



Valparaiso  
University

# School Psychology Program

Student Handbook  
2010-2011

## Table of Contents

<p>Overview.....3</p> <p>Statement on Equality of Opportunity.....3</p> <p>The Setting of the University.....3</p> <p>Approval and Accreditation.....3</p> <p>Description of the Master of Education/Education Specialist Program in School Psychology.....3</p> <p>Valparaiso University’s Mission and the School Psychology Program’s Training Model.....4</p> <p>Summary of Four-Checkpoint Assessment System.....6</p> <p>Credit Hour Requirements.....8</p> <p>M.Ed.-Education and Psychological Foundations (33 credits).....8</p> <p>Ed.S. – Education Specialist (35 credits).....8</p> <p>Elective Options.....9</p> <p>Field Training Experiences.....9</p> <p>Criminal Background Check.....9</p> <p>Professional Liability Insurance.....10</p> <p>Professional Dispositions &amp; Ethical Conduct Requirements.....10</p> <p>Grade Requirements.....10</p> <p>Baccalaureate/Masters Early Entry Option in School Psychology.....10</p> <p>Summary of Exit Criteria.....11</p> <p>Commencement.....11</p> <p>Licensure.....11</p>	<p>School Psychology Program Course Descriptions.....12</p> <p>Academic Advising.....16</p> <p>Tuition Rates.....16</p> <p>Records.....16</p> <p>School Psychology Faculty, Administration, &amp; Staff.....17</p> <p>Other Phone Numbers.....18</p> <p><b>APPENDIX A</b></p> <p>National Association of School Psychologists (NASP) Standards &amp; Indiana Standards for School Psychology .....19</p> <p><b>APPENDIX B</b></p> <p>Indiana Department of Education Standards for School Services Professionals.....22</p> <p><b>APPENDIX C</b></p> <p>NASP Standards Across Required Curriculum Sequence.....25</p> <p><b>APPENDIX D</b></p> <p>Academic Performance and Professional Dispositions Survey.....26</p> <p><b>APPENDIX E</b></p> <p>One-Year Follow-Up Post-Graduation Surveys.....28</p> <p><b>APPENDIX F</b></p> <p>Statistics Related to the Profession of School Psychology &amp; the VU School Psychology Program.....35</p>
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## Overview

Information contained in this handbook is supplementary to the *Valparaiso University Graduate Catalog*, and its policies do not supplant or replace policies of the Graduate Division. Graduate Division information, including the Graduate Catalog and specific forms, may be found at: (<http://www.graduatestudies.valpo.edu>).

### Statement on Equality of Opportunity

Valparaiso University provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The University does not discriminate with respect to hiring, continuation of employment, promotion, and tenure, other employment practices, applications for admission, or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation, or (as qualified herein) religion.

### The Setting of the University

The spacious campus of 310 acres contains more than seventy academic and residential buildings, many of them built within the past three decades. The campus is located in the city of Valparaiso, attractively situated in a semi-rural setting at the edge of the busy industrial district of Northwest Indiana. Fifteen miles to the north, on the shore of Lake Michigan, are the Indiana Dunes. The city of Chicago with its vast cultural resources, an hour's drive from the campus, can be reached by train or car. Many programs of the University use the region-rich natural, urban and industrial opportunities—for field trips and investigative activities.

## Approval and Accreditation of Valparaiso University and the Department of Education's School Psychology Program

Valparaiso University is accredited by the North Central Association of Colleges and Schools for the offering of bachelor's and master's degrees. The Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE) has approved the VU Department of Education's graduate programs, which includes the School Psychology Program. We are not approved by the National Association of School Psychologists (NASP). Graduates seeking the NCSP are responsible for abiding by guidelines set forth by NASP.

### Description of the Master of Education/Education Specialist Program in School Psychology

This 68 credit-hour program combines coursework from both the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and professional skills to function in school settings as licensed School Psychologists, and will be trained within the Pragmatic Model of School Psychology (Fagan & Wise, 2000). It is the goal of the VU school psychology program to provide school psychology training in accordance with standards established by the National Association of School Psychologists (NASP) and the Indiana Department of Education's Division of Professional Standards. At the conclusion of this integrated sequence of study, students will have earned both the Master's of Education in Education and Psychological Foundations and the Educational Specialist's degrees. Graduates of this program will also qualify for licensure as School Psychologists in the State of Indiana.

The VU School Psychology Program is designed for completion in three years of full-time study. This includes two years of sequenced coursework, which includes summer months, plus the yearlong 1200 clock-hour internship that is completed under the supervision of a licensed or credentialed school psychologist. Field-

training requirements are integrated throughout the entire sequence of the program, and must typically be completed during hours in which elementary and secondary schools are in session. To ensure that individual candidates are meeting programmatic goals, data will be collected at set checkpoints and reviewed by a designated committee determined for each student at the initiation of the program. Checkpoints are as follows: 1) Admission; 2) Completion of M.Ed. requirements (End of Year 1); 3) Pre-Internship Review (End of Year 2); and finally, 4) Pre-graduation/Pre-licensing Review (End of Year 3). Students must pass the ETS Praxis II School Psychology Examination, with NASP's certification cut-off score of 165, prior to graduating with the Ed.S. degree. To continuously improve the quality of the VU School Psychology Program, all data collected among candidates is aggregated and shared with necessary stakeholders each academic year.

Evaluations of candidates' knowledge, skills, and dispositions will occur 1) through multiple methods of assessment (e.g., portfolios, scoring rubrics, field training evaluations, norm-referenced testing), 2) across settings (e.g., university classrooms and elementary/secondary settings), and finally, 3) from perceptions of different raters/evaluators.

Individuals who have already completed graduate work within the past five years may transfer up to 21 credit hours of applicable coursework toward meeting the degree requirements. Transfer credits must be congruent with Valparaiso University degree requirements, and must be approved on a course-by-course basis by the Coordinator of the School Psychology Program and Dean of Graduate Studies. Typically, the maximum 21 credit hours are *not* accepted as transfer credit unless a student is requesting to transfer graduate credits from another NASP-approved or NASP-aligned school psychology program. Furthermore, credits earned more than five years prior to admission shall not be accepted as transfer credit.

