



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

November 22, 2016

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

Dear President Bradley,

At its meeting on October 20-23, 2016 the Commission on Accreditation conducted a review of the doctoral Psy.D. program in Clinical psychology at Indiana State University. This review included consideration of the program's most recent self-study report, the preliminary review ("admin review"), the program's response to preliminary review, the report of the team that visited the program on May 16-17, 2016, and the program's response to the site visit report.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in **2023**. During the interim, the program will be listed annually among accredited programs of professional psychology in the *American Psychologist* and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Drs. Philinda Hutchings, David Mather, and Cathy McDaniels Wilson recused and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its review. This is provided below according to each of the accreditation domains.

Domain A: Eligibility

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

The doctoral program in Clinical psychology is offered by the Department of Psychology, which is administratively housed in the College of Arts & Sciences at Indiana State University. The program's mission is well aligned with that of the department, college, and the university. The program receives financial support from the Department of Psychology, and is adequately represented in the budget. The program's cohorts are of sufficient size for peer interaction,

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support, and socialization. The program makes available its policies and procedures, which are consistent with the policies and procedures of Indiana state University.

The program is consistent with the provisions of this domain.

Domain B: Program Philosophy, Objectives and Curriculum Plan

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

The program espouses a practitioner-scientist model, and training provided to students is sequential, cumulative, and graded in complexity. Coursework and practicum experiences are sequenced in an appropriate manner that builds upon foundational knowledge. Practicum training is sequenced over four years, and supervision in practicum is provided by appropriately trained and licensed psychologists. All students receive a minimum of 500 hours of training in intervention and 50 hours of training in assessment.

Some required objectives and competencies listed in Table B.2 are evaluated based on activities to be completed instead of operationalized expectations of the knowledge and skills that students must demonstrate in order to successfully complete the program. For example, for Competency 3.2.1 students are expected to attend a minimum of 6 hours of professional development during the academic year (Standard B.2, Table B.2). Completion of an unevaluated activity is not considered a sufficient evaluation of competence. With the impending shift to the *Standards of Accreditation* (SoA), the Commission asks that this concern be factored into changes made as the program transitions to meet the new standards. At the time of its next self-study, the CoA will be looking to determine how the program addressed aims and competencies with respect to its adherence to the SoA (Standard B.2 in the CoA Portal).

Domain C: Program Resources

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

The program possesses resources of appropriate quality and sufficiency to achieve its training goals and objectives. The program's core faculty members are available and accessible for advising and mentoring students, with additional faculty providing breadth and education in scientific foundations and research. The program provides many opportunities for meaningful peer interaction and support. All students are appropriately qualified for the program and are compatible with program goals and objectives. Clerical support includes two full-time staff members, one of whom is primarily assigned to support the program. Technical support is reported to be "fast and effective" by the site visit team (site visit report [SVR], Standard C.3). The program's non-personnel resources also appear sufficient to support students.

The program is consistent with the provisions of this domain.

Domain D: Cultural and Individual Differences and Diversity

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

The program has made systematic, coherent, and long-term efforts to attract and retain diverse faculty and students. In particular, the program thoughtfully infuses issues of diversity into its curriculum, research, and training experiences to create a supportive environment for its students. Students indicate that they have enhanced competency in assessing and treating diverse patient populations, and have an appreciation for the relevance of culture across their professional activities. Site visitors noted that "it was evident from discussions with students, alumni and external field placement supervisors that the program cultivates a consistent commitment to lifelong learning regarding individual and cultural difference among its students" (SVR, Standard D.2).

The program is consistent with the provisions of this domain.

Domain E: Student-Faculty Relations

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

Intern-faculty relations appear to be a significant strength of the program. All members of the program are treated with courtesy, respect, collegiality, and ethical sensitivity. Students are informed of program policies and procedures during their first week. Evaluation, due process, and grievance procedures are clearly outlined in the program's handbook. Students additionally receive written, formal feedback on their progress in the program twice per year, and faculty are readily accessible. The site visitors reported that "Students view the faculty as highly responsive and supportive, beginning at the time of their application and admission into the program" (SVR, Standard E.1).

The program is consistent with the provisions of this domain.

Domain F: Program Self-Assessment and Quality Enhancement

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

The program has evaluation procedures in place that make use of appropriately aggregated proximal and distal data to facilitate programmatic self-assessment. Site visitors noted that the self-assessment process has had a positive impact on the program and has resulted in modifications to its curriculum, preliminary examinations, practicum opportunities, and enhanced tracking of students' experiences. Students are appropriately involved in the program's self-assessment and decision-making through representation on committees and the evaluation of faculty and supervisors.

Domain F.1(a): Outcome Data

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

The program has provided proximal and distal data consistent with the program's goals, objectives, and competencies. The provided outcome data are aggregated across individual student cohorts, and it is clear to the Commission how the program is able to analyze its outcome data in a manner that promotes self-evaluation.

The program is consistent with the provisions of this domain.

Domain G: Public Disclosure

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

The program's website provides information in an accessible format that is easy to navigate. The materials made available to the public provide accurate descriptions about the program.

The program's website accurately presents student outcome data, consistent with Implementing Regulation C-20. Please note that the program's public information will be reviewed on or after October 1 of each year to ensure that the disclosure data has been updated and is in compliance with the IR.

The program is consistent with the provisions of this domain.

Domain H: Relationship with Accrediting Body

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

The program maintains timely and responsive communication with the CoA. The program pays the necessary fees to maintain accredited status.

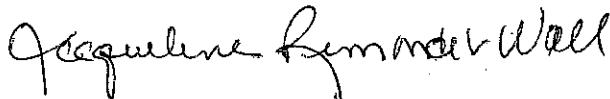
The program is consistent with the provisions of this domain.

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

Please note that at the time of your next self-study submission, your program will be reviewed under the new Standards of Accreditation (SoA). Additional information on the SoA and the 2017 implementation and transition to the new standards can be found on the accreditation website at <http://www.apa.org/ed/accreditation/accreditation-roadmap.aspx>. Please contact the Office of Program Consultation and Accreditation with any questions related to the SoA.

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

Sincerely,



Jacqueline Remondet Wall, Ph.D.

Director, Office of Program Consultation and Accreditation

cc: Elizabeth M. O'Laughlin, Ph.D., Director of Clinical Training
Virgil Sheets, Ph.D., Chairperson