a variety of practice, research, and teaching settings. This goal is accomplished through a scholar-practitioner model of training which stems from the program philosophy that our students will be well-trained to incorporate scientific inquiry into clinical practice. The school psychology doctoral program is a separate entity from the other two APA-accredited doctoral programs on campus. ISU has two additional professional psychology programs with distinct training models. The Counseling Psychology program located within our department espouses a scientist-professional training model while the Clinical Psychology program located in the Department of Psychology across campus promotes the practitioner-scientist model of training.

Our program has three broad training goals each accompanied by relevant objectives and competencies (Competencies and Assessment Measures, Appendix J).

Goal #1

Students will graduate with a broad and general foundation of professional psychology.

Objective #1: *Students will have knowledge of, skill in, and value for historical and current issues in the field of psychology and the area of school psychology. Students will be able to:*

Competency – *Describe the contributions of key figures in the history of psychology as well as the area of school psychology*

Competency – *Describe major issues of historical and current psychology as well as the leaders in those issues*

Objective #2: *Students will have knowledge of, skill in, and value for foundations of education and psychology applied to issues of science, practice, and teaching. Students will:*

Competency – *Be able to espouse a philosophy of education and learning.*

Competency – *Be able to describe the implications of major research studies as applied to learning.*

Competency – *Be able to describe the components of effective curriculum and instruction and how it affects the learning of children.*

Competency – Identify a primary theoretical orientation to address psychological issues.

Competency – Be able to describe the role and function of psychology in the schools.

Objective #3: Students will have knowledge of, skill in, and value for theories, models, and research literature in the areas of human development. Students will be able to:

Competency – Describe the implications of major theorists' contributions to education and psychology.

Competency – Understand and define milestones of normal human development

Competency – Describe the implications of current research as it applies to children's learning.

Objective #4: Students will have knowledge of, skill in, and value for ethnic, racial, and cultural diversity in personal and professional activities. Students will be able to:

Competency – Describe the impact of cultural issues upon learning.

Competency – Identify racial identity models and their implications for psychology.

Competency – Describe the impact of cultural issues on assessment and intervention.

Competency – Describe the impact of cultural issues on school systems.

Goal #2

Students will graduate with necessary knowledge and skills to become an entry level practitioner of professional school psychology.

Objective #1: Students will have knowledge of, skill in, and value for administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology. Students will be able to:

Competency – Efficiently select, administer, and score cognitive assessments.

Competency – Efficiently select, administer, and score academic assessments.

Competency – Efficiently select, administer, and score behavioral assessments.

Competency – Efficiently select, administer, and score personality assessments.

Competency – Develop and justify an appropriate comprehensive assessment to match a referral question.

Competency – Articulate findings as well as recommendations in the form of well-written integrated reports

Objective #2: Students will have knowledge of, skill in, and value for designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology. Students will be able to:

Competency – Efficiently and accurately identify the presenting problem

Competency – Match research-based interventions to presenting problems.

Competency – Evaluate the efficacy of selected interventions and make appropriate modifications when necessary.

Objective #3: Students will have knowledge of, skill in, and value for applying quantitative and qualitative research methods to questions in psychology, education, and related fields. Students will be able to:

Competency – Match an appropriate design to a research question.

Competency – Distinguish between and understand the utility of different research designs.

Competency – Describe the threats to internal and external validity of a variety of research designs.

Competency – Independently conduct a scholarly inquiry.

Competency – Conduct appropriate analyses of a given data set.

Objective #4: Students will have knowledge of, skill in, and value for applying and evaluating consultation models and techniques with a diverse array of consultees. Students will be able to:

Competency – Articulate a consultation model.

Competency – Demonstrate effective use of consultation skills as applied to school-based and clinical settings.

Goal #3

Through experiential learning opportunities, students will have the skills to be competent professionals and life-long learners.

Objective #1: Students will have knowledge of, skill in, and value for science in their practice and for issues of practice in their research. Students will:

Competency – Be able to present a rationale for assessment and intervention with appropriately cited research for a presenting problem.

Competency – Provide a research-based critique of an assessment tool within their practice.

Competency – Present a clinical case study with appropriate literature citation including background, assessment, intervention and implications.

Objective #2: Students will have knowledge of, skill in, and value for technology in science, practice, teaching, and communicating. Students will:

Competency – Complete a presentation including multi-media, statistical analysis and graphing.

Competency – Complete requirements to demonstrate computer science proficiency.

Objective #3: Students will have knowledge of, skill in, and value for theory in science, practice, and teaching. Students will have a foundation in cognitive-behavioral theory and be exposed a variety of other theories. Students will be able to:

Competency – Articulate and differentiate their theoretical orientation.

Competency – Articulate their own theoretical orientation and demonstrate this orientation in their professional activities.

Competency – Constructively analyze different theoretical orientations including their own as it relates to clinical practice.

Competency – Relate a selected intervention to a particular theory and justify its application to a presenting problem.

Objective #4: *Students will have knowledge of, skill in, and value for ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology. Students will value and participate in professional development and lifelong learning activities. Students will:*

Competency – *Have working knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP’s Principles for Professional Ethics.*

Competency – *Be able to articulate ethical decision making models.*

Competency – *Be able to use supervision and consultation skills to resolve an ethical dilemma.*

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. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;

Our students complete a comprehensive curriculum with a broad exposure to history as well as core behavioral components of psychology. In terms of biological aspects of behavior, our students enroll in one course, either EPSY 628: Biological Bases of Behavior or PSY 658: Clinical Psychopharmacology. At the time of this self-study, students do not take a specific single course on cognitive aspects of behavior. Cognitive theories are covered in the course, SPSY 666: Cognitive Assessment and Intervention and learning theories are covered in SPSY 677: Behavioral Assessment and Intervention. A curricular change to require students to take PSY 603: Learning and Cognition (Appendix D) will soon be going through the faculty governance curriculum approval process. In terms of social aspects of behavior, students enroll in PSY 607: Seminar: Social Bases of Behavior. History and systems of psychology is addressed in three courses, SPSY 600: Introduction to School Psychology, EPSY 624: Survey of Psychological Theories, and SPSY 785: Advanced Seminar in School Psychology. Psychological measurement is covered in EPSY 620: Foundations of Research and SPSY 666: Cognitive Assessment and Intervention. Research methodology and data analysis are addressed by a sequence of courses. Students are required to take EPSY 620, EPSY 712: Statistical Inference and EPSY 710: Introduction to Qualitative Methods of Inquiry. At that point, students choose one of two tracks depending on their dissertation. Students may chose to complete a quantitative dissertation and those students would enroll in EPSY 713: Multivariate Statistics and Advanced Research Design. Students choosing to complete a qualitative dissertation would enroll in EPSY 711: Advanced Qualitative Methods of Inquiry (Syllabi, Appendix D).