### **Valparaiso University's Mission and the School Psychology Program's Training Model**

Valparaiso University, a community of learning dedicated to excellence and grounded in Lutheran tradition of scholarship, freedom, and faith, *prepares students to lead and serve in both church and society*. In close alignment with Valparaiso University's mission statement, graduates of the School Psychology program should be equipped by program completion to *serve* children and their families while performing *leadership* and advocacy roles, within educational settings, at the individual through system levels.

To ensure that the mission is fulfilled, the Valparaiso University School Psychology Program adheres to the Pragmatic Model (Fagan & Wise, 2000) of training that recognizes the importance of non-doctoral level training programs aligning its curriculum to both state credentialing expectations and national accreditation guidelines. It is believed that in doing this, students will exit this specialist-level program with the knowledge, skills, and dispositions that are necessary to practice effectively as school psychologists.

The National Association of School Psychologists (NASP) and Indiana standards comprehensively address a data-driven, ethics-oriented, research-based, problem-solving training approach that prepares candidates to produce positive outcomes in the lives of children who are developing within an increasingly "diverse" ecological context.

Consistent with these standards, the Valparaiso University School Psychology Program is committed to preparing candidates who "have knowledge of individual differences, abilities, and disabilities, and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning."

Also, school psychologists must “demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.” (NASP 2.5)

As the profession of school psychology is progressing from a traditional model of assessment, typically used for placement in special education or for diagnosis, to an “intervention” oriented focus (academic and social-emotional/behavioral), it is imperative that school psychology candidates have the professional and personal characteristics that are deemed essential to effectively perform the multiple integrative roles that are necessary for a given situation. Furthermore, to be effective, school psychologists must remain current of legal, professional, and social-ecological changes that are continuously occurring.

Technology certainly enhances the practice of school psychology in multifaceted ways, especially as the educational profession continues to promote research-based, data-driven practice. As a reflection of this belief, the Valparaiso University School Psychology Program is committed to ensuring that school psychology candidates “have knowledge of information sources and technology relevant to their work”, and that they know how to “access, evaluate, and utilize information sources and technology in ways that safeguard or enhance quality of services.” (NASP 2.11)

In summary, and using the Pragmatic Model of training, the Valparaiso University School Psychology program has aligned its curriculum and field training experiences to national and state professional standards. Specifically, the goals of the Valparaiso University School Psychology Program are as follows:

1. To provide school psychology training in accordance with standards established by the National Association of School Psychologists (NASP); please see Appendix A.
2. To provide school psychology training in accordance with standards established by the Indiana Department of Education’s Divisions of Professional Standards for School Services Professionals; please see Appendix B. Indiana recognizes NASP domains as the standards for professional training for School Psychologists.
3. To prepare ethics-abiding school psychologists who are instrumental in producing measurable positive outcomes in the lives of children and the systems that they serve.

Although the third goal is subsumed under the NASP and Indiana standards, it is believed that this is a distinctive goal that the Valparaiso University Program aspires to meet at a level of excellence, thus to fulfill the mission of the University.

Indiana standards will be met when addressing NASP domains. Please see Appendix C for a Curriculum Matrix that provides a visual summary of how the Valparaiso University School Psychology curriculum meets NASP domains.

All three program goals are assessed throughout a student’s progression through the School Psychology Program using the checkpoint system described in the section to follow.

## Summary of Four-Checkpoint Assessment System

In addition to continuously assessing candidate's knowledge and performances across NASP and Indiana standards in individual courses, a more comprehensive assessment occurs at designated checkpoints embedded within the course sequence. This checkpoint system assists not only in candidate review, but ongoing program assessment and improvement. Checkpoints are as follows:

### Checkpoint 1: *Admission*

To be admitted into the Valparaiso University Graduate Division as a School Psychology student, an applicant must have graduated from an accredited college or university and have a standing of at least 3.00 (B) in all undergraduate or graduate coursework undertaken. Degree-seeking students must complete an application form, provide official transcripts of previous coursework, provide a reflective essay, and provide two to three letters of recommendation that assess professional and personal work characteristics and dispositions required for successful completion of graduate study. For specific information and on-line registration procedures, please visit <http://www.graduatestudies@valpo.edu>. In addition to meeting the requirements for admission to the Graduate Division, applicants must also complete the following School Psychology Program application requirements:

1. Applicants are expected to have a background in psychology which includes one course in introductory psychology, one course in human growth and development, and one course in basic statistics. Applicants who do not meet these requirements may be admitted to the program with the understanding that they will complete these courses prior to the initiation of their first semester at V.U.
2. Applicants' 250-350 word essay should relate graduate study to professional

goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in school psychology. This essay substitutes for the general essay required for admission to the Graduate Division.

### Checkpoint 2: *Completion of M.Ed. Requirements - Ed.S. Entry Review (End of Year 1)*

At the conclusion of summer semesters, Year 1, School Psychology faculty will review the following data. Appropriate recommendations will be made by the team, and then shared with the student by the Coordinator of the program. Students must receive approval from this Checkpoint Review to advance into the Ed.S. degree curriculum sequence.

- Academic Performance & Professional Dispositions Survey of Individual Student Performance. Completed by faculty members in Education and Psychology departments who have had student in class. Form may be found in Appendix A.
- Field-Training Supervisors' Professional Disposition Forms from SPSY 600. Forms are included in the SPSY 600 Syllabus. These evaluations will have already been reviewed with the student during completion of this first semester course; however, information will be integrated with other data to best assess overall student performance over time, and across raters and settings.
- A comprehensive written examination is required near completion of summer courses, Year 1. A total of twenty written-response questions will be provided prior to the examination date, with only ten of these questions remaining on the final test. Questions will cover all eleven NASP domains, as they were covered in the M.Ed. sequence of the program. Questions will be presented within 5 "case-study" type items. Students must earn an 80% or

greater to be considered “pass”, and one-retake is permissible. Students must take the examination on-line using Course VU. Scoring will be completed by two school psychology faculty members, using scoring rubrics, to ensure fairness in scoring. If both raters do not determine a passing score, a third reader will serve as the tie-breaker.

