

Indiana University
PhD Program in School Psychology
Student Admissions, Outcomes, and Other Data

Core Faculty:

Scott C. Bellini, Ph.D. (Indiana University)
Jack A. Cummings, Ph.D. (University of Georgia)
Thomas J. Huberty, Ph.D., ABPP (University of Missouri)
Rebecca S. Martínez, Ph.D. (University of Texas)
Russell J. Skiba, Ph.D. (University of Minnesota)

Associated Faculty:

Julia A. Byers, Ph.D. (Indiana University)

Program Philosophy

The School Psychology Program at Indiana University is grounded in the scientist-practitioner model in which the graduate is prepared to solve problems associated with the personal, social, and educational development of children and youth from diverse cultural, economic, ethnic, and racial backgrounds. Emphasis is placed on the integration of research and practice, with the goal to instill in the student the belief that the professional psychologist should use current knowledge to address the myriad of factors that may affect children's development. Scientist-practitioners also contribute to the knowledge base of psychology. School psychologists address the needs of individual students and advocate for change using population-based approaches to serve children and families.

Program Goals

Goal 1: Develop Knowledge and Competence in Cultural Diversity

The Indiana University School Psychology program's faculty and students have a strong commitment to social justice as an integral part of our training. Longstanding patterns of oppression and discrimination have left our nation with inequities that continue to plague our schools and society. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice. This dedication to equity cannot be an add-on or a single course in diversity. Rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist, as central as our commitment to evidence-based practice and effective collaboration. Thus, we train our students in the concept of a continuum of care to provide the most effective evidence-based services for all individuals, but also to act as an advocate and systems change agent, actively monitoring the quality of the educational experience and outcomes for students from groups who have been under-represented or marginalized.

Goal 2: Develop Knowledge about Organizations and Professional Roles

Schools, families, and communities are complex institutions. Understanding the intricacies and dynamics of these institutions is essential to successfully improving children's academic and social-emotional health. To negotiate these systems, knowledge of ethical and legal standards is essential. Ethics, statutes, regulations, and institutional cultures are not distinct, but are inextricably interwoven and should guide the behavior and conduct of all professional psychologists. To become a competent school psychologist, students must develop a thorough understanding of ethical principles, legal requirements, professional behavior, and best practices and how they are intertwined. These principles are addressed continually through direct orientation, applied practice, and reflection in all core classes, practicum, and internship.

Goal 3: Develop Observation and Assessment Skills

Observation and assessment form the base upon which interventions are built. It is critical that the psychologist be able to understand and respond to a referral question. We believe quality assessment is comprehensive and involves the use of multiple tools. Selection of appropriate tools requires knowledge of their evidence base for use.

Goal 4: Develop Intervention and Consultation Skills

The school psychology program has a long-standing commitment to the scientist-practitioner model of preparation. Toward that end, we provide experiences that prepare school psychologists who rely on evidence-based practices when designing and implementing interventions. It is essential that psychologists develop professional and collaborative relationships with teachers, parents, administrators, and community members. These relationships form the basis for trust and increase the fidelity with which interventions are implemented.

Goal #5: Develop Research, Evaluation, and Dissemination Skills

A scientist-practitioner also contributes to the knowledge base. Toward this end an early inquiry project is required prior to the dissertation. The dissertation serves as the culminating project where research skills are demonstrated

Admissions and Graduation Requirements for the PhD Program in School Psychology:

The majority (~90%) of our students have undergraduate degrees in psychology from major research institutions, with the majority of the remainder having undergraduate degrees in education. We do not use a single criterion to make admissions decisions and base our considerations on multiple criteria, including GRE scores, undergraduate and graduate GPA (if applicable), research experience, experience with children, writing ability, professional goals, letters of reference, personal characteristics, and commitment to social justice. Although we do not base decisions solely on GRE scores, a minimum combined score of 1000 on the Verbal (V) and Quantitative (Q) portions is recommended by the Graduate School. Over the past several

years, the average GRE scores are approximately: V= 523, Q=613, Total=1136. The average undergraduate GPA is approximately 3.60. The applicant should submit three letters of recommendation, at least two of which should be from current or recent professors. If the applicant has been out of college for several years and does not have current references from professors, we will accept other letters from persons who can attest to potential for graduate study at the doctoral level. After applications are received subsequent to the December 1 application deadline, the faculty meet to select a subset of applicants for a personal campus interview, usually in mid to late February. From the pool of applicants who are interviewed, we make offers of admission to the majority of them. Applicants have until April 15 to accept or decline the offer of admission.