- (b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics;

School psychology emphasizes the importance of working with individuals and meeting their unique needs. Our program teaches our students the importance of understanding individual behavior. Assessment and unique interventions dealing with behavior are covered in SPSY 677: Behavioral Assessment and Intervention. The development of a person significantly impacts a student's learning thus our students study human development in EPSY 621: Development Through the Lifespan. Dysfunction in human behavior and the associated psychopathology is covered in EPSY 626: Child and Adolescent Psychopathology. Professional standards and ethics permeate all practices. Thus, this issue is covered at the beginning of the program in SPSY 600: Introduction to School Psychology and later in SPSY 685: Seminar in School Psychology (Syllabi, Appendix D).

Professional issues are addressed across our curriculum. Issues such as ethical and legal issues are first addressed in SPSY 600: Introduction to School Psychology and appear as appropriate in additional courses. For example, in the assessment courses, students are exposed to ethical and legal issues surrounding assessment as well as ethical decision-making models to adequately address the ethical and legal issues that could arise in the clinical settings. Further, such issues are critical components of practicum and internship experiences (Syllabi, Appendix D). Students are monitored by faculty as well as on-site supervisors in regards to their adherence to APA's Code of Ethics as well as relevant state laws.

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

Theories of assessment and effective interventions are covered by content courses with accompanying practicum experiences. The course pairs are: SPSY 677: Behavioral Assessment and Intervention and SPSY 678: Practicum in Psychoeducational Interventions; SPSY 666: Cognitive Assessment and Intervention and SPSY 686: Practicum in School Psychology; SPSY 667: Psychoeducational Assessment and Intervention, and SPSY 686: Practicum in School Psychology; SPSY 682: Personality Appraisal I and SPSY 686: Practicum in School Psychology. Training in accurate diagnosis is covered in EPSY 626: Child and Adolescent Psychopathology. Models of consultation are covered in SPSY 680: School Consultation. SPSY 688 Supervision in School Psychology is comprised of theories of supervision along with an experiential component. Third-year students enrolled in SPSY 688 conduct live supervision with second-year students in the PSPC with the presence of a faculty supervisor (Syllabi, Appendix D).

Since assessment is such a key issue with respect to school psychology, the program devotes significant coursework to assessment. Individual courses are devoted to cognitive, academic, behavioral and social-emotional areas. These courses not only include assessment instruments but also theory and interventions corresponding to the assessments. SPSY 666 covers intelligence theory and detailed instruction in the administration of WPPSI-III, WISC-IV, WAIS-III, SB-V, and WJ-III Cognitive Battery. SPSY 667 covers assessment of academic issues including Curriculum-Based Measurement and interventions based on the data and progress monitoring. Reading assessment interventions are specifically taught in SPSY 670. Behavioral assessment including Functional Behavior Assessment and Behavior Intervention Plans are covered in SPSY 677. SPSY 682 covers many social emotional assessment instruments including the Behavior Assessment System for Children and the Child Behavior Check List. Interventions based on the data are also covered. Many of these techniques are used in the student's practicum experiences in the PSPC. In the Center, students assess difficulties, develop and implement interventions, and test the effectiveness of the interventions. Intervention for emotional issues is also covered through COUN 533: Techniques of Counseling (Syllabi, Appendix D).

Practicum experiences require increasingly more knowledge and skills in the areas of interviewing, assessment, case conceptualization, diagnosis and treatment planning, intervention monitoring, consultation, and written and verbal communication skills. Each practicum experience includes group supervision where cases are discussed and assistance is offered by both students and the faculty supervisor. Students in their second year are also observed live for one year in a university-based clinic that serves the community (PSPC Manual, Appendix K). Students are actively engaged in their own development and complete ratings three times per year that reflect their perspective on their development (Porter Center Self-Assessment of Skills, Appendix K, p. 30). At the end of the fall semester each student must complete a clinical presentation of one case and illustrate certain competencies for this level of development (Mid-Year Porter Center Presentation, Appendix K, p. 37). Further, students are evaluated four times each year by faculty supervisors (Supervisor- Assessment of Skills, Appendix K, p. 32). At the end of spring semester, students are also asked to evaluate the faculty supervisors (Appendix K, p. 48). Students are required to demonstrate adequate skills for their developmental level before advancing to an externship experience with less emphasis on direct observation. During both practicum and internship experiences, students are evaluated by on-site supervisors and are closely monitored by faculty supervisors (Practicum Evaluation-Brief and Extended, Appendix L; Internship Evaluation-Brief and Extended, Appendix M, pgs. 24 and 27). Evaluations received regarding students completing internship experiences reflect that students completing the program are more than adequately prepared for entry level practice in the field of psychology (Internship Evaluation-Brief and Extended, Appendix M, pgs. 24 and 27).

(d) Issues of cultural and individual diversity that are relevant to all of the above; and

Cultural diversity is interwoven through all assessment courses and through some content courses. All assessment courses include coverage of the influence of diversity upon the interpretation and appropriateness of assessment results. This includes assessment of cognitive, academic, and social-emotional issues. Cultural diversity is also addressed in SPSY 600: Introduction to School Psychology. Finally, the faculty devote an entire course to cultural issues, as students are required to enroll in COUN 666: Multicultural Counseling. Students apply all of

these skills in practicum, externship and internship. During these experiences, students are encouraged to seek out clients from different cultures (Syllabi, Appendix D).

- (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.

Adherence to best practices is stressed in the program through coursework, practicum, externship, and internship. Finally, students are required to take SPSY 695: Research in School Psychology (Syllabi, Appendix D). This course focuses on scientific and scholarly inquiry and students are expected to complete their dissertation proposal at the end of the class. Students are also encouraged to attend workshops, colloquia, and research presentations (Appendix E).

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;

Practica are conducted in three different settings. In the READ clinic, the school psychology students work with children with reading difficulties. In this setting, students are closely supervised and conduct assessments and interventions. In the PSPC, students work with a variety of clients from children to adults with a variety of issues from behavior to academic. Students engage in assessment intervention planning, implementation and progress monitoring. Supervision during this time is conducted live during the sessions, as a group once a week and also individually by advanced students. Core faculty are available for consultation throughout the practicum. Finally, students have practicum experiences in the field. All practicum sites are approved by core faculty before students are allowed to work at the site. Core faculty ensure that all practicum sites provide appropriate supervision and a variety of experiences. Field practicum supervisors are required to complete evaluations of students across a variety of skills to be addressed during the practicum.