**Checkpoint 3:** *Pre-Internship Review*  
(End of Year 2)

At the conclusion of the spring semester, Year 2, School Psychology faculty will review the following data. Appropriate recommendations will be made by the team, and shared with the student by the Coordinator of the program. Students must pass Checkpoint 3 prior to initiating SPSY 683, Internship in School Psychology.

- Academic Performance & Professional Dispositions Survey of Individual Student Performance. Completed by faculty members in Education and Psychology departments who have had student in class since Checkpoint 2. Form may be found in Appendix D.
- Practicum Field-Training Performance and Professional Disposition Evaluation Forms (found in SPSY 679 and SPSY 681 syllabi). Completed by practicum field supervisors.
- Review of performance on the required “Case Study” assignment for SPSY 681 (second school psychology practicum). Scoring rubric may be found in SPSY 681 syllabus. This assignment requires each student to demonstrate measurable positive growth in a child’s learning or demonstrate a positive outcome in the child’s learning or family environment as a result of service provided while fulfilling the role of school psychologist.

**Checkpoint 4:** *Pre-graduation/ Pre-licensing Review*  
(End of Year 3)

School Psychology faculty will review the following data at the completion of the internship year and prior to completion of the Ed.S. degree in the spring of Year 3:

- Internship Field-Training Performance and Professional Disposition Evaluation Forms (included in SPSY 683/684 Internship Handbook). Completed by internship supervisors.
- Internship Portfolio completed throughout the internship experience. A comprehensive VU School Psychology Internship Handbook describes SPSY 683 and SPSY 684 requirements for program completion. Included in this handbook are scoring rubrics.
- ETS Praxis Scores. Overall score should be 165 or higher.

Recommendations for licensing will be made only after successful completion of all VU School Psychology Program requirements.

**Additional Assessment**

Follow-up employment data is collected by the Department of Education after graduation. One-year follow-up surveys are also mailed to students to further assess the quality of the School Psychology Program (See Appendix B).

## Credit Hour Requirements

The VU School Psychology Program consists of 33-credit hours to fulfill the M.Ed. requirements, and 35-credit hours to fulfill the Ed.S. requirements of the program. All students are expected to be full-time and progress as a cohort from the point of admission until the completion of the full-time, 1200-clock hour internship. The M.Ed. sequence is completed throughout Year 1 (including the summer). The Ed.S. sequence is completed throughout Years 2 and 3 (internship). Students may apply for licensure as a School Psychologist upon successful completion of the Ed.S. degree.

### ***M.Ed.-Education and Psychological Foundations (33 credits)***

#### FALL, Year 1

SPSY 600 Introduction to Student Services and Educational Systems....3 Cr.  
 COUN 620 Human Development: Biological and Learned Bases of Behavior....3 Cr.  
 ED 528 Foundations of Literacy Development...3 Cr.  
 SPSY 540 Learning Exceptionalities...3 Cr.

#### SPRING, Year 1

SPSY 610 Academic Achievement: Assessment for Intervention...3 Cr.  
 SPSY 630 Cognitive Ability: Assessment for Intervention...3 Cr.  
 COUN 625 Social and Cultural Bases of Counseling...3 Cr.  
 SPSY 640 Professional Issues, Ethics, and Law ...3 Cr.

#### SUMMER, Year 1

ED 617 Assessment and Management of the Learning Environment...3 Cr.  
 SPSY 660 Consultation in School and Community Settings...3 Cr. **-or-**  
 COUN 575 Human Neuropsychology in Counseling and School Settings...3 Cr.  
 Elective ...3 Cr.

### ***Ed.S. – Education Specialist (35 credits)***

#### FALL, Year 2

SPSY 688 Statistical Interpretation for School Program Evaluation...2 Cr.  
 COUN 660 Helping Relationships: Counseling Theories...3 Cr.  
 SPSY 650 Socialization and Development of Life Skills...3 Cr.  
 SPSY 679 Practicum in School Psychology...3 Cr.

#### SPRING, Year 2

ED 610 Research in Education...3 Cr.  
 ED 612 Decision Making in Curriculum and Instruction...3 Cr.  
 COUN 662 Helping Relationships: Counseling Processes...3 Cr.  
 SPSY 681 Practicum in School Psychology...3 Cr.

#### SUMMER, Year 2

SPSY 660 Consultation in School and Community Settings... 3 Cr. **-or-**  
 COUN 575 Human Neuropsychology in Counseling and School Settings...3 Cr.  
 Elective...3 Cr.

#### FALL, Year 3

SPSY 683 Internship in School Psychology...6 Cr.

#### SPRING, Year 3

SPSY 684 Internship in School Psychology...0 Cr. (Although 0 credits, must register to ensure recognition of student status. This is a continuation of the one-year internship initiated in SPSY 683)

## Elective Options

Students may select from the following courses to fulfill elective requirements (6 credit hours) for either the M.Ed. or Ed.S. degrees:

SPED 547 Characteristics of Individuals with Mild Disabilities  
 SPED 550 Models of Collaboration and Consultation in Special Education  
 SPED 551 Applied Behavior Analysis  
 SPSY 590 Special Topics in School Psychology  
 SPED 590 Current Issues in Special Education  
 ED 690 Seminar in Education  
 ED 560 Reading in the Content Areas  
 ED 564 The Teaching of Reading in Early/Middle Childhood Grades  
 ED 613 Advanced Educational Psychology  
 SPSY 690 Current Issues and Topics in School Psychology  
 COUN 545 Community and Health Counseling  
 COUN 635 Introduction to Psychopathology  
 COUN 664 Career Counseling: Appraisal and Intervention  
 COUN 665 Family Counseling and Dynamics  
 COUN 691 Advanced Topics in Counseling  
 PSY 550 Human Cognition  
 PSY 590 Special Topics in Psychology

## Field Training Experiences

Students are exposed to authentic school settings as early as the first semester of the first year of study. In addition to a 50 clock-hour field experience (SPSY 600) that exposes students to educational systems, students are also required to fulfill other course-embedded activities that provide an overview of the types of activities/settings in which school psychologists participate and contribute.

