

Illinois State University  
Department of Psychology  
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## **SPECIALIST PROGRAM in SCHOOL PSYCHOLOGY**

The specialist program in School Psychology is approved by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Illinois State Board of Education (ISBE).

### **Specialist Program Policies and Procedures and Field Placement Information 2021-2022**

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**TABLE OF CONTENTS**

Introduction.....	4
Evolution of the Graduate Programs in School Psychology.....	4
Conceptual Framework, Mission, and Vision.....	5
School Psychology Faculty.....	6
School Psychology Coordinating Committee.....	8
School Psychology Community Advisory Committee.....	8
Professional Associations.....	8
Program Advisor.....	8
Mentors.....	9
Residency.....	9
Background Check.....	9
Financial Assistance.....	9
Graduate Assistantship.....	9
Insurance Coverage.....	11
Confidential Records.....	11
Retention of Records.....	12
Ethical Treatment and Grievance Procedures.....	12
Academic Integrity.....	12
Time Limit to Complete Degree.....	12
Program Objectives and Competencies.....	13
Retention Standards and Evaluations.....	15
Professional Competency Problems.....	19
Program Curriculum.....	21
Transferring Graduate Credit.....	23
Course Exemption.....	23
Transferring to the Doctoral Program.....	23
Program Logs.....	23
Applied Research Experience or Master’s Thesis.....	24
Training Sites.....	28
First Year Fieldwork/Practicum.....	29
Fieldwork/Practicum Supervision and Evaluation.....	33
Second Year Practicum Requirements.....	34
Practicum Supervision and Evaluation.....	35
Financial Issues during Internship.....	35
Internship.....	35
Internship Performance Indicators.....	36
Internship Supervision and Evaluation.....	45
Required Examinations for Graduation and Licensure.....	46
Annual Progress Report.....	46
Degree Audit.....	46
Licensure.....	46
Graduation.....	47
Alumni Employment.....	47
Continuing Professional Development.....	48
Annual Program Assessment.....	48
Appendix A: NASP Domains.....	50
Appendix B: Important Program Deadlines.....	51
See the Department’s Graduate Independent Study Website.....	53

Independent Study Contract for PSY 400.....	53
See the Specialist Forms Website .....	53
Course Exemption Request.....	53
Critical Skill Development Plan (review PDF) .....	53
Discussion of Employment.....	53
First Year Trainee Mid-Year Evaluation by Faculty (review PDF) .....	53
Graduate Assistant Performance Evaluation (review PDF).....	53
Mid-Year Feedback Conference Summary (review PDF).....	53
NASP Nondiscrimination and Equal Opportunity Policy (February, 2012) (review PDF).....	53
Program Log (Excel spreadsheet for fieldwork, practica, and internship) .....	53
PSY 402 Applied Research Experience in School Psychology .....	53
PSY 436A04 Psychoeducational Practicum Problem Solving/RtI School Placement Agreement (sample agreement) .....	53
PSY 498A05 Classroom Observation Guide.....	53
PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement (sample agreement)..	53
PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement (sample agreement) .....	53
PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement (sample agreement) .....	53
PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Log .....	53
PSY 498A05 First Year Head Start Site supervisor Evaluation (review PDF) .....	53
School Psychology Program Practicum Evaluation (for PSY 498A05, 436A04, 436A05) (review PDF) .....	53
Specialist Internship Agreement (sample agreement) .....	53
Specialist Internship Assignment and Evaluation with Scoring Rubrics (review PDF).....	53
Specialist Internship Plan and Evaluation .....	53
Specialist Trainee Annual Progress Report .....	53
Specialist Trainee Internship Site Evaluation.....	53
See the Specialist Thesis Website.....	53
Change in Thesis Committee/Project .....	53
Department Approval of Thesis Committee Chair and Topic .....	53
Preliminary Department Approval of Thesis Committee and Topic .....	53
See the Graduate School's Academics (Forms) Website.....	54
Final Deposit Checklist.....	54
Master's Degree Audit.....	54
Outcome of Defense Form.....	54
Proposal Approval Form.....	54
Request for Change in Graduate Degree Audit .....	54
Request for Transfer of Credit .....	54
Request to Extend Time to Degree .....	54
Right to Defend Form .....	54
See the Graduate School's Academics (Graduation and Commencement) Website .....	54
Application for Completion of Degree and Commencement Participation.....	54
See Other Websites .....	54
Content Test in School Psychology .....	54
Free Application for Federal Student Aid.....	54
Intent for Licensure.....	54
Praxis II Exam in School Psychology .....	54

## Introduction

Welcome to the Specialist Program in School Psychology and the Department of Psychology at Illinois State University! The Graduate Programs in School Psychology have a long history. Since 1957, more than 600 practicing school psychologists have been educated at Illinois State. The purpose of the Graduate Programs in School Psychology is to prepare our graduates to provide the highest quality educational and mental health services for children and families. Our alumni become school psychologists who enter the profession with an understanding of the legal and ethical responsibilities of their practice, and are sensitive to the needs of children and families based on a variety of cultural and individual differences and diversity including age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. For purposes of clarity and to reflect their professional training status, graduate students in the specialist program are referred to as “trainees.”