- (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 connection between coursework and practica is most clearly demonstrated with SPSY 670: Diagnosis, Treatment, and Management of Reading Disabilities and SPSY 671: Practicum in Reading and Social/Emotional Interventions. During SPSY 670, students are taught assessment and intervention techniques that are demonstrated to be effective with reading (Syllabi, Appendix D). Upon completion of the course, students are enrolled in a practicum working with students with reading disabilities. The practicum in the PSPC is also linked to the cognitive and academic assessment classes that must be completed prior to participating in the clinic practicum. During the clinic practicum, students meet one hour before clients arrive to discuss their plans for the

upcoming sessions. At the end of the evening, students meet as a group to describe the outcomes of their sessions and receive feedback from faculty, supervisors, and peers.

Prior to applying for their pre-doctoral internship, students complete their preliminary examinations. This experience allows students to demonstrate their integration of coursework and practica.

- (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

Objectives for the program include competency in assessment, intervention and application of these skills. Practica are intended to move from a highly structured experience to a less structured and more independent experience. Practica start with highly structured experiences in READ and PSPC. These experiences are closely supervised by faculty before, during, and after interactions with clients. During this same time, students are engaged in practicum field experiences in the schools. These first field practica are highly supervised. Students engage in observations and partial assessments. However, by the end of the second semester, the students are conducting full assessments, presenting at case conferences, and providing consultation with teachers and other school personnel. After completing the above practica, students enroll in a 600 hour school-based externship. This experience allows the students to become more independent in the delivery of school psychology services. Supervision by on-site supervisors is still conducted, but independence becomes expected. Students are evaluated by field supervisors on several areas related to competencies. Any low scores are addressed through remediation by the faculty supervisor.

- (d) Describe and justify the sufficiency of practicum experiences required of students in preparation for an internship. It is the program's responsibility to describe and document the manner by which students achieve knowledge and competence in these areas. Furthermore, given its stated goals and expected competencies, the program is expected to provide information regarding the minimal level of achievement it requires for students to satisfactorily progress through and graduate from the program, as well as evidence that it adheres to the minimum levels it has set.

The practicum experiences are sequential, moving from highly supervised to more independent functioning. In their first year, students work closely with school personnel to conduct Cognitive, Academic, and Social Skills Training (CAST), a manualized group treatment in the schools for children with ADHD. Students are closely supervised by school personnel and the faculty supervisor. The second practica are in clinics – PSPC and READ. These experiences are highly supervised including live supervision. The next experiences are two semester long practica in the school. These practica are supervised by a school psychologist in the field. During these semesters, the students are supervised as they perform assessments and case conferences. By the end of the second semester of their second year, the students are expected to complete a re-evaluation and an initial evaluation. Next, the doctoral students move into a 600 hour full-year school-based externship. At this point, the students are expected to act more independently but still require supervision from their on-site supervisor. At the end of the externship, the students

are expected to be able to run a case from referral to case conference with minimal supervision. To ensure the student's progress, the supervisors of the practica and externships complete evaluations twice each semester. The evaluation is designed to assess all objectives listed under Goals 1 and 2. The minimum requirements vary between practica and externships.

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:

- (a) Include a designated leader who is a doctoral psychologist and is a member of the core faculty. The program director's credentials and expertise are consistent with the program's mission and goals and with the substantive area of professional psychology in which the program provides training. (This leadership position could be held by more than one individual);

The Ph.D. program is led by an individual designated as the Director of Training (Dr. Roberts-Pittman). Dr. Roberts-Pittman holds a Ph.D. in Psychology and is a licensed psychologist. She has broad experience in community and school settings working across disciplines. The department also offers an Ed.S. in school psychology and this program has a designated leader serving as the Director of Training (Dr. Krug). Both individuals work closely together and consult regarding issues affecting both programs (Faculty Vita, Appendix N).

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

Program faculty are identified as core, departmental, university, or adjunct. Core faculty have been trained as professional school psychologists or licensed as psychologists with extensive clinical work in school settings. Core, departmental, university and adjunct faculty maintain Graduate Faculty Status with the School of Graduate Studies. Core faculty meet weekly or twice monthly for the School Psychology Program meetings. Also present at the meeting is a departmental faculty member from Educational Psychology who serves as a liaison between School Psychology and Educational Psychology. Similarly, the DOT of the Ph.D. program attends the regularly scheduled Educational Psychology committee meetings to serve as a liaison.

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

The core faculty are made up of three full-time members. The program currently has 26 doctoral students, of which four are completing their pre-doctoral internships. The faculty's responsibilities, including teaching, scholarship, and committee service, are significant contributions to the school psychology program. Dr. Roberts-Pittman's responsibilities solely serve the program. Two core faculty, Dr. Krug and Dr. Kirby, also teach courses in the area of Educational Psychology. Dr. Kirby currently serves as a special purpose faculty member with his contract ending in May 2007. The program conducted a successful search in the spring of

2007 and Dr. Corey will be joining the faculty in the fall. It is anticipated that she will teach primarily school psychology courses. At this point, Dr. Roberts-Pittman serves as the program's Internship Director as well as the Director for the PSPC. Beginning in the fall, Dr. Corey will be the Director of the PSPC and assist with internship issues.

The faculty's teaching load normally includes three courses per semester. Dr. Roberts-Pittman and Dr. Krug are given a course release for one course during the academic year to allow time for advisement and other training responsibilities. Advisement and training responsibilities include developing students' courses of study, monitoring progress during practica and externship, facilitating incoming student interviews, conducting annual student evaluations, conducting preliminary examinations with other school psychology faculty, facilitating assistantship assignments, preparation for pre-doctoral internships, and handling competency issues with students when such situations arise.

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

The program espouses a broad cognitive-behavioral orientation and each core faculty member embraces this theoretical orientation. Dr. Roberts-Pittman also holds a license as a marriage and family therapist and values the systems approach to presenting problems with children. In addition, through courses, research teams, or dissertation committees, our students have many opportunities to interact with and be engaged by departmental, university, and adjunct faculty embracing other orientations including humanistic, Adlerian, integrative, feminist, behavioral, and postmodern.

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

The DOT, Dr. Roberts-Pittman, is a licensed psychologist with over 12 years of clinical experience with school-age children including direct service in the public schools. Dr. Krug has a Ph.D. in school psychology and holds a license as a school psychologist. He also has several years of direct experience in the school setting. Dr. Kirby, has been a core member of the school psychology faculty for over 30 years and is a licensed school psychologist. Dr. Corey, beginning this fall as a tenure-track faculty member, has a Ph.D. in school psychology and is a licensed school psychologist.

- (f) Are available to and function as appropriate role models for students in their learning and socialization into the discipline and profession. In addition to the core faculty, other individuals who hold faculty appointments at the institution may be used to augment and expand students' educational experiences. These adjunct faculty should be held to standards of competence appropriate to their role/contribution within the program (see 1d,e & f above).