During the second-year of study, students are required to complete school psychology practicum experiences in both the fall and spring semesters that build upon knowledge and skills taught in coursework. Each practicum experience requires 120 clock-hours, minimum, and completion of university-based course assignments. Students are placed in an educational setting under the supervision of a properly licensed or credentialed school psychologist. Details regarding the requirements of these practicum requirements are outlined in the syllabi for SPSY 679 and SPSY 681.

During the third-year of training, students must fulfill a 1200 clock-hour internship (academic year) under the supervision of an appropriately licensed or credentialed school psychologist. Detailed requirements of this field-training experience are summarized in the Internship Handbook.

## Criminal Background Check Requirements

Before you can work with children in public schools, you must complete a criminal background check according to guidelines established by the Department of Education; and, each criminal background check is valid for one calendar year. As noted previously, school psychology students initiate field work in the first semester of the first year. Outcomes of background checks may influence if placements may or may not be made, thus influencing if program requirements may be fulfilled.

### **Professional Liability Insurance**

The VU Department of Education requires all students to have professional liability insurance through the National Education Association (NEA). Paperwork will be provided by the VU Department of Education.

### **Professional Dispositions and Ethical Conduct Requirements**

It is expected that all school psychology candidates abide by the National Association of School Psychologists' *Professional Conduct Manual*, which contains the *Principles for Professional Ethics* and the *Guidelines for the Provision of School Psychological Services*. Furthermore, it is expected that candidates demonstrate effective interpersonal skills; adaptability; initiative and dependability; and, written and oral communication skills. If a violation of the ethical code occurs at any point during training, or if severe weaknesses are evident in professional dispositions, the Valparaiso University School Psychology Program reserves the right to review whether or not continuation in the program is warranted considering the best interest of the larger community in which practicing school psychologists serve and lead.

### **Grade Requirements**

Students must maintain a grade point average of 3.0 (B=3.0) in all graduate work undertaken at Valparaiso University. Graduate credit may be received for grade of C and above, but no more than three semester credit hours (one grade) of C or C+ work may be counted to meet degree requirements. An "Incomplete" grade received in one semester or summer session must be removed by the beginning of the official examination period of the next succeeding semester or it automatically becomes a grade of F. Students in the School Psychology must follow the sequenced plan of study and they must have all academic coursework completed prior to initiating internship.

### **Baccalaureate/Masters Early Entry Option in School Psychology**

The Early Entry in School Psychology is an option for undergraduate students at Valparaiso University in any major who are willing to commit to the M.Ed./Ed.S. School Psychology program upon completion of the bachelor's degree. This program offers several benefits to Valparaiso University undergraduates, including an early admission decision for graduate study and the opportunity to save credits and tuition by allowing graduate course work during the student's senior year.

Students interested in applying to the program should have completed the necessary undergraduate hours, as specified by their areas of major and minor, to graduate at the completion of their senior year. They must also show evidence of a cumulative grade point average of 3.3, and have earned at least a B in coursework in introductory psychology, human development, and basic statistics by the conclusion of the fall semester of the junior year.

Students meeting these criteria should then:

1. Request that their undergraduate major advisor complete a form (included in the application packet) verifying that basic requirements for admission into the Early Entry program have been met. The student is also required to attach evidence of a recent degree audit.
2. Submit the School Psychology Early Entry Application to the Graduate Office no later than March 1<sup>st</sup> of the junior year.

Once applications are received for the Early Entry program, the Department of Education's Graduate Admissions Committee will review candidates and select a limited number for admission. Admitted students would then have to commit to completing at a minimum 6, at a maximum 12, credits of courses in the School Psychology program during the senior year after meeting with the Coordinator of the School

Psychology Program. Students are responsible for informing their instructor when course work is taken as part of the Early Entry program.

Students enrolled in the Early Entry program are permitted to take the following courses, which could then be applied to their graduate study in School Psychology:

- SPSY 540 Learning Exceptionalities
- SPED 547 Characteristics of  
Individuals with Mild  
Disabilities
- SPED 550 Models of Collaboration  
and Consultation in Special  
Education
- SPED 551 Applied Behavior Analysis
- PSY 590 Special Topics in  
Psychology

Formal admission into the School Psychology program requires that students submit a current copy of their academic transcript to the Graduate Office by March 1<sup>st</sup> of the senior year and complete a final admission request for entry into the School Psychology program.

### **Summary of Exit Criteria for the School Psychology Program**

Successful completion of the School Psychology Program requires:

1. A 3.0 grade point average in all required and elective coursework and no more than one grade of C or C+;
2. Satisfactory progression through Checkpoint System;
3. Satisfactory performance on practicum and internship requirements, including portfolio;
4. Satisfactory completion/passing of a comprehensive written examination (ETS Praxis II). This examination may be taken on more than one occasion, if needed, to obtain a passing score; and,
5. Submission of all Valparaiso University materials required for graduation according to published guidelines and deadlines.

## **Commencement**

The University holds convocations in May and December at which time degrees are conferred. Students should follow the Graduate School's Academic Policies for Application for Graduation.

Typically, students who have completed the M.Ed. degree requirements at the conclusion of Summer, Year 1, walk in the December ceremony. Students may walk in the May ceremony, prior to completing summer classes, if they meet Graduate School requirements. No license may be issued after completing the M.Ed. Education and Psychological Foundations degree.

Students who have completed the Ed.S. degree requirements typically graduate in May, and are then eligible to apply for School Psychology licensure.