The program is designed so that graduation can occur in about five (5) years for students entering with a bachelor’s degree. Currently, the program requires 99 hours of graduate credit, inclusive of internship and dissertation credits. The first three years are focused on completion of coursework, practicum, and comprehensive/qualifying examination procedures. In the fourth year, students are working in earnest on the dissertation, completing additional elective practica, and applying for APA accredited or public school internships. In the fifth year, students complete the internship of at least 1500 hours and dissertation. Students must maintain at least a 3.0 graduate GPA, although the average GPA is typically between 3.8 and 4.0. Students are expected to maintain a high level of performance in all coursework, practicum, professional development, and research. Strong emphasis is placed on practicing at the highest level of ethical, professional, and legal standards.

Admissions data for the PhD Program in School Psychology:

Number of Students in last 7 academic years who:	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Applied	58	37	33	39	30	35	30
Were Offered Admission	20	16	14	17	10	12	12
Enrolled	7	4	3	9	4	7	9

Student characteristics for the PhD Program in School Psychology:

The program is committed to attracting a varied body of students with diverse backgrounds, including, but not limited to ethnic, racial, sexual orientation, and socioeconomic status. The following table presents data regarding student demographics for the last seven (7) years.

Number of students enrolling during academic year who identified themselves as:		2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
African-American/Black	M	0	0	0	0	0	0	0
	F	2	1	1	1	0	0	0
Caucasian	M	1	0	1	0	2	2	0
	F	3	3	1	7	2	4	6
Hispanic/Latino	M	0	0	0	0	0	0	1
	F	1	0	0	0	0	0	1
Asian/Pacific Islander	M	0	0	0	0	0	0	0
	F	0	0	0	1	0	1	1
Other	M	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0
TOTAL	M	1	0	1	0	2	2	1
	F	6	4	2	9	2	5	8

Time to Completion for All Program Graduates during the Last Seven (7) years for the PhD Program in School Psychology:

Mean Time to Program Completion: 5.6 years ($N=32$)

Median Time to Program Completion: 5.3 years ($N=32$)

Percentage of Students Entering with a Bachelor's Degree Completing the Program in Specified Time Periods:

Time Period	N	Percentage
Fewer than five years	1	3.5
Five years	11	37.9
Six years	7	24.1
Seven years	3	10.4
More than seven years	7	24.1
Total	29	100.0

Percentage of Students Entering with a Graduate Degree Completing the PhD Program in Specified Time Periods:

Time Period	N	Percentage
Fewer than five years	2	67.0
Five years	0	0.0
Six years	0	0.0
Seven years	0	0.0
More than seven years	1	33.0
Total	3	100.0

Program costs for the 2011-2012 academic year (based on full-time enrollment):

Tuition:

Tuition Cost	Indiana Resident	Non-Resident
Per credit hour	320.58	933.66
Typical cost for first semester	3846.96	11203.92
Typical cost for second semester	3846.96	11203.92
Typical total tuition for first year	7693.92	22417.84

Mandatory fees for 2011-2012 academic year (based on full-time enrollment):

Fee	Indiana Resident	Non-Resident
Activity fee per semester	89.62	89.62
Student health fee per semester	108.50	108.50
Technology fee per semester	197.28	197.28
Transportation fee per semester	58.16	58.16
Temp. Repair & Rehab/semester	90.00	90.00
Practicum fee per semester	90.00	90.00

Total Tuition and Fees for 2011-2012 (based on full-time enrollment):

Indiana residents for academic year (2 semesters)	8961.04
Non-residents for academic year (2 semesters)	23684.96

Other expenses (estimates provided by Indiana University):

Item	Indiana Resident	Non- Resident
Room and Board	13396	13396
Books and supplies	806	806
Transportation	3232	3232
Personal Expenses	4454	4454
Total	21888	21888

Sources of financial support:

Students may be eligible for fellowships, graduate assistantships, associate instructor positions, loans, and grants. Some tuition remission is provided as part of fellowships, associate instructor positions, and graduate assistantships. Currently, graduate assistantships typically provide a stipend of \$12,546 per academic year, tuition remission of 20 hours, and payment of the Student Health Insurance fee. Associate instructors (teaching positions) currently provide a stipend of \$14,928 per academic year, tuition remission of 20 hours, and payment of the Student Health Fee. Typically, however, first-year students do not teach as Associate Instructors but may if they have appropriate training or experience. Mandatory fees and practicum fees are not covered. The large majority of doctoral students over the last few years have obtained assistantships or fellowships during their first year of enrollment that include a stipend, tuition remission, and the Student Health Insurance fee described above.