Core, departmental, university, and adjunct faculty all serve as role models for our students in a number of capacities. First, the core faculty members engage in professional activities such as direct service or supervision of direct services being provided to children, adolescents, and

families. Those professional activities, taken together, represent a comprehensive array of professional services including formal and informal assessments, intervention implementation and monitoring, individual and family therapy, as well as consultation and collaboration. Core, departmental, university, and affiliated faculty engage our students in research through participation on research teams, serving as members of dissertation committees, and conducting conference presentations with students. Adjunct faculty serve as role models as they are often involved with our students in other roles such as on-site supervisors, workshop leaders, or dissertation committee members. All faculty, including adjunct faculty, are required to maintain graduate faculty status. All non-tenured faculty, including adjunct faculty, submit portfolio materials for review at least annually. This review process allows the Department Chair, the COE Dean, and the Provost to evaluate the contributions of such members to the program and make necessary changes as needed.

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 program varies each year (Table 4). The program has 26 students at different levels of matriculation in the program. Twelve students are on-campus, four are completing their pre-doctoral internships away from campus, and ten have completed internship and are finishing their dissertations (Table 6). Of the on-campus students, two are fourth-year students, five are third-year students, three are second-year students, and two are first-year students (first-year students are not presented in Table 6). To date, we have four doctoral students in the incoming class. On-campus students are members of Student Affiliates in School Psychology (SASP) (Appendix O), the program's student organization. SASP members are highly involved in activities at all levels (program, college, and university). SASP members assist with recruitment of new students, conduct presentations at college level fairs and exhibits, and help facilitate bringing presenters to campus.

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

The program seeks top quality students who display potential to articulate, assimilate, and demonstrate our training model. Most students enter at the bachelor's level while some students entering the program have a Master's degree in a related field (i.e., Special Education, Counseling). To be considered for admission, applicants must have significant experiences with school-age children and demonstrate potential in conducting meaningful research aimed at improving the lives of such children and their families. Further, our program requires a minimum undergraduate GPA (2.70), minimum graduate GPA, if applicable, (3.50), minimum scores on the GRE (500 on each section), vita, personal statement, and three letters of recommendation. Applicants attend on-campus interviews during the month of February and we make admission offers early in March (Table 5).

- (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 an expertise in school psychology. Our students are exposed to a broad training foundation to prepare them to be successful in a variety of employment settings. Our graduates are employed in diverse settings (i.e., academia, private practice, hospitals) with a majority of our graduates being employed in public or private school settings.

3. The program has, and appropriately utilizes, the additional resources it needs to achieve its training goals and objectives. The program works with its academic unit and/or the administration of the sponsor institution to develop a plan for the acquisition of those additional resources that may be necessary for program maintenance and development. The resources should include:

(a) Financial support for training and educational activities;

An endowed scholarship for professional development of students in school psychology programs was created in honor of Liam Grimley, Ph.D, former DOT of the program following his death. This scholarship is intended to support student travel to conferences. In addition to the Grimley Award, the school psychology committee awards the Becker Award at the end of each year. The recipient is honored as the outstanding doctoral student of the year and the honor is accompanied by a monetary award.

Financial support is provided to students through assistantship, fellowship, and scholarship awards through the School of Graduate Studies (<http://www.indstate.edu/sogs/>). All eligible school psychology students have received financial assistance.

In addition, several funding opportunities exist for faculty and students. Faculty receive financial support for attending conferences and workshops through the department, Blumberg Center (<http://www.indstate.edu/soe/blumberg/>) and COE funds. Students may receive assistance to attend conferences and workshops through the department, SASP, the Blumberg Center, and the School of Graduate Studies. The COE offers funding for exceptional students through awards known as the Adams Award and the Reitzel Award (http://soe.indstate.edu/dean/pdf_files/applications/Student_Fellowship_Awards_2006.pdf, Appendix F). In the last two years, the recipients of the Reitzel Award have been school psychology doctoral students. The School of Graduate Studies sponsors an assistantship through the Graduate Student Association with the recipient's responsibilities including being the president of GSA (http://www.indstate.edu/sao/orgs/student_org_525.html). This year's recipient is a school psychology doctoral student. Further, the COE Office of Educational Research and Evaluation (OERE) provides financial assistance for faculty and graduate student research projects (<http://soe.indstate.edu/oere/>).

(b) Clerical and technical support;

The department has one full-time clerical staff who serves as the Student Services Assistant for the program. Additionally, the department has two Administrative Assistants (Karen Meeks and Mary Larimer) and an additional student services assistant (Sandie Edwards) who is primarily assigned to the programs in the counseling area. All faculty members have personal computers

in their offices. Laptop computers are available for checkout through the department office. The university also provides all faculty, staff, and students with computer accounts that allow email communications, provide Internet access, and permit research activities. Access is available from any computer that is connected to the university LAN system and from home computers with internet access when logged into a personal university account. All faculty in the COE are also provided with Palm Pilots as an additional technological resource.

Most courses taught in school psychology are held in Room 614. The classroom is equipped with a multi-media cabinet and Smartboard. Our area has an additional classroom, 1314, but is not equipped with the same technology. Within our department, 1514, has a multi-media cabinet and Smartboard. Additional classrooms for our department include 1414 and 414. Each of these classrooms is an adequate size for holding most classes as well as holding area meetings. When classes are too large, classes are held in larger rooms on the 3rd floor.

In our area, there is a computer lab on the 13th floor and additional computers for student use on the 6th floor. The Instructional Resource Center (IRC) on the 1st floor of the College of Education provides additional computer laboratory facilities and an Instructional and Information Technology Services Center. The Instructional and Information Technology Services Center and staff facilitate faculty and student use of instructional technology for instructional and research use. The IRC provides access to an audio-visual cart including LCD projectors with state-of-the-art presentation capabilities in a portable format, curriculum materials, laptop computers available for checkout, as well as technical assistance from the Director of IRC. The IRC is open to students and faculty during working hours. Additionally, the Director of Instructional and Information Technology Services and her staff are available for technical assistance. Further, the Center for Instruction, Research, and Technology (CIRT), a university sponsored resource group for all members of the campus, hosts many professional development workshops for students, faculty, and staff through out the year (<http://www.indstate.edu/cirt/>).

(c) Training materials and equipment;

The program is included in the budgets of the department, COE, and university. Program needs related to texts, assessment materials, and teaching and research supplies are provided through the department operating budget. Additional program development funds are available through the department and the Blumberg Center for student research and travel. Program needs related to equipment other than computers (e.g., audio-video equipment) are addressed through the COE equipment budget with additional resources provided by the department as needed. Computer related program needs are addressed through the COE Technology Committee, which provides faculty and student computers, statistics lab computers, and computer software and additional hardware. Additional program development funds are provided from the Blumberg Center to be used as specified by the department.