## **Licensure**

Students are required to submit all Indiana-required licensure paperwork to the Department of Education's Licensing Coordinator, Dr. Del Gillispie, Ph.D. Questions regarding licensure may be answered by contacting the Department of Education's office at (219)-464-5077.

Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

**School Psychology Program  
Course Descriptions  
(in Alphabetical Order)**

**Required Courses Highlighted in Red**

**COUN 545** Community and Health Counseling.

Cr. 3. An introduction to the theories and practice of both community and health psychology with an emphasis on the relationship and synthesis of these two disciplines as well as their unique perspectives and differences.

**COUN 575** Human Neuropsychology in Counseling and School Settings.

Cr. 3. An introduction to the structure and function of the human brain, and the effects of various neurological disorders on cognition, emotion, behavior, learning, and other important aspects of the human person. Assessment and treatment strategies for problems such as learning disabilities, head injury, epilepsy and degenerative neurological diseases are discussed.

**COUN 625** Social and Cultural Bases of Behavior.

Cr.3. A review of foundational theories in social psychology and an examination of cultural influences on behavior. Cross-cultural contexts for mental health counseling are considered.

**COUN 620** Human Development: Biological and Learned Bases of Behavior.

Cr.3. An examination of human development across the lifespan, with an integrated presentation of biological and learning principles. Special attention is devoted to discussion of developmental theories.

**COUN 635** Introduction to Psychopathology.

Cr.3. Description of the major types of mental and behavioral disorders and their development, with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

**COUN 660** Helping Relationships: Counseling Theories.

Cr.3. Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.

**COUN 662** Helping Relationships: Counseling Processes.

Cr.3. Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the process of psychotherapy. Prerequisite: COUN 660.

**COUN 664** Career Counseling: Appraisal and Intervention.

Cr.3. A lifespan approach to the examination of career development and career counseling. Elucidates commonalities between career counseling and psychotherapy with equal priority given to the acquisition of theory and skill.

**COUN 665** Family Counseling and Dynamics.

Cr. 3. An examination of family dynamics and the use of counseling techniques to help families in distress.

**COUN 691** Advanced Topics in Counseling.

Cr. 1-3. Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.

**ED 528** Foundations of Literacy Development.

Cr. 3. This course is the first in the three-course sequence of literacy courses for Elementary Education majors. This course is a detailed study of developmental literacy processes, including concepts about print, phonemic awareness, phonics, word identification, strategic reading, vocabulary development, and comprehension. A field component is included.

**ED 560** Reading in the Content Areas.

Cr.3. Readings, experiences, writing opportunities, and discussions which lead to an understanding of literacy, the reading process, and the critical role language plays in the learning process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies for helping students read to learn.

**ED 564** The Teaching of Reading in Early/Middle Childhood Grades.

Cr. 3. This course provides early/middle Childhood teacher candidates with an overview of curriculum and instructional methods for the teaching of phonics and other decoding skills, all types of comprehension, vocabulary development and content area reading. Specific skills in each of these areas as well as research-based effective methods for teaching the skills are addressed.

**ED 612** Decision Making in Curriculum and Instruction.

Cr. 3. The foundations of school curriculum: social forces, human development, learning, and knowledge. Various instructional models and techniques are studied and demonstrated. Students select a specific project focus in elementary and/or special education. Curriculum and instruction issues are dealt with through lecture, discussion, and individual research.

**ED 613** Advanced Educational Psychology.

Cr.3. Study of psychological concepts and phenomena as related to the teaching-learning situation. Emphasis on the interpretation and analysis of psychological research concerning human behavior, motivation, and development.

**ED 617** Assessment and Management of the Learning Environment.

Cr.3. Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus. Topics will include: questions and issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment.

**ED 690** Seminar in Education.

Cr.1-3. An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit if the topics vary.

**PSY 550** Human Cognition.

Cr. 3. Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.

**PSY 690** Special Topics in Psychology.

Cr.3. The analysis, assessment, and discussion of current topics in psychology. This course may be repeated for credit if the topics vary. Prerequisite: Six credit hours of graduate psychology or consent of the Chair of the Dept.

SPED 547 Characteristics of Individuals with Mild Disabilities.

Cr.3. Provides information on academic, cognitive, social, behavioral, and emotional characteristics of individuals with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Topics include federal and state laws governing special education since 1970; processes involved in identifying students as having one of the disabilities considered "mild"; specific characteristics of students who have mild disabilities in cognitive, academic, behavioral or social/emotional areas; characteristics of various education service delivery systems; and interventions for students with mild disabilities in grades 1-12.

SPED 550 Models of Collaboration and Consultation in Special Education.

Cr. 3. The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration.

SPED 551 Applied Behavior Analysis.

Cr. 3. Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed to provide them with appropriate educational programming. This course provides education professionals with knowledge and experiences assessing behavior through various techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included.

**SPSY 540** Learning Exceptionalities.

Cr. 3. A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

**SPSY 600** Introduction to Student Services and Educational Systems.

Cr. 3. An introduction to the roles and responsibilities of school psychologists in current education service delivery systems. Prospective school psychologists are also introduced to legal, ethical, and professional requirements of this role. A 50-hour field placement experience provides students with opportunities to observe and interact within an educational system.

**SPSY 610** Academic Achievement: Assessment for Intervention.

Cr. 3. This course provides a comprehensive overview of both formal (e.g., standardized tests) and informal assessment (e.g., curriculum-based assessment) techniques used to assess learning processes across academic content areas. Emphasis placed on the use of assessment for intervention planning and measurement of intervention outcomes. An introduction to Response-to-Intervention models will be provided. Students must demonstrate both knowledge and skills to meet course requirements.

**SPSY 630** Cognitive Ability: Assessment for Intervention.

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess individuals at all developmental levels. Emphasis is placed on the use of assessment for intervention planning and measurement of intervention outcomes. Students must demonstrate both knowledge and skills to meet course requirements.

**SPSY 640** Professional Issues, Ethics, and Law.  
Cr. 3. Review and discussion of ethical, professional, and legal standards relevant to the practice of school professionals, and overview of public policy development that is applicable to services for children and their families.