The Specialist Program’s Policies and Procedures, which are updated annually, provide an extensive review of the requirements for completing a specialist degree in School Psychology. These policies and procedures are designed to make the academic experience more organized, productive, and enjoyable. Trainees should read this material to become thoroughly familiar with the program, department, and University requirements for graduation. Trainees are also encouraged to access the [Specialist Program website](#) for additional information.

The cover page of the Specialist Program’s Policies and Procedures identifies program co-coordinators. For the sake of brevity, we will refer to the “program coordinator” throughout these policies and procedures. If you have any questions regarding the specialist program, department, or University, contact any School Psychology faculty member or the department’s Graduate Programs Office. We are looking forward to working with you and hope your graduate studies at Illinois State are productive, satisfying, and successful.

## Evolution of the Graduate Programs in School Psychology

- 1957 The first class of students graduated with a Guidance and Personnel-Counselor master’s degree and were qualified to work as psychologists in the schools. Dr. Stanley S. Marzolf, a clinical psychologist is the director of the School Psychology Program.
- 1960 The degree is changed to School Psychologist-Counselor. The first class of students graduated.
- 1967 A separate degree program in school psychology is established. Dr. Audrey Grupe is hired as the program coordinator and served in this capacity until her retirement in 1987.
- 1976 The School Psychology Program received approval from the State of Illinois Teachers Certification Board to grant certification by entitlement.
- 1990 The Doctoral Program in School Psychology is established. The first class of students is admitted.
- 1990 The School Psychology Program completed a folio review and received approval from the National Association of School Psychologists (NASP). This is the first time the School Psychology Program completed the more rigorous review process.
- 1991 The specialist degree replaced the master’s degree. The first class of specialist students graduated.
- 1997 The first doctoral student graduated with a doctorate degree (Ph.D.).
- 1998 The doctoral program is awarded accreditation by the American Psychological Association (APA). NASP approval is extended through 2003 for the doctoral program.
- 2001 APA accreditation is extended through 2005 for the doctoral program.
- 2003 The specialist and doctoral programs received full approval from NASP.
- 2005 The doctoral program completed a self-study. APA accreditation is extended through 2012.
- 2006 This is the 50th Anniversary of the training of school psychologists at Illinois State. NASP approval was extended through 2016 for the specialist and doctoral programs.
- 2012 The doctoral program completed a self-study. APA accreditation is extended through 2019.

- 2012 The doctoral program received full approval from NASP through 2019.
- 2017 The specialist program received full approval from NASP through 2023.
- 2019 The doctoral program completed the APA process for reaccreditation, which includes a 7-year self-study and a site visit.
- 2020 APA accreditation is extended through 2029 for the doctoral program.

### **Conceptual Framework, Mission, and Vision**

The foundation of the Graduate Programs in School Psychology can be traced back to the College of Education and its mission to train teachers. The mission statement below, which is posted on the [College of Education's website](#), identifies the educational mission.

#### **Realizing the Democratic Ideal**

Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society. To teach in a democracy is to consciously take up the challenge of improving the ethical and intellectual quality of our societal dialogue by including in it as many educated voices as possible.

The democratic ideal unites caring and knowing: The more voices we call into thoughtful dialogue, the truer our convictions and conclusions will be. This is a demonstrable necessity of a democratic society, and it is why Illinois State University graduates aspire to teach and serve everyone, including those on the margins, those who have been or are in danger of being excluded.

This democratic conception of education informs all aspects of teacher education at Illinois State University. Graduates ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching and learning.

The ethical commitments are

- Sensitivity toward the varieties of individual and cultural diversity
- Disposition and ability to collaborate effectively with others
- High regard for learning and a seriousness of personal, professional and public purpose
- Respect for learners of all ages with special regard for children and adolescents

The intellectual commitments are

- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners
- Understanding of the factors that affect learning and appropriate teaching strategies
- Interest in and ability to seek out and use informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative

Of the challenges facing teachers and other school personnel in the 21st century, none is more pressing than the need for them to develop and maintain a strong sense of their ethical and intellectual commitments—a professional identity. Toward this end, Illinois State University prepares teachers and other school personnel who have a dynamic, reflective sense of

themselves and their mission as: through caring and knowing they realize the democratic ideal.

The specialist program in School Psychology is approved by the National Association of School Psychologists (NASP), the Council for the Accreditation of Educator Preparation (CAEP), and the Illinois State Board of Education. Graduate programs with NASP and CAEP approval meet the national standards for educating professional service providers in school psychology. Program approval indicates high quality training, comprehensive curricula, and properly supervised field experiences. Graduates of the specialist program are eligible to sit for the examinations leading to the credentials of a Nationally Licensed School Psychologist and Licensed School Psychologist in Illinois. Program approval also allows our specialist program graduates the ability to transfer credentials for employment in other states.

The specialist program emphasizes the scientist-practitioner model of training. This integrated approach to science and practice promotes the development of complementary skills fostering a career-long process of psychological investigation, assessment, and intervention. Training in research prepares the scientist-practitioner to distinguish fact from opinion in the application of the science of behavior. The curriculum emphasizes the importance of knowledge and experience with a wide range of individual differences including, but not limited to ethnicity, gender, socioeconomic status, age, culture, religion, race, and lifestyle. The specialist program curriculum also stresses the importance of legal and ethical issues guiding service delivery and research.