(d) Physical facilities;

Program and Area Facilities

Office space for department faculty is located on the 4th, 6th, 13th, 14th, and 15th floors of the College of Education. The core school psychology faculty have offices on the 6th floor. The

Department Chair, Dr. Boyer, occupies an office on the 15th floor. All faculty members have computers within their offices and all have access to Internet through the University LAN system. Some faculty have printers in their offices, with all faculty having access to networked printers. The Educational and School Psychology Area has an office on the 13th floor. The Student Services Assistant, Joyce Wallace, works from this office. A small conference room is located adjacent to this area office on the 13th floor. It is used for committee meetings and research meetings. Additional large conference rooms are located on the 11th and 13th floors of the College of Education.

Office space for graduate students is located on the 6th and 13th floors of the College of Education. All graduate students have offices. Large offices on the 6th floor house four to six graduate students. Smaller offices on the 13th floor house two to four graduate students. All students have an individual desk. Students have access to departmental facilities 24 hours a day and may be found using their offices to study, collaborate, perform assistantship duties, or interact during the week and on weekends.

A student lounge is also located on the 6th floor. Student mailboxes are located in the student lounge. Each graduate student has an individual mailbox that allows for campus mail to be delivered directly to the graduate student. The lounge also has a refrigerator, microwave, small table, a couch and chairs. The lounge is frequently used by students for breaks and informal peer interaction.

The Porter Library is located on the 6th floor of the College of Education. This space is a large workplace for students equipped with three computers with Internet access, a copy machine, a large table, couches, and bookshelves containing reference resources. A telephone is available in the library for student use. Students have access to the Porter Library 24 hours per day. The Porter Library is financed through department funds.

The PSPC is located on the 6th floor of the College of Education. The PSPC facility includes three small clinic rooms, one large group room, an observation room, a student-clinician office, a waiting room, and a Clinic Coordinator office. Three of the four clinic rooms currently have mounted video cameras with videotaping equipment and monitors located in the observation room. The student-clinician office houses a telephone, two computers and a printer with Internet access for student use. In addition, this center allows for students to purchase or check out books and assessment materials. Graduate assistants are involved in organizing, maintaining, and running the PSPC. To update the PSPC, university, departmental, College, and Center funds are used to purchase assessment materials, new books, and assistive computer software for student and faculty use.

Multiple computing labs are available for students within the College, and across campus. The labs include general purpose labs in the IRC on the 1st floor of COE, and in the Student Computing Center and Cunningham Memorial Library across campus. In addition, a statistics computer lab is located on the 13th floor of the COE. The computer facilities in the computer lab and the Porter Center office are frequently used by students for coursework, Internet communication, library access, and report writing.

The area office is located on the 13th floor. This office houses the student services assistant, mailboxes for Educational and School Psychology faculty, a copy machine, fax machine, a networked printer, and departmental supplies.

College of Education Facilities

The College of Education houses four departments, including the Department of Communication Disorders and Counseling, School, and Educational Psychology. The three separate clinics maintained by our department (the PSPC, the Counseling Clinic, and the Rowe Center) are also located in the College of Education.

The College of Education houses a number of student computing labs within in the IRC on the 1st floor that are open to all students. These labs provide Dell computers and printers with access to Internet and university LAN systems. The labs are open during working hours.

The College of Education has a large conference room, adjacent to a smaller conference room, with state-of-the-art presentation capabilities located on the 11th floor. These rooms are available for use with class presentations, speaker presentations, teleconferences, and meetings.

The College of Education houses the Blumberg Center for Interdisciplinary Studies in Special Education on the 5th floor. The Blumberg Center is funded by endowment and grant monies and provides support for the Department of Communication Disorders and Counseling, School, and Educational Psychology. The Blumberg Center supports program activities, specifically those targeting individuals with exceptionalities, through research grants, professional development grants, travel monies for faculty and students, graduate assistant monies, workshops and seminars, access to professional materials, matching monies for external grants, and technical assistance for grant writing and research activities. Drs. Boyer, Aaron, and Krug serve on the Blumberg Steering Council, which oversees the activities of the Blumberg Center.

Additional facilities within the College of Education include classrooms on the 1st, 2nd, and 3rd floors and conference rooms on each floor. Administrative offices for the COE are located on the 11th floor. The Educational Student Services (ESS) office is located on the 2nd floor. The Director of ESS, Dr. Judy Sheese, serves as the COE liaison to the Indiana Department of Education. She and her staff assist the school psychology graduates in obtaining their school psychology licenses.

University Facilities

Cunningham Memorial Library is located a short distance from the College of Education. The library is easily accessible and provides a wide range of publications and computer reference systems as well as computing labs. Interlibrary loan and reference librarians are available at no cost to the student. Graduate students and faculty are provided generous checkout intervals for materials. In addition, many databases can be accessed on-line.

The Office of Sponsored Programs is temporarily housed in the College of Education. The office offers assistance to students and faculty related to grant writing, the Institutional Review Board, and University research grants.

The Student Computing Center, a 24-hour computer lab, is located a short distance from the College of Education. Computers and printers are available for student use during working hours. Technical assistance is provided through a “computer help line.” Scanning services are provided. There is also a Computer Store available to faculty and students where they can purchase peripherals and accessories for laptops.

(e) Student support services; and

Counseling Services

All students are eligible for free service in the Student Counseling Center, where full time psychologists are on staff. Minimal records (name, address, and other demographics) are maintained on doctoral students to enhance confidentiality.

Student Academic Services Center

In addition to providing advisement for open preference and conditionally admitted students, this center offers services to help students with academic problems. The area provides both tutoring in subject matter and assistance with more general skill development. Skills related to study, reading, note taking, theme writing, test taking, spelling, vocabulary, grammar, and mathematics are also taught. Student Academic Services also provides assistance to non-traditional age students (through the ACE program), student athletes, and students with disabilities. The services are free of charge to ISU students.

Writing Laboratory

The Writing Laboratory developed in cooperation with the Department of English, offers tutoring in all phases of English, special programs in research writing, and programmed materials for self-help instructions. This service is available to all ISU students.

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

The Professional Development Schools (PDS) program (comprised of 20 schools in five districts), based in the College of Education, provides access to public school sites in Terre Haute and Indianapolis (http://www.indstate.edu/soepds/member_schools.htm). These schools, in addition to non-PDS schools, provide school-based practicum sites for students at all levels of the program. University-based supervisors collaborate with school personnel to provide appropriate activities for graduate students. Since practica are linked with coursework or with specialization goals and objectives, expectations are established at the beginning of the semester. The program, and the site, retains the right, by mutual agreement, to end a practicum experience earlier than planned if necessary.