Internships during the last seven years for the PhD Program in School Psychology:

Doctoral students may elect to complete internships in APA-accredited internship programs, non-accredited APPIC internships, or non-accredited internships in public schools. Most often, students who seek APA-accredited or non-accredited APPIC internships are interested in becoming licensed for the independent practice of psychology. Students who are not interested in licensing select internships in non-accredited public school settings that leads to licensure/certification as a school psychologist by state departments of education. Students who complete an APA accredited internship or a non-accredited APPIC internship will meet the internship requirement for licensing as a psychologist for independent practice. In general, students who complete an internship in a non-accredited public or private school setting will not meet the internship requirement for licensing. All graduates are eligible for licensing/certification as a school psychologist by state departments of education and as a Nationally Certified School Psychologist. Thus, all students must complete an internship, but their career goals and other factors influence which internship option they seek. The internship must be at least 1500 clock hours. APA- accredited or APPIC internships are 12 months and 2000 hours.

Year	Total Number of Students Who Sought or Applied for Internships	Number and Percentage of Students Who Obtained Internships	Number and Percentage of Students Who Obtained Paid Internships	Number and Percentage of Students Who Obtained APA-Accredited Internships	Number and Percentage of Students Who Obtained Non-Accredited Internships Conforming to CDSPP Standards	Number and Percentage of Students Who Obtained Two-year, Half-Time Internships
2005	8	8/100	8/100	2/25	6/75	0/0
2006	4	4/100	4/100	1/25	3/75	0/0
2007	7	7/100	7/100	2/28	5/72	0/0
2008	4	4/100	4/100	3/75	1/25	0/0
2009	9	9/100	9/100	4/44	5/56	2/5
2010	4	4/100	4/100	4/100	0/0	0/0
2011	4	4/100	4/100	2/50	2/50	0/0
Total	40	40/100	40/100	18/45	22/55	2/5

These data show that our students have a 100% success rate in obtaining internships. It should be noted that approximately half of our students seek and obtain APA-accredited internships, while the remainder seek non-APA accredited internships, most often in public schools. The primary reasons students seek internships in public schools or other non-accredited sites are due to career goals of working in public schools and geographic and personal considerations. For those students seeking APA-accredited internships, the success rate is 100% over the last seven (7) years, which can be seen in the table below. All students obtained internships in the match process and none entered the clearinghouse process.

Year	Total Number of Students Who Sought APA-Accredited Internships	Total Number and Percentage of Students Who Obtained APA-Accredited Internships
2005	2	2/100
2006	1	1/100
2007	2	2/100
2008	3	3/100
2009	4	4/100
2010	4	4/100
2011	2	2/100
Total	18	18/100

Attrition Data for the PhD Program in School Psychology:

Some students do not complete the program due to changes in career goals or personal circumstances. No student has been dismissed from the program in the last ten (10) years. From 2005-2011, 43 students enrolled in the program. Two (2) students (4.6%) transferred to the EdS program. Only two (2) students left the program without completing coursework and the qualifying procedure or obtaining an EdS degree (4.6%).

Year of First Enrollment	Number of Students Enrolled	Number and Percentage Who Graduated with Doctorate	Number and Percentage of Students Still Enrolled in Program	Number and Percentage of Students No Longer Enrolled for Any Reason Other Than Graduation
2005	9	6/67	3/33	0/0
2006	7	3/43	3/43	1/14
2007	4	1/33	1/33	2/33
2008	9	0/0	8/89	1/11
2009	3	0/0	3/100	0/0
2010	4	0/0	4/100	0/0
2011	7	0/0	7/100	0/0

Graduate Outcomes for the PhD Program in School Psychology:

All graduates who have sought employment have obtained a position. Of the 32 students who graduated entering in 2005 or later, they are employed currently as follows:

	Public Schools	Clinical Settings	Academia/Research
Number	15	11	6
Percent of Total	46.8	34.3	18.9

Graduates licensed for the independent practice of psychology: 2005-2011

Total Number of Graduates	Total Number of Graduates Licensed	Percentage of Graduates Licensed
32	10	31.3

It should be noted that not all program graduates seek licensure for the independent practice of psychology, but choose to work in public schools where licensure is not required. Some graduates are completing postdoctoral supervision requirements for licensing or have not yet been licensed but are seeking it. All graduates who have sought independent practice licensure have obtained it.