**SPSY 650** Socialization and Development of Life Skills.  
Cr. 3. Comprehensive overview of formal and informal assessment measures used to measure behavioral, affective, adaptive, and social skills, and direct and indirect services applicable to the development of these processes. Collaborative case study activities will require the development of appropriate behavioral, affective, adaptive, and social skill goals, and will necessitate an evaluation of intervention effectiveness. Student diversity in development and learning will be emphasized with special attention to individual differences (e.g., biological, social, cultural, linguistic, socioeconomic), abilities, and disabilities.

**SPSY 660** Consultation in School and Community Settings.  
Cr. 3. Provides overview of specific collaborative and consultative models and methods, and their application to particular situations in the practice of school psychology at the individual, group, and system levels. Family systems will be included in this overview, with review of methods for involving families in education and service delivery. Practice activities will address the role of the school psychologist as a facilitator of prevention and intervention (including crisis intervention) programs, designed to promote the overall physical well-being and mental health of students.

**SPSY 679** Practicum in School Psychology.  
Cr. 3. A 120-clock hour field placement designed to provide students with opportunities to apply knowledge and skills in an educational, clinical, and/or mental health setting under the supervision of properly credentialed field and university supervisors. Online course requirements must be fulfilled, and students must attend 10 clock hours of seminar at the university. Grading is on a Satisfactory/Unsatisfactory basis.

**SPSY 681** Practicum in School Psychology.  
Cr. 3. A 120-clock hour field placement designed to provide students with opportunities to apply knowledge and skills in a school setting under the supervision of a properly credentialed school psychologist and the university supervisor. Online course requirements must be fulfilled, and students must attend 10 clock hours of seminar at the university. Grading is on a Satisfactory/Unsatisfactory basis.

**SPSY 683** Internship in School Psychology.  
Cr. 6. First of a full-time two-semester placement in a school or educational agency for a total of 1200 hours, with 600 hours in a school setting. Prerequisites: completion of all required courses and practicum field training experiences in M.Ed. and Ed.S. components of the program, completion of a pre-internship review, and approval of the Chair of the Department or the School Psychology Coordinator. Grading is on a Satisfactory/Unsatisfactory basis.

**SPSY 684** Internship in School Psychology.  
Cr.0. Continuation of internship experience in a school or educational agency for a total of 1200 hours. Grading is on a Satisfactory/Unsatisfactory basis.

**SPSY 688** Statistical Interpretation for School Program Evaluation.  
Cr. 2. This course addresses how school psychologists analyze descriptive and inferential descriptive data for school program evaluation, and how this information is used collaboratively to facilitate individual, group, and system-level changes through policies and practice.

### Academic Advising

Once admitted into the School Psychology Program, students are assigned an Academic Advisor who will serve as their advisor throughout their time at Valparaiso University. Academic advisors will assist students with preparation of Program Evaluations and Candidacy Forms using the on-line Data VU program found at <http://www.valpo.edu>. Candidacy forms must be completed and submitted to the Dean of the Graduate School for both the M.Ed. and the Ed.S. degrees.

### Tuition Rates

Tuition rates and fees are published in each semester's Graduate Registration information. Students should contact the Graduate Division Office, 219-464-5313, to obtain information on current tuition rates and fees to be paid by graduate students.

Please note that students will be registering for 6 credit hours of internship in the Fall (SPSY 683), and 0 credit hours for *continuation of the one-year internship experience* in the Spring semester (SPSY 684). Although this was intended to save students tuition dollars, students should plan ahead to learn how this might impact Financial Aid payment schedules or other related requirements.

Fees associated with professional liability insurance will be billed to students' accounts.

Students are responsible for Criminal Background Check payments required at the initiation of each academic year.

### Records

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides, in part, that the institution will maintain the confidentiality of student academic records.

No one outside the University shall have access to, nor will the University disclose any information from, student academic records

without the written consent of students, except to persons, organizations or agencies which are permitted to receive such information under the Act.

Official transcripts of academic records are released by the Registrar only upon the written request of the student. No transcript of a student's record is released until the student has met in full all obligations to the University. There is no charge for any transcript issued.

**School Psychology**  
**Administration, Faculty, & Staff**

Core Contributing Administrators and Faculty	
Rowland, David, Ph.D.	
Dean of Graduate School & Asst. Provost	
Office-116 Kretzmann	464-5313
Westrick, Jan, Ed.D.	
Professor and Chair, Department of Education	
Office – 227 A Miller Hall	462-6179
Grabarek, Christina, Ph.D., NCSP	
Associate Professor of Education	
Coordinator School Psychology Program	
Office – 220 Miller Hall	464-5790
Cramer, Amy, Ph.D. (anticipated in Fall, 2010)	
Assistant Professor of Education	
Office – 130 Miller Hall	464-6294
Simpson, David, Ph.D.	
Assistant Professor of Psychology	
Coordinator of Graduate Programs in Counseling	
206 Dickmeyer	464-6941
Other Contributing Administrators, Faculty, & Staff	
Arkkelin, Daniel, Ph.D.	
Professor and Chair, Department of Psychology	
Office – 219 Dickmeyer	464-5441
Chiatula, Victoria, Ph.D.	
Assistant Professor of Education	
Office – 128 Miller Hall	464-4987
Cooper, Stewart, E., Ph.D.	
Director, Student Counseling & Development Center	
Associate Professor of Psychology	
Office - Counseling Center	464-5002