The Covered Bridge Special Education District (CBSED) has a long history of collaboration with the program. Dr. John Olsen, Coordinator of Psychological Services, serves as an on-site

supervisor and liaison between the program and CBSED. Dr. Olsen participates in program self study, revision activities, and has an active role in planning and evaluating practicum activities.

Additional practicum sites are available, or may be established, as specialization sites. The student, advisor, and site supervisor work together to establish student and site goals, objectives, responsibilities, and scheduling. The continued use of these sites is dependent upon faculty approval. Before students begin their practicum, a contract is signed between the student, the faculty supervisor, and the on-site supervisor (Practicum Contract, Appendix P). For students completing their externship as well as their internship, a Training Plan is established at the onset of the experience and students complete site and supervisor evaluations at the end of the experience. Faculty evaluate the site based on their adherence to the training plan objectives and the feedback from the students.

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. A consortium is comprised of multiple independently administered entities which have, in writing, formally agreed to pool resources to conduct a training or education program. Written consortial agreements should articulate:

Our program is housed within the COE of a regionally accredited institution and is not in the form of a consortium.

Domain D: 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. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training.⁴

The doctoral school psychology program at Indiana State University demonstrates respect for diversity through a variety of avenues. First, as a part of Indiana State University, the doctoral program supports the university's diversity. This includes the encouragement of minority applicants for every faculty position. This is done through encouragement statements in job descriptions and placement of ads in professional minority publications as well as personal contacts. The active recruitment of diversity has led to a gender diversity in the core faculty of one male and two females. One of the female faculty members is a respected and valued member of the faculty and directs the doctoral program. Also, the program recently recruited a new faculty member. The recruitment pool was ethnically diverse with a Hispanic male being invited for an on-campus interview. The university also assists the school psychology program in

recruiting students from diverse ethnic backgrounds. Recruiters from the School of Graduate Studies carry school psychology materials to traditionally minority colleges.

The doctoral school psychology program is embedded in the Department of Communication Disorders and Counseling, School, and Educational Psychology. This department provides diversity in two different ways. First, the department is ethnically diverse with 20% of the faculty being of non-European American ethnicity. The second level of diversity offered is the variety of perspectives among the school psychology, counseling, and communication disorder programs. The students within the school psychology program interact and work with students from the counseling and the communication disorder programs. Students are also taking courses together, thus they are engaged with differing perspectives which then become part of the school psychology students' practice and research.

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 they relate to the science and practice of professional psychology. The avenues by which these goals are achieved are to be developed by the program.

The program focus, as reflected in the course of study also embraces diversity and makes it a priority of the program (Appendix C). Students are exposed to multicultural issues in their first class Introduction to School Psychology (SPSY 600). This class emphasizes the importance of consideration of cultural issues in all domains of school psychology – assessment, intervention and consultation. This course includes the use of materials recommended by NASP. Multicultural issues are also addressed in every assessment course, including cognitive, behavioral, social emotional and personality. Consultation (SPSY 680) and Multicultural Counseling (COUN 666), specifically address diversity issues related to interventions (Syllabi, Appendix D).

Practical application courses also encourage diversity. During practica students are instructed to pursue diverse opportunities. Further, contact is made with practica supervisors encouraging them to provide students with diverse opportunities. Also, practica require on-campus meetings which cover topics including cultural diversity. Finally, internships are planned to include diverse experiences with culturally diverse clients. Also with internships, faculty make contact with interns during the internship to check and verify the diverse experiences.

Respect for diversity is also encouraged through professional development activities. The Blumberg Center hosts a variety of workshops and video conferences related to diversity and working with children with exceptionalities. Exposure to the breadth of exceptionalities is also present in a course on special education law and practica. In 2002, the university sponsored a Diversity Summit which with the help of outside speakers facilitated awareness and appreciation regarding issues of diversity.

In spite of the number of courses devoted to diversity issues, since this is a doctoral program, some students come into the program with many assessment courses completed. It is important to note that all students regardless of previous training must take Multicultural Counseling (COUN 666, Syllabi, Appendix D), practica, and internship. In addition, the university as well as outside

agencies offer workshops on multi-cultural issues in which our students are strongly encouraged to attend (Appendix E). Thus, every student who enters the program is instructed in the importance of cultural and experiential diversity and has professional development opportunities available to them.

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. In order to maximize the quality and effectiveness of students' learning experiences, all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see the current APA "Ethical Principles of Psychologists and Code of Conduct"). The program has an obligation to inform students of these principles and of their avenues of recourse should problems with regard to them arise.

Student-faculty relationships are viewed as critical to the success of our program as well as the professional development of our students. Students are treated as individuals who bring their own unique skills and talents to the profession of psychology. The interactions with faculty within the department serve as a microcosm of the "real world;" one goal is to successfully prepare our students to transition from the role of student to the role of professional psychologist. Faculty serve as role models and continually display professional behavior that exemplifies the highest standards of ethical practice.

Formal procedures detailing student conduct as well as grievance policies are presented in the School Psychology Doctoral Student Handbook (Appendix C) which students are given during their new student orientation sponsored by the program as well as course syllabi (Appendix D). Further, the program introduces students to the APA Ethical Principles and Code of Conduct at the new student orientation as well as continually throughout the coursework.

Students are treated with respect and courtesy during each interaction with faculty. It is the responsibility of the faculty to provide a safe and secure environment for students to grow personally and professionally during their graduate training.

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. The faculty provides appropriate professional role models and engages in actions that promote the students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.

Prior to admission to the program, students are sent a letter detailing the orientation schedule and the expectations of them once they are on campus. They are encouraged to contact Dr. Roberts-Pittman prior to their arrival to answer any questions they may have before entering the program. Incoming students are also connected with current students to assist with any other related questions. At the new student orientation, students are given copies of the Graduate

Catalog (Appendix B) and the School Psychology Doctoral Student Handbook (Appendix G). Students receive advisement from Dr. Roberts-Pittman by scheduling appointments during the first week of classes. Other faculty are available to assist with program and student issues at least 8 hours per week.

3. The program shows respect for cultural and individual diversity among their students by treating them in accord with the principles contained in Domain A, Section 5 of this document.

Respect for diversity is one value strongly held by the faculty of our program. 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 embedded within many course syllabi and emphasized in the student handbook.

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
- (c) Substantive, written feedback on the extent to which corrective actions are or are not successful in addressing the issues of concern. In all matters relevant to the evaluation of students' performance, programs must adhere to their institution's regulations and local, state, and federal statutes regarding due process and fair treatment of students.