The Department of Psychology is committed to the support and promotion of diversity by providing equal opportunities, and an educational and work environment that is free of discrimination and respectful of individual differences based on the [University's diversity policies](#). This commitment is met through our courses and content, faculty and trainee research, practical and applied experiences, and the recruitment and retention of a diverse body of students, faculty, and staff. By providing a respectful and inclusive environment, the department prepares its specialist trainees to be culturally sensitive and its graduates to function effectively in professional settings where diversity is embraced. We recognize the importance of cultural and individual differences, and the role of diversity in the training of school psychologists.

### School Psychology Faculty

**Dr. Paula J. Allee-Smith** received her training in school psychology from Texas A&M's APA-Accredited and NASP-approved program. She completed an APA-Accredited internship at the Illinois School Psychology Internship Consortium, through Illinois State University's Psychological Services Center working in rural schools and primary care. Prior to her current position, she worked as a school psychologist in a rural special education cooperative, serving students from early childhood through high school across several districts. She is the Director of the Psychological Services Center and supervises trainees in PSY 436A04 Practicum: Psychoeducational Assessment and Intervention. She also serves as the Training Director of the Illinois School Psychology Internship Consortium. Her interests include developing the role of doctoral-level school psychologists in schools and healthcare settings, promoting social justice and equitable practices in schools, and enhancing our schools' ability to support all students using a trauma-informed approach. Dr. Allee-Smith is dually credentialed as a Licensed Clinical Psychologist and Nationally Certified School Psychologist.

**Dr. Brea M. Banks** received her training in school psychology from Illinois State's APA Accredited and NASP-approved program. She completed an APA Accredited internship in pediatric psychology at the University of Nebraska Medical Center's Munroe-Meyer Institute. Prior to her current position,

she worked at a university counseling center, primarily serving students from underrepresented backgrounds. Her research includes the cognitive impact of race-based microaggressions and student of color experiences in higher education. She teaches PSY 432 Theory and Practice of Cognitive Assessment and PSY 473 Theories and Techniques of Counseling: Children and Adolescents, and supervises trainees as part of PSY 436A05 Practicum: Psychosocial Assessment and Intervention. Clinically, she has assessment and intervention expertise that includes but is not limited to the following presentations and concerns: attention-deficit/hyperactivity disorder, autism spectrum disorder, anxiety disorders, conduct problems, depression, learning disorders, and experiences related to racism and oppression. Dr. Banks is a licensed clinical psychologist and an ISBE licensed school psychologist. She is also the co-director of the African American Studies Minor Program at ISU.

**Dr. Gary L. Cates** received his training in educational psychology in an APA- and NASP-approved school psychology program from Mississippi State University. His research includes academic instruction and interventions, data-based decision making, and applied behavior analysis in educational environments. He teaches PSY 421 Advanced Behavior Modification, PSY 435 Academic Assessment and Intervention, PSY 547 Advanced Child and Adolescent Psychopathology, and supervises trainees in PSY 436A04 Practicum: Psychoeducational Assessment and Intervention and PSY 590 advanced practica. He also coordinates the Academic Intervention Consultation Services and the Multidisciplinary Psychoeducational Assessment Service at the Psychological Services Center, which provides academic intervention and research services for students with academic difficulties. Dr. Cates has brought in over 1 million dollars in funding to ISU through grants and contracts and is a Board Certified Behavior Analyst and Nationally Certified School Psychologist.

**Dr. Karla J. Doepke** received her training in child-clinical psychology from West Virginia University. She completed an internship at Johns Hopkins School of Medicine & Kennedy Krieger Institute, and a postdoctoral fellowship at Emory University School of Medicine. Her research interests include research-to-practice issues, evaluating the efficacy of prevention and intervention programs, autism, and how language choice influences perceptions. She received over \$2,000,000 in grants for her research and practice activities. Dr. Doepke is also the director of The Autism Place at Illinois State University, which is supported by grants, donations, and the University. She teaches various courses in assessment, consultation and treatment and supervises trainees in beginning and advanced practica. Dr. Doepke is a licensed clinical psychologist.

**Dr. Adena B. Meyers** received her training in clinical/community psychology from the University of Illinois in Urbana-Champaign. Dr. Meyers recently assumed the role of coordinator of the graduate programs in school psychology. Her research interests focus on contextual influences on child and adolescent development, with an emphasis on family-, school-, and community-based interventions designed to promote children's social and emotional functioning. She served as a consultant to the Collaborative for Academic, Social, and Emotional Learning, and as a program evaluator for numerous interventions in school and community settings. Her publications have focused on school- and community-based consultation; adolescent pregnancy, parenthood, and sexual development; integrated behavioral health; school-based preventive interventions; and the role of pretend play in child development. Her clinical interests include psychotherapeutic interventions related to stress and trauma, and mindfulness-based stress reduction. Dr. Meyers teaches PSY 474 Theory and Practice of Mental Health Consultation in the Schools and PSY 440 Statistics: Data Analysis and Methodology. She also supervises trainees in PSY 590 advanced practica in settings such as a school-based health center and Head Start. Dr. Meyers is a licensed clinical psychologist.

**Dr. Shengtian Wu** received his training in the school psychology program from Mississippi State University's APA Accredited and NASP-approved program. He completed his internship at Boys Town. He finished his postdoctoral fellowship at the University of Utah school psychology program. His research interests include academic interventions, applied behavior analysis in school and clinic settings, multiculturalism, school consultation, and international school psychology. He supervised graduate students to consult with schools regarding Positive Behavioral Interventions and Supports as well as tiered mental health services. Dr. Wu is a Board Certified Behavior Analyst.