DeMik, Sherry, Ph.D.	
Assistant Professor of Education	
Office – 126 Miller Hall	464-5456
Dudzinski, Maryann, Ed.D.	
Associate Professor of Education	
Office - 221 Miller Hall	464-5473
Hughes, Stanley, Ph.D.	
Associate Professor of Psychology	
Office - Dickmeyer Hall	464-5444
Monson, Michele, Ed.D.	
Assistant Professor of Education	
Office – 127 Miller Hall	464-5798
Nelson, James M., Ph.D.	
Associate Professor of Psychology	
Office - Dickmeyer Hall	464-5442
Tougaw, Paul, Ph.D.	
Assistant Professor of Education and Coordinator of Professional Development and Placement	
Office – 229 A Miller Hall	464-5027
Pappas, Lisa L.	
Administrative Assistant – Dept. of Education	
Office – 227 Miller Hall	464-5077
Coleman, Angela	
Administrative Assistant - Dept. of Education	
Office – 229 Miller Hall	464- 5458
Snell, Laurie	
Coordinator of Professional Relations	
Office – 224 Miller Hall	464-6734
Kinkade, Stephanie; Czapla, Cindi	
Administrative Assistants – Graduate Division Office – 115 Kretzmann Hall	
	464-5313

### **Other Valparaiso University Phone Numbers**

Area code for all numbers: 219

University Switchboard	464-5000
Graduate Division Office	464-5313
Graduate Division Fax Number	464-5381
Graduate/Evening Toll Free	800-348-2611
Evening Division Office	464-5313
Student Financial Planning Office	464-5015
Registrar's Office	464-5212
Student Accounts Office	464-5101
Education Office	464-5077
Psychology Office	464-5440
Book Center	464-5421
Chapel	464-5093
Health Center	464-5060
Union Information Desk	464-5415
University Police	464-5430

### **E-mail Addresses**

E-mail addresses are formed in the same manner for all faculty, staff, and students:

Firstname.Lastname@Valpo.Edu

**Example:** Christina.Grabarek@valpo.edu

**APPENDIX A**

**National Association of School Psychologists (NASP) Standards**

(Note: Also Indiana Department of Education's Standards for School Psychology Licensure)

**National Association of School Psychologists (NASP)**  
**Domains of School Psychology Training and Practice**

Please visit [http://www.nasponline.org/standards/2010standards/1\\_Graduate\\_Preparation.pdf](http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf) for a comprehensive list and description of the newly revised NASP training standards, *Standards for Graduate Preparation of School Psychologists 2010*. Below, please find a description of the National Association of School Psychologists' *Standards for Training and Field Placement Programs in School Psychology* (2000). New standards are being integrated into the School Psychology curriculum this academic year.

**1: Data-based Decision Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision making permeates every aspect of professional practice.

**2: Consultation and Collaboration:** School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.

**3: Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**4: Socialization and Development of Life Skills:** School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**5: Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities, and the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**6: School and Systems Organization, Policy Development, and Climate:** School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**7: Prevention, Crisis Intervention, and Mental Health:** School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.

**8: Home/School Community Collaboration:** School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**9: Research and Program Evaluation:** School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**10: School Psychology Practice and Development:** School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**11: Information Technology:** School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance quality of services.

**APPENDIX B**

**Indiana Department of Education**

**Standards for School Services Professionals**

Core Set of Standards for all School Services Professionals

(e.g., School Psychologists, School Counselors, School Social Workers, & School Nurses)

Indiana Department of Education  
Standards for School Services Professionals

**STANDARD 1: Students and the Learning Process**

School Services Professionals promote the success of all students by facilitating the academic, emotional, social, and physical development of the student and the quality and effectiveness of the learning environment.

**STANDARD 2: Education and Learning Systems and Organizations**

School Services Professionals understand the breadth and scope of education systems and learning organizations. They are able to facilitate processes and engage in practices that promote lifelong development and learning.

**STANDARD 3: Family and Community**

School Services Professionals work within the educational system to promote lifelong development and learning. They collaborate with families and work with community resources to respond to student needs.

**STANDARD 4: Assessment**

School Services Professionals understand formal and informal assessment techniques and the theory and research upon which administration, application, and interpretation of such techniques are based. A variety of assessment techniques are employed within the specific area of competence of the professional as appropriate for the given situation.

**STANDARD 5: Intervention**

School Services Professionals understand intervention and prevention options available to address the needs of students and the theory and research upon which such interventions are based. Interventions are employed as appropriate within the professional's area of competence.

**STANDARD 6: Legal Issues**

School Services Professionals are aware of and have an understanding of local, state, and federal laws that affect schools and the educational process.

**STANDARD 7: Ethics and Professionalism**

School Services Professionals conduct themselves in an ethical and professional manner.

**APPENDIX C**

**Valparaiso University School Psychology Program  
NASP Standards Across Required Curriculum Sequence**



**APPENDIX D**

**Academic Performance and Professional Dispositions Survey**

**School Psychology Academic Performance and Professional Dispositions Survey**

Student's Name: \_\_\_\_\_ Checkpoint:    2        3    Year: \_\_\_\_\_

**Directions to Faculty:** For each item, please check the box that best corresponds to the student's performance in each of the specific areas addressed.

N Not Observed    1 Unsatisfactory    2 Needs Improvement    3 Satisfactory    4 Area of Strength

		N	1	2	3	4
1	Has knowledge of individual differences, abilities, and disabilities and the potential influences in development and learning.					
2	Demonstrates sensitivity and skills needed to work with individuals of diverse characteristics, and implements strategies selected and/or adapted based on individual characteristics, strengths, and needs.					
3	Adheres to a professional code of ethics that results in ethical decision-making.					
4	Accesses, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.					
5	Demonstrates effective interpersonal relations.					
6	Demonstrates adaptability.					
7	Demonstrates initiative/dependability.					
8	Demonstrates effective written communication skills.					
9	Demonstrates effective oral communication skills.					
10	Consistently puts forth effort in classroom activities and assignments.					

**Do you have concerns regarding the continuation of this student in the SPSY program?**

Yes    No

\_\_\_\_\_  
Signature (Optional)

**APPENDIX E**  
**One-Year Follow-Up**  
**Post-Graduation Surveys**

**Part 1: Graduate**  
**Part 2: Employer/Supervisor**

**Valparaiso University  
School Psychology Program  
Post-Graduate Survey**

**Part 1: To be completed and returned by graduate of the school psychology program.**

In an attempt to evaluate and improve the quality and outcomes of our training program, it is hoped that you might take a few minutes to respond to the questions below. Your thoughts and opinions are highly valued and greatly appreciated.