Incoming graduate students are required to attend an orientation hosted by SOGS (<http://www.indstate.edu/sogs/OrientSoon.htm>) where they are provided materials related to university expectations as well as policies and procedures regarding student conduct (School of Graduate Studies Student-Advisor Handbook, <http://www.indstate.edu/sogs/StudentAdvHandbook.htm>). At the new student orientation offered by the program, students are provided copies of the School Psychology Doctoral Student Handbook (Appendix C) which outlines their progression through the program as well as guidelines for addressing grievances. When issues have arisen regarding a student's conduct or progression through the program, the issue has been dealt with in a timely manner and written expectations have been generated. Such written materials have detailed the issue being addressed, the remediation required on part of the student, the times and manner in which follow-up assessments or evaluations will take place, and the consequences if such expectations are not met. These contracts are signed by the student, the DOT, and another faculty member and placed in the student's file. Also, the student is given a copy of the contract for his/her records.

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. The Committee on Accreditation will examine programs' records of student complaints as part of its periodic review of programs.

No formal grievances have been filed since the last accreditation visit.

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);

A dynamic interrelationship exists between student progress and program evaluation. Students are evaluated at different points in the program and through a variety of methods. In addition, information is sought from students and on-site supervisors to improve the program. Methods for evaluation include student portfolios, on-site supervisor ratings, preliminary exams, students' evaluation of the program, and alumni surveys. Areas for program improvement are discussed by the school psychology committee and plans of action are documented in minutes from the program meetings.

Portfolio

First, during the program, competencies and skills are evaluated annually through the use of a portfolio. The portfolio is constructed by the students and submitted to the school psychology faculty near the end of the spring semester each year. The portfolio contains the Student Self-Evaluation (Appendix Q) and is evaluated by the faculty in terms of these outcomes. Students are assessed across the broad training areas of academic performance, clinical work, research, diversity, and technology (Faculty Evaluation Forms, Appendix R). The portfolio serves as a way to evaluate the student across domains, and also offers the school psychology committee a broad way to assess strengths and weaknesses of the program.

Practicum

In their second year, students are completing practicum experiences in the school setting and in the PSPC. As part of their school-based practicum experience, the students' on-site supervisors complete evaluation forms at four points during the year (Mid-point of each semester as well as at the end of each semester (Practicum Evaluation, Brief and Extended, Appendix, N). The faculty supervisor monitors student progress closely and is in contact with the on-site supervisor as needed. At the end of the second year, students are expected to have consistent ratings of "2"

on their final evaluation including their overall rating. A “2” is defined as “close supervision, typical for an intern.” Students who receive this consistent rating or a higher rating, are viewed as demonstrating the skills needed for their level of development and have successfully completed this portion of the practicum. In addition, as part of the practicum experience in the PSPC (including the READ Clinic), students are also evaluated on an on-going basis and feedback is provided by the faculty as well as their peers. At the beginning of the experience, students complete a self-assessment of their skills. They continue to monitor their own skill development and complete this self-assessment at the beginning and ending of each semester (PSPC Manual, Self-Assessment of Skills, Appendix, K, p. 30). Students are supervised live in the PSPC and after each session, students complete a peer rating form and supervisors complete a supervisor rating form (Peer and Supervisor Rating Form, Appendix K, pgs. 34-35). Faculty supervisors also complete evaluations of the student at four points- the middle and end of each semester. A score of “3” on this evaluation form is considered an “average” score and represents the appropriate level of development at this point of their training. This means that students who receive a consistent score of “3” or higher on their final supervisor evaluation have developed the competencies required for this experience (Supervisor-Assessment of Skills, Appendix K, p.32). The DOT considers the students progress in each practicum experience and students successfully completing each practicum are considered eligible to advance to their externship (also called their school-based internship) in their third year. The ratings are tabulated at each evaluation point and shared at the school psychology committee meeting. The ratings are used to identify any areas of development that may need additional attention such as through requiring workshops, bringing in speakers, or informal discussion groups.

Externship

During their third year, students are required to complete an externship of a minimum of 600 hours in a school setting. On-site supervisors evaluate students at four points during the year-the middle and end of each semester (Internship Evaluation, Brief and Extended, Internship Manual Appendix M, pgs. 24 and 27). Students who receive consistent ratings of “3” (moderate supervision-competence is at an average level for functioning as a school psychologist) at the end of the externship have successfully completed this clinical experience and are eligible to apply for their pre-doctoral internship (see Appendix S for outcome data from supervisor ratings). Again, the ratings are used to identify areas of further growth and development as well as ways to provide this additional training.

Preliminary Exams

Students complete their preliminary exams prior to applying for their pre-doctoral internship. The core school psychology faculty facilitate the exams. Students’ performance on these exams assist the school psychology faculty in determining areas of weakness in regards to the overall efforts of the program to prepare professional psychologists.

Internship

In their fourth or fifth year, students complete their pre-doctoral internship and on-site supervisors evaluate the students at the same points and the same evaluation forms are used

(Internship Evaluation, Brief and Extended, Appendix M, pgs. 24 and 27 and for outcome data from supervisors, Appendixes T and U).

Program Evaluation/ Annual Meeting with Supervisors

At the end of each year, students are asked to complete an evaluation of the program (Program Evaluation Form, Appendix V). Their responses are aggregated and shared among the school psychology faculty with strengths, weaknesses, and proposed changes documented in program meeting minutes. Also, the school psychology faculty invite on-site supervisors and other stakeholders to an annual dinner to solicit their feedback on the strengths and weaknesses of the program.

Alumni Survey

Finally, after completing the program, alumni are asked to complete surveys regarding how well the program prepared them for their professional practice and to provide information regarding program strengths and weaknesses of the program (Alumni Survey, AppendixW; Alumni Data, Appendix X).

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

The process by which the goals and objectives of the program are met include the integration of thematic content across areas, systematically applying theory to practice through linking didactic courses with practica, focusing on the application of science in practice and the importance of practice issues in science, and focusing on professional issues throughout coursework practica and other program requirements.

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

As mentioned previously, the program has engaged in an intensive process of self-study over the last few years. Procedures to maintain current achievement in research areas include continued encouragement of student research efforts, promotion of students who have experienced success in the area as role models, financial and instrumental support for students involved in conducting research projects and in disseminating results through conference presentations, and continued encouragement for students to propose and defend their dissertations prior to the completion of their internships. In the area of scholarship, the program has worked to maintain current achievement through continued updating of courses including adding technological components and distance education options, revision of preliminary examinations to include more integrated questions, and promotion of faculty efforts to devise innovative courses through applications for innovative course funding. Faculty receive assistance from the Center for Instruction, Research, and Technology (CIRT) for transforming course delivery through web-based and hybrid formats. In addition, the CIRT staff are available to faculty and students to assist with technology needs in the area of research. In the area of practice, the program has

worked to maintain current achievement and integration of applied knowledge through the work of the PSPC, CAST, and READ.