### **School Psychology Coordinating Committee**

While the Department of Psychology is committed to maintaining the excellence of the Graduate Programs in School Psychology, the School Psychology Coordinating Committee is responsible for program development and evaluation. The Coordinating Committee consists of the School Psychology faculty and two trainee representatives. A specialist and a doctoral candidate are elected to represent their respective degree programs. Trainees nominate and vote by secret ballot for their program representative. The election is held during the fall semester for a one-year term.

### **School Psychology Community Advisory Committee**

The School Psychology program coordinator convenes a community advisory committee that includes "consumers" of school psychological services. The School Psychology Community Advisory Committee members include School Psychology faculty, parents, general and special education teachers, school administrators such as principals, assistant superintendents, and directors of special education, related school personnel such as guidance counselors, social workers, and speech pathologists, and school psychologists including alumni, and trainee representatives. The Community Advisory Committee discusses areas of collaboration and provides input on curricular and field placement issues. The Community Advisory Committee meets annually and conducts other business by email.

### **Professional Associations**

The [Graduate Association of School Psychology](#) (GASP) at Illinois State was established to provide a forum to discuss issues pertaining to the Graduate Programs in School Psychology, advance professional ethics and skills, share knowledge and support among school psychology trainees, and allow for socialization opportunities for trainees. Doctoral and specialist trainees are members of this organization. Each year, GASP members participate in the doctoral and specialist applicants' interview days during the spring semester, the orientation program for new trainees, and school psychology awareness activities on campus for undergraduate students and high school students in the community, and continuing professional development workshops. Trainees are also encouraged to join national and state school psychology associations. For information about national and state associations, see the association's website.

#### **National:**

[American Psychological Association-Student Affiliate](#)  
[National Association of School Psychologists](#)

#### **State:**

[Illinois School Psychologists Association](#)  
[Illinois Psychological Association](#)

### **Program Advisor**

The School Psychology program coordinator is the academic and program advisor for specialist trainees. The coordinator is also responsible for conducting the annual trainee evaluation and discussing the evaluation with each trainee, and consulting with trainees about accepting any employment outside the department. Academic advisement usually occurs each semester before Advance Registration. Trainees are

responsible for seeking advisement before their assigned registration date but are encouraged to contact the coordinator as needed for professional guidance. Trainees should also contact the program coordinator for information related to program developments, courses, and other issues.

### **Mentors**

**Peer Mentor:** First year trainees are assigned second year trainees who serve as peer mentors. A peer mentor's primary responsibility is to facilitate the first year trainee's socialization into the specialist program, department, University, and local community. This informal relationship is established prior to entrance into the program with letters sent during the summer from peer mentors to first year trainees.

**Cyber Mentor:** As a part of PSY 472 Legal, Ethical, and Professional Issues in School Psychology, first year specialist trainees are assigned cyber mentors, professionals in school psychology, or other related fields working in schools in the community. Trainees are required to correspond weekly with their cyber mentors to integrate and apply first year field experiences to readings and class discussions.

### **Residency**

The specialist program's residency policy requires trainees to enroll for at least nine graduate credits for both the fall and spring semesters for the first two years of graduate study. Trainees have time to assume duties associated with assistantships, attend monthly program-sponsored meetings, and participate in colloquia or symposia at the University and in surrounding communities. Trainees also have time to work collaboratively with faculty members on research projects.

### **Background Check**

Some criminal convictions may preclude individuals from eligibility for licensure as a school psychologist in Illinois. The program coordinator notifies trainees about completing a background check, which may include fingerprinting, for their first-year fieldwork experience. The background check includes a fee that is at the trainee's expense. A copy of the completed background check must be submitted to the program coordinator.

### **Financial Assistance**

Trainees are encouraged to complete the Free Application for Federal Student Aid, which is available on the [Federal Student Aid website](#). Additional information about financial support is available on the Graduate School's [Funding website](#).

Information is also available on NASP's [Loan Forgiveness website](#) specific to public school employees including school psychologists. The loan forgiveness programs may apply to trainees with the following financial assistance: Federal Direct Stafford Loan, Federal Direct Plus Loan, Federal Direct Unsubsidized Stafford Loan, or Federal Direct Consolidated Loan.

### **Graduate Assistantship**

The department offers graduate assistantships to as many trainees as possible based on available funding. A graduate assistantship includes a tuition waiver for the fall, spring, and summer semesters. For the

assistantship, trainees must register for at least nine graduate credits for the fall and spring semesters and must maintain a 3.0 grade point average. Trainees are required to work 10 hours per week for half-time assistantships or 20 hours a week for full-time assistantships; trainees are employed for the fall and spring semesters. Trainees must complete the assistantship application and accept the graduate assistant offer, which is the University's employment contract. Every effort is made to provide trainees with at least a half-time assistantship each year during their on-campus training, if funding is available.

Based on the department's needs, assistantships may be for teaching, research, or pre-professional assignments. Trainees who accept graduate assistantships are considered employees of the University and the state of Illinois. Under the State Officials and Employees Ethics Act (5 ILCS 430/5-10), employees are required to complete the Mandatory Governmental Ethics Online Training each fiscal year. The University will contact trainees by email during the fall semester about the deadline for completing the online training. Trainees who do not complete the Ethics Online Training by October 30 will lose their assistantships and tuition waivers, and are ineligible for future graduate assistantships at the University. Trainees who lose their tuition waivers are responsible for tuition cost for the remainder of the fall semester.

Based on Illinois law, trainees who accept graduate assistantships where they are working, interacting, or spending significant time with children on a regular basis must complete a criminal background check that includes fingerprinting. Under the law, "regular basis" is defined as more than just a casual encounter with children out in the community or when children accompany their parents at a service agency. The Graduate Programs Office will distribute the background request form to trainees if the criminal background check is required for specific assistantships. The University will pay the cost for the background check for assistantships at the University's laboratory schools (i.e., Thomas Metcalf School and University High School). A cleared background report must be received by the University before trainees can begin their assistantships. This criminal background check is separate from any background check that may be required by a school district or agency.

Some graduate assistants (GA) must also complete departmental tasks as part of the GA pool. The tasks often range from proctoring an undergraduate exam, administering course evaluations, or performing other administrative tasks requested by the department's faculty members. The GA pool is administered by the Graduate Assistantship Coordinator, who contacts graduate assistants by email about future assignments. Trainees usually fulfill one GA pool assignment per academic year.

Graduate assistants must read and comply with the *Graduate Assistant Handbook*, which is available on the Graduate School's [Funding \(Assistantships\) website](#). The performance of graduate assistants in the department is evaluated each semester by their faculty supervisors. Graduate assistants who fail to adequately perform their assigned duties may be placed on probation. Reappointment to a graduate assistantship is dependent, in part, on the results of the performance evaluation. A sample copy of the Graduate Assistant Performance Evaluation is available on the [Specialist Forms website](#).

Based on the Internal Revenue Code, the University withholds taxes on the value of tuition waivers. Teaching and research assistants are exempt from taxation on the entire tuition waiver. International students may also be exempt based on tax treaties between the U.S. and their home countries. Practicum and pre-professional assistants are exempt from taxation on the first \$5,250 of the tuition waiver. Taxes on tuition waivers in excess of \$5,250 are typically withheld from the last two paychecks of the semester (i.e., in November and December for the fall semester; in April and May for the spring semester; and in July and August for the summer semester).

### **Other Employment Opportunities**

Trainees may apply for assistantships from other University departments or schools. Information about other assistantships is available on the [Human Resources website](#). However, trainees must consult with their program advisor before accepting any assistantships, employment, or other work-related commitments outside the department at any time including the summer months and during the 12-month internship. Trainees and their program advisor must evaluate the impact of any external commitments on the trainees' progress throughout the program, timely completion of all program requirements, and any possible conflicts of interest or dual relationships. Trainees and their program advisors must complete the Discussion of Employment form, which is available on the [Specialist Forms website](#), before any additional employment or commitment is accepted. The Employment form should be submitted to the program coordinator.

### **Insurance Coverage**

#### **Health Insurance**

Full-time trainees are automatically covered by the University for health insurance policy and are billed each semester by the University. For information about health insurance, trainees should review the [Student Health Insurance website](#). Trainees may waive student health insurance by providing proof of private insurance coverage. Trainees who accept graduate assistantships must have health insurance coverage during their assistantships. Trainees must complete the GA Health Insurance Certification. The Graduate Programs Office will distribute the certification form to the graduate assistants. The GA Health Certification must be submitted to the Graduate Programs Office by September 1 for the fall semester and January 31 for the spring semester. Trainees with summer assistantships (usually hired for research grants) must complete the GA Health Insurance Certification by June 1. Trainees with private health insurance coverage must also submit a copy of both sides of the private health insurance card.

#### **Professional Practice Insurance**

Trainees who enroll in specific courses that include contact with clients, such as practica and internships, are eligible for coverage under the University's professional practice insurance policy. Trainees must register for the course, practicum, or internship, and maintain adequate health insurance coverage for the duration of the course, practicum, or internship. The Graduate Programs Office will distribute the Professional Practice Insurance Coverage form and the Professional Practice Health Insurance Certification to trainees who are eligible for this insurance coverage. Trainees must complete and submit both forms to their course instructor or the Graduate Programs Office by September 1 for the fall semester, January 31 for the spring semester, and June 1 for the summer semester. Trainees who have private health insurance coverage must also submit a copy of both sides of the private insurance card. Trainees who fail to submit the required forms will not be covered by the University's professional practice insurance policy and could be held personally liable for their actions or behavior during the course, practicum, or internship. The Graduate Programs Office submits a report to the University each semester that identifies trainees who should be covered by the University's insurance policy.

### **Confidential Records**

Records related to a trainee's progress in the specialist program including employment contracts, grades, evaluations, probation agreements, critical skill development plans, and correspondence related to these records, etc., are confidential. Access to such records is restricted to only School Psychology faculty and clinical supervisors who have a need to review such records. Trainee files are stored in locked filing cabinets in the Graduate Programs Office. The department retains trainee files and confidential records for 10 years

after graduation in order to satisfy University and APA requirements. The records of trainees who are dismissed or who withdraw from the specialist program are retained by the department for five years.

### **Retention of Records**

Some department or University forms completed by trainees (e.g., tuition waivers, graduate assistant employment forms, professional practice insurance coverage, etc.) are retained as department records, and are subject to audit by the University. These records are retained in the department files in the Graduate Programs Office and are shredded based on the University's retention schedule for auditable records.

### **Ethical Treatment and Grievance Procedures**

Psychology faculty members must follow the University's [non-discrimination policy](#) and the APA's [Ethical Principles of Psychologists and Code of Conduct](#). Trainees who have concerns about fair treatment from faculty members or who feel harassed or subjected to discrimination on the basis of race, color, religion, sex, national origin, sexual orientation, gender identity or expression, ancestry, age, marital status, physical or mental disability, genetic information, unfavorable discharge from the military, status as a disabled veteran or as a veteran of the Vietnam Era are encouraged to contact the department chair or consult the [University's procedures for filing a complaint](#). Consistent with its duty to provide an environment free from unlawful harassment or discrimination, Illinois State reserves the right to investigate any allegation of harassment or discrimination after receipt of sufficient evidence to sustain a claim.

The Graduate Programs in School Psychology also adopted NASP's Nondiscrimination and Equal Opportunity Policy (February 2012), which is available on the [Specialist Forms website](#). The Graduate Programs are committed to this policy of nondiscrimination and the promotion of equal opportunity, fairness, justice, and respect for all persons. Discrimination is defined as acting toward people in a manner that results in adverse impact because they share similar characteristics or are from specific groups. We work to ensure that our Graduate Programs in School Psychology provide an environment that is safe and welcoming and provides equal opportunity to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, age, national origin, immigration status, socioeconomic status, language, disability, gender, gender identity, sexual orientation, chronic illness, or any other personal identity or distinguishing characteristics.

### **Academic Integrity**

Illinois State University, the Department of Psychology, and the Graduate Programs in School Psychology, do not tolerate plagiarism and other forms of cheating. As graduate students, trainees are held to high standards of academic integrity. See the [Graduate School's Academic Honesty and Integrity website](#) and the [Dean of Students Academic Integrity website](#) for more information.

### **Time Limit to Complete Degree**

Consistent with University requirements, the specialist degree must be completed in six years from the first semester of enrollment at Illinois State as a Specialist in School Psychology degree student. According to the graduate school the deadline extends through the end of the fall semester if trainee's first enrollment is for the fall semester). For example, trainees who begin graduate study in the 2020 fall semester reach the 6-year degree limit at the end of the 2026 fall semester. The primary purpose of the time limit is to ensure that trainees are current in their field of study when degrees are conferred. This 6-year limit increases the likelihood that trainees will progress through the specialist program in a timely fashion.

Trainees who need an extension to the 6-year time limit must complete the Request to Extend Time to Degree form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should submit the completed Request form to the program coordinator by April 1 prior to trainee's 6-year limit. The program coordinator will discuss the extension with the School Psychology Coordinating Committee (SPCC). Extensions will not be routinely granted. If the extension request is approved by the SPCC, the program coordinator will submit the extension request to the Graduate School, which has final approval or denial of all extensions.

According to the [Graduate Catalog](#), this time-to-degree limit applies to enrollment in all graduate course work in the student's program including any transferred credit, as well as courses taken while a visiting student if the student wants to use the courses toward a degree. If a course is not completed during the 6-year limit, trainees may be required to retake the course for credit or demonstrate current knowledge and proficiency of the subject matter. Proficiency must be demonstrated to the satisfaction of the department offering the graduate course. Any course beyond the 6-year limit should not be included in the Master's/Specialist Degree Audit.

### **Program Objectives and Competencies**

The Graduate Programs in School Psychology emphasize the importance of field-based training in its mission to develop competent and effective school psychologists. Successful field-based experiences are essential in achieving the training objectives of the specialist program, which strive for competency in:

- Applying the scientific problem-solving model in school-based settings;
- Developing a knowledge base in school psychology evolving from the integration of classroom-based learning and field-based experience, and stressing practical application of psychological and educational foundations to school-based problems.
- Training in all areas of service delivery including assessment, direct and indirect intervention, consultation, prevention, and crisis intervention;
- Implementing ethical and responsible culturally competent practice; and
- Entering the profession as consumers and distributors of research capable of evaluating current practices and contributing new knowledge to the field.

The goal of the specialist program is to develop entry-level competencies in its graduates so that they can function as school psychologists in public or private schools. In order to reach this goal, the specialist program curriculum, practicum, and internship experiences are consistent with the NASP Standards for Graduate Preparation of School Psychologists (2020), and the NASP [Practice Model](#) (2020), as provided below:

### **Practices that Permeate All Aspects of Service Delivery**

#### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

#### **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

## **Direct and Indirect Services for Students, Families, and Schools**

### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

### **Domain 4: Mental and Behavioral Health Services and Intervention**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

### **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

### **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

## **Foundations of School Psychological Service Delivery**

### **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related

to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

### **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

### **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

See Appendix A for a list of required program courses and the NASP Domains addressed in each course.

## **Retention Standards and Evaluations**

The specialist program admits its trainees each year with the expectation that they will complete their studies and graduate. The specialist program adopted the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs policy developed by the Student Competence Task Force of the Council of Chairs of Training Councils. The policy is provided below.

### **II. Model Policy**

Students and trainees in health service psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than and, in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, health service

psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than and, in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways that student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impeding professional development or functioning); and (d) resolution of issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; and by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts where evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement, to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated are clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, a review of a program's evaluation processes and decisions).

Personal and professional growth is critical for functioning effectively as a school psychologist. Interpersonal and professional skills include the following:

### **Ethical Concerns**

- Demonstrate a knowledge and application of APA's [Ethical Principles of Psychologists and Code of Conduct](#) and NASP's [Principles for Professional Ethics](#)
- Demonstrate a knowledge and application of statutes regulating professional practice
- Demonstrate a concern for client welfare
- Demonstrate an appropriate client-school psychologist relationship

### **Professional Department Issues**

- Appropriate manifestation of professional identity (e.g., attire, behavior)
- Appropriate involvement in professional development activities (e.g., professional associations)
- Appropriate interaction with peers, colleagues, staff, trainees
- Awareness of impact on colleagues (faculty, trainee)

### **Sensitivity to Client and Diversity Issues**

- Acknowledgment of and effective dealing with children, parents, teachers, school administrators, and other school staff, (e.g., social workers, guidance counselors, speech therapists) of diverse ethnic and racial groups, and lifestyles is imperative for trainees to function as school psychologists.

### **Use of Supervision Issues**

- Appropriate preparation
- Accept responsibility for learning
- Open to feedback and suggestions
- Apply learning to practice
- Willing to self-disclose and explore personal issues affecting professional process functioning
- Appropriately self-reliant
- Appropriately self-critical

### **Other Trainee Issues**

- Effective management of personal stress
- Lack of professional interference because of own adjustment problems and/or emotional responses
- Develop realistic professional goals for self
- Appropriate self-initiated professional development (e.g., self-initiated study)

School Psychology faculty members are responsible for evaluating the progress of each trainee. The primary purpose of this assessment is to facilitate trainees' personal and professional growth. It is important to maintain close working relationships between trainees and faculty members so that specialist program policies and procedures can be implemented to maximize trainee development and growth.

We recognize that developmental stressors are inherent in the transition from undergraduate to graduate student and during the course of the training program. Trainees make significant developmental transitions during their graduate training and may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. All of these factors may increase a trainee's sense of personal and professional vulnerability. Therefore, the supervision of trainees in the specialist program is frequent and intensive. We strive to facilitate growth and minimize stress through such procedures and

opportunities as orientation meetings, professional development and self-care activities, timely evaluations with suggestions for positive change, and contact with support providers including supervisors, advisors, mentors, and peer groups.

### **Retention Standards**

Trainees must maintain good academic standing in the specialist program with a minimum grade point average of 3.0 (on a 4.0 scale) for all academic and skill-related training (e.g., diagnostic assessment, intervention, and report writing). If trainees earn a “C” or lower grade or an Incomplete in any first year required courses, (i.e., PSY 498A05 First Year Fieldwork in School Psychology, PSY 421 Advanced Behavioral Modification, PSY 432 Theory and Practice of Cognitive Assessment, PSY 433 Social Emotional and Behavioral Assessment and Intervention, PSY 435 Academic Assessment and Intervention, PSY 440 Statistics: Data Analysis and Methodology, PSY 472 Legal, Ethical, and Professional Issues in School Psychology, PSY 473 Theories and Techniques of Counseling: Children and Adolescents, and PSY 474 Theory and Practice of Mental Health Consultation in the Schools, PY 547 Advanced Child and Adolescent Psychopathology) trainees must petition the School Psychology Coordinating Committee (SPCC) for permission to enroll in the PSY 436A05 psychosocial practicum and PSY 436A04 psychoeducational practicum during their second year in the program. The written petition should be submitted to the program coordinator for review by the SPCC.

If the SPCC approves the petition, trainees are placed on probation that involves intensive supervision. A Critical Skills Development Plan will be developed by the practicum instructors in collaboration with the instructor(s) for the course(s) in which trainees earned a “C” or lower grade or an Incomplete. Trainees on probation must comply with their Development Plan. Practicum instructors will conduct mid-semester evaluations to determine if trainees on probation will be allowed to continue in practicum. If the Development Plan is not successfully completed, trainees will not earn a passing grade in practica and are dismissed from the specialist program. A copy of the Critical Skill Development Plan is available on the [Specialist Forms website](#).

### **Evaluations**

Specialist trainees are formally evaluated at least once each year. Continuation in the specialist program is contingent upon satisfactory annual evaluations. Trainee evaluations include, but are not limited to:

1. Trainees receive grades each semester in their didactic courses.
2. Faculty evaluations of first year trainees will culminate in a mid-year feedback conference with the program coordinator and each trainee. Trainees receive a written mid-year conference summary report. First year trainees are also evaluated at the end of the second semester.
3. Feedback is provided on a case-by-case basis to all trainees during the psychoeducational (PSY 436A04) and psychosocial (PSY 436A05) practica. A written summative evaluation is also provided to trainees at the end of the first and second semester of practica.
4. The program coordinator conducts an annual performance evaluation of each trainee. Performance assessment data are based on course grades, supervisor and professional development evaluations. Trainees submit an Annual Progress Report to the program coordinator during the spring semester. The Progress Report is reviewed with each trainee by the program coordinator during the summer. Each trainee is provided a written summary of the review. If problems are identified, feedback is immediately provided to the specialist trainee.

The First Year Trainee Mid-Year Evaluation by Faculty form, Mid-Year Feedback Conference Summary, and the Annual Progress Report are available on the [Specialist Forms website](#).

### **Professional Competency Problems**

The Graduate Programs in School Psychology broadly defines behavior indicative of professional competence problems as interference with professional functioning that is reflected in one or more of the following functional areas and evident in the academic classroom, field placement, or university facility (e.g., Psychological Services Center, The Autism Place):

- An inability and/or unwillingness to acquire and integrate professional standards into trainee's repertoire of professional behavior
- An inability to acquire professional skills in order to reach an acceptable level of professional competency
- An inability to control personal stress and/or excessive emotional reactions that interfere with professional functioning

Based on the School Psychology faculty members' professional judgment, professional competence problems refer to behaviors, attitudes, or characteristics that evoke concern from the faculty members that requires intervention or remediation. Some professional competence problems may be associated with the demands and rigors of advanced training. For example, performance anxiety, discomfort with clients of diverse lifestyles and/or ethnic backgrounds, or insensitivity to agency norms may require intervention. Such problems are usually transitory and can be remedied. However, there may be more serious professional competence problems that lead the School Psychology Coordinating Committee to conclude the trainee's performance is irrevocably impaired. To reach this determination, a serious professional competence problem typically includes one or more of the following characteristics:

1. Trainees do not acknowledge, understand, or address the professional competence problem when it is identified.
2. The professional competence problem is not merely a reflection of a skill deficit that could be addressed by additional didactic or clinical training.
3. The professional competence problem is not restricted to one area of professional functioning.
4. The professional competence problem requires a disproportionate amount of attention from training personnel.
5. The quality of services delivered by trainees is sufficiently and negatively affected.
6. The behavior associated with the professional competence problem does not change as a function of feedback and/or remedial efforts.
7. The behavior associated with the professional competence problem has the potential to escalate into ethical or legal violations.

### **Due Process**

Due process ensures that decisions made by graduate training programs affecting trainees should not be arbitrarily or personally biased. Due process require written evaluation and appeal procedures so trainees may challenge the decisions and actions of the specialist program. Any actions taken by the specialist program will be implemented in a manner consistent with the following due process procedures, which include but are not limited to:

- Providing written program expectations related to professional functioning
- Stipulating the evaluation procedures including when and how evaluations will be conducted
- Articulating the procedures and actions involved in making decisions regarding professional competence problem behavior
- Using input from multiple professional sources when making decisions or recommendations regarding trainees' behavior

- Instituting a Critical Skills Development Plan addressing identified professional competence problems, providing a time frame for the expected remediation to occur, and identifying specific consequences if the Critical Skills Development Plan is not successfully completed
- Providing written documentation to all relevant parties of the actions taken by the specialist program and the rationale for such actions
- Providing written procedures of how to appeal the specialist program's decision
- Providing sufficient time for trainees to respond to any action taken by the specialist program

### **Addressing Problem Behaviors**

If professional competence problems are identified, the following procedures will be implemented with all steps documented in writing and communicated during a formal conference with the trainee, program coordinator, and appropriate School Psychology faculty members:

1. Trainees are notified of specific areas of professional competence problems identified by School Psychology faculty.
2. A plan to remediate the problems is developed by the School Psychology Coordinating Committee, unless the professional competence problems are severe enough to warrant an immediate dismissal from the doctoral program
3. The development plan will define the trainee's professional competence problem behavior(s), identify the expected behavior patterns or goals for the trainee, specify methods to reach such behaviors or goals, and designate a date for goal attainment and re-evaluation of the trainee.

During the remediation period, trainees have "probationary" standing in the specialist program. If trainees choose not to accept the terms and conditions of the Critical Skills Development Plan, trainees are immediately dismissed from the specialist program.

### **Critical Skill Development Considerations**

It is important to have meaningful ways to address professional competence problems when they are identified. Several possible, and potentially concurrent, courses of action designed to remedy professional competence problems should include, but are not limited to:

- Increasing supervision, either with the same or different supervisor(s);
- Increasing field work experience;
- Changing the format, emphasis, and/or the focus of supervision;
- Recommending or requiring personal therapy when all parties involved have clarified the manner in which therapy contacts will be used in the remediation process;
- Reducing clinical or other workload and/or requiring specific courses; and
- If appropriate, repeating a particular experience.

When trainees are re-evaluated, the School Psychology Coordinating Committee (SPCC) will notify trainees, in writing, of its decision. The SPCC has four options:

1. Determine the professional competence problems no longer exist, probationary status is rescinded, and the trainee is allowed to continue in the doctoral program
2. Continue probation with an updated development plan and a new re-evaluation date
3. Counsel the trainee to voluntarily withdraw from the specialist program
4. Dismiss the trainee from the specialist program

If the SPCC dismisses a trainee from the specialist program, the trainee has 14 days after receiving written notice of the dismissal decision to appeal the Committee's decision. As part of the appeal process, trainees may ask the department to formally review the SPCC's decision. The appeals should be addressed to the department chair. If requested by the trainee, the department chair will appoint a review panel consisting

of psychology faculty members who are not affiliated with the Graduate Programs in School Psychology. This review panel will evaluate the dismissal and will forward its recommendation to the department chair. If the review panel determines the dismissal was appropriate, the program coordinator