Year of graduation \_\_\_\_\_ Name (Optional) \_\_\_\_\_

1. Are you employed as a school psychologist?      Yes      No

If yes, in what state(s) are you licensed/ credentialed? \_\_\_\_\_

2. In what setting(s) are you employed (e.g. public schools, private schools, healthcare, private practice, etc.)? \_\_\_\_\_

3. Are you please with the profession you have chosen?                      YES                      NO

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How would you rate the overall quality of the Valparaiso University school psychology program?  
(Please circle the most appropriate number)

1(Poor)      2(Below Average)      3(Average)      4(Above Average)      5 (Exceptional)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Rate your training at Valparaiso University, including internship year, in each of the following areas. For each area of practice, use the following scale to rate how well you believe you were prepared.

1 = trained in this area, but do not use skill in this school psychologist position

2 = inadequately trained in this area

3 = adequately trained in this area

4 = well trained in this area

		0	1	2	3	4
A	Understanding of child development					
B	Cognitive assessment techniques					
C	Academic assessment techniques					
D	Social/Emotional assessment techniques					
E	Response-to-Intervention					
F	Understanding of instruction/curriculum within classrooms					
G	Consultation skills					
H	Collaboration skills					
I	Counseling interventions					
J	Behavioral interventions					
K	Academic interventions					
L	Social skill interventions					
M	Strategies to prevent academic, behavioral, and social skill problems					
N	Professional ethics					
O	Educational law					
P	Use of technology in school psychology practices					
Q	Working with diverse student populations in a respectful manner					
R	Knowledge of school organization systems					
S	Research skills					
T	Program evaluation methods					
U	Professional and personal dispositions for school psychologists					
V	Use of community resources in student programming					

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Please mail your completed survey to:

Valparaiso University  
 Department of Education  
 Attention: Christina Grabarek, Ph.D.  
 220 Miller Hall  
 Valparaiso, IN 46383

Part 2 of this survey is to be completed and returned by your employer, or immediate school psychology supervisor. If you permit, please provide your supervisor with Part 2 and request that it be returned to the address provided on the form. Thank you for your assistance.

Valparaiso University School Psychology Program Post-Graduate Survey

**Part 2: To be completed and returned by employer and/or immediate school psychology supervisor of Valparaiso University graduate.**

Work Setting \_\_\_\_\_

Date Graduate was Hired \_\_\_\_\_

Date of Survey Completion \_\_\_\_\_

Relationship of Respondent to Graduate \_\_\_\_\_

Name of Respondent (Optional) \_\_\_\_\_

**In an attempt to evaluate and improve the quality and outcomes of our training program, it is hoped that you might take a few minutes to evaluate your employee on the characteristics listed below using the rating scale provided. Your thoughts and opinions are highly valued and greatly appreciated.**

**N/A            Not Applicable**

**0    Not Observed**

**1    Unsatisfactory**

**2    Needs Improvement**

**3    Satisfactory**

**4    Competent**

**5    Outstanding**

		N/A	0	1	2	3	4	5
1	Communicates effectively with all stakeholders							
2	Protects the rights and confidentiality of parents, students, and school personnel by following local, state, federal legal mandates							
3	Adheres to a professional code of ethics that results in ethical decision making							
4	Uses technology in educational processes associated with professional role and responsibilities							
5	Respects the dignity and worth of all students as individuals							
6	Establishes collaborative relationships with teachers and other school personnel to determine and address the needs of individuals, groups, and systems							
7	Improves educational programs after assessing data and empirical evidence							



Finally,

24. How would you rate the overall work performance of our Valparaiso University graduate in comparison to graduates of other programs you have work with or hired?

1(Poor)    2(Below Average)    3(Average)    4(Above Average)    5(Exceptional)

25. Would you actively seek other graduates from Valparaiso University's school psychology program to fill positions openings in your work setting?

1(Strong No)    2(Probably No)    3(Neutral)    4(Probably Yes)    5(Strong Yes)

If you have any additional comments, please feel free to comment in the section below.

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**Please mail your completed survey to:**

Valparaiso University

Department of Education

Attention: Christina Grabarek, Ph.D.

220 Miller Hall

Valparaiso, IN 46383

**APPENDIX F**

**Statistics Regarding the Profession of School Psychology &  
the Valparaiso University School Psychology Program**

### **Statistics Regarding the Valparaiso University School Psychology Program**

- 100% of all graduates in the past four years have passed the School Psychology Praxis II examination (NASP certification examination) at or above the national designated cut-off score.
- The average overall score for students taking the revised Praxis II test over the past two years has been 175 (based on a passing score of 165).
- Over the past four years, SPSY 681 practicum students' ratings from field training supervisors have averaged between 4 (Competent) and 5 (Outstanding) across dispositional areas assessed. Dispositions that were evaluated included: interpersonal relations; adaptability; initiative/dependability; written communication skills; and finally, oral communication skills.
- One-Year Follow-Up Employment Surveys collected between 2007 and 2010 show that 100% of employers indicated a Probably to Strong Yes for *actively seeking* VU School Psychology graduates for employment opportunities.

### **Did You Know?**

- Because diversity is greatly needed within the profession of school psychology, NASP offers an annual \$5,000 scholarship to minority students pursuing careers in school psychology. Only students who are entering graduate training in school psychology are considered for the scholarship. To learn more, please visit: [http://www.nasponline.org/about\\_nasp/msp\\_overview.aspx](http://www.nasponline.org/about_nasp/msp_overview.aspx).
- Valparaiso University's Department of Education now has a School Counseling Program. It is possible for students to earn dual licensure in both school psychology and school counseling with the completion of additional courses and field training requirements. Prospective students who are interested in pursuing this option should talk with the School Psychology coordinator before applying to the School Psychology Program or within the first semester of initiating the program.