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

The program engages in systematic review through processes required by NCATE, NCA, the College of Education Unit Assessment System, the University Program Review Process, 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 to remain current with the discipline and the field. During the past two years, the program engaged in a process of review which entailed examining and refining the stated program mission, training model, theoretical orientation, and curriculum sequence and updating courses and practica to reflect such revisions. We believe systematic review to be an ongoing process impacted by external review processes.

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

The department and the COE were involved in the university strategic planning process in 1994 and in the update conducted as part of the NCA accreditation process in 2000. Such involvement not only allows faculty to remain current relative to strategic goals, but also to impact the development of such goals so as to ensure appropriateness of strategic goals and objectives for the program and the field of school psychology. In-depth discussion of the match between program goals and objectives and the mission of the university is included in Domain B.

Last year, the university embarked on a campus-wide prioritization effort to review and evaluate the effectiveness and contribution of each program to the overall university mission. The school psychology program received outstanding ratings at the College level as well as the University level (<http://www.indstate.edu/acad-aff/72.html>).

Further, the faculty of the school psychology program have been participating in the review of the college's mission and vision. Dr. Krug has been serving on the College's Advanced Unit Assessment System committee. These activities ensure that faculty are well informed of any changes at the unit level. It also keeps the assessment plan for the program up to date. In addition, the department housing the school psychology program has been merged with two other departments. As part of the transition, a day long retreat was held on January 18, 2007. At the retreat, a mission for the department was created. The Mission Statement is "Develop professionals to promote well-being, educate, and serve others". Program goals #2 and #3 covered in Domain B focus on service to others. Lastly, serving others is also a major component of the mission of Indiana State University.

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

The faculty of the school psychology program are actively involved in state organizations. Further, the connection with the state organization allows for involvement of all school

psychology students in the state organization. Thus, they stay on top of state issues and revisions of appropriate laws. Further to stay on top of local issues, the faculty host a dinner meeting with local practicum, externship, and internship supervisors annually. Issues brought up at the meeting are recorded and discussed by the school psychology committee at the following meeting. The most recent meeting has led to the proposal to modify two existing courses. It is proposed that one course, SPSY 667: Psychoeducational Assessment and Intervention be modified to include additional material on working with and assessing preschool children. A second course, SPSY 785: Advanced Seminar in School Psychology will be modified to include additional course material on crisis intervention.

(c) National standards of professional practice;

The program referred to the School Psychology Training Standards provided by Division 16 of APA throughout the self-study process. The scholar-practitioner model of training reflects the concern of the field with the science and practice of psychology and the program mission reflects a focus on service to children, youth and families, within the context of schools, families, and other systems. Furthermore, the program mission confirms a commitment to diversity, empirically supported treatments, and evaluation of effectiveness. The curriculum attends to skill areas of assessment, prevention, intervention, consultation, supervision, and evaluation and to knowledge areas of psychology, education, professional practice, and measurement as specified in the Standards.

In addition, students are encouraged to enroll and attend national conferences sponsored by NASP and APA. The program also completes annual reports for APA. All students are also enrolled in the SASP. Faculty model the importance of professional memberships by being active members in professional organizations. The Praxis II exam is required for students to obtain the National Certification in School Psychology (NCSP). Students are required to take this exam prior to applying for their pre-doctoral internship.

Support is available for students in terms of professional development in many ways. Students are advised early in the program regarding their eligibility to obtain their license as psychologists. Through regular meetings with the DOT, students develop a clear professional development plan and their course of study is built based on the students' plan. In regard to internships, students are strongly encouraged to apply for APA or APPIC internships. This year, all seven students eligible for internship were successful in obtaining APA-accredited internships. Dr. Roberts-Pittman provides extensive support and assistance to the students as they apply for their pre-doctoral internships. Dr. Roberts-Pittman approves all internship sites and students may select a non-APA accredited site as long as licensed psychologists are available to conduct supervision.

(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 up-to-date knowledge in areas of science and practice. Curricular revision included review of research and professional literature, review of practice standards, and consultation with other professionals in the area of

psychology. Students are also supervised on a weekly basis in practicum experiences to ensure that assessment and interventions are in compliance with up-to-date and best practice standards.

As the field of school psychology evolves, it is important for programs to evolve with it. As a program that follows the scholar practitioner model, research findings are essential to our training. The recent movements in research have been data-based decision making and crisis intervention. Both of these concepts have taken a higher importance in recent revisions to topics covered in SPSY 785: Advanced Seminar in School Psychology (Syllabi, Appendix D). Finally, the movement of school psychology toward a Response to Intervention model is reflected in increased focus on this model in practica and content classes such as the introduction course.

(e) Its graduates' job placements and career paths

Job placements and career paths of students are recorded and examined on an ongoing basis to assess the match between program mission, goals and objectives, and long-term outcomes. Examination of job placements (Table 11) indicates placements of graduates in school, clinic, and academic settings.

Through alumni surveys, the program determines the job placements and career paths of students. During this self-study, this was one of many factors that led the school psychology committee to re-examine the program's training model which led to a change from scientist-practitioner to scholar-practitioner. Most graduates are employed in public schools with a much smaller number being employed in academic positions, residential facilities, and private practice.

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
- (b) Its status with regard to accreditation, including the specific academic program covered by that status, and the name, address, and telephone number of the Committee on Accreditation. The program should make available, as appropriate through its sponsor institution, such reports or other materials as pertain to the program's accreditation status.

The program website is the main source of information for current students, prospective students, and members of the public (<http://soe.indstate.edu/espy/>). The program goals, objectives, and

training model are available from the website. Much of this information can also be found in the Graduate Catalog (Appendix B) and the program brochure (Appendix Y). Also, the website lists faculty, students, facilities and other resources. The School Psychology Doctoral Student Handbook (Appendix C) outlines the program administrative policies and procedures as well as research and practicum experiences and expectations. This document can be accessed through the website as well.

Just prior to the fall semester, incoming students are required to attend two orientations. One orientation is held by the SOGS and students are given copies of the University Standards (<http://web.indstate.edu/isupubs/univ-std/section9.htm>), the Graduate Student Academic Integrity: Policies and Procedures (http://www.indstate.edu/humres/guidelines/academic_integrity_policy.html), and the SOGS Student-Advisor Handbook (<http://www.indstate.edu/sogs/StudentAdvHandbook.htm>). During the new student orientation conducted by the program, students are given copies of the Graduate Catalog (Appendix B) and the School Psychology Doctoral Student Handbook (Appendix C).

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

Consistent with the Implementing Regulation C-20, our website and materials offer information about our program allowing prospective students to make informed decisions.

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.

Changes in faculty and in leadership have occurred and the CoA has been notified of those changes.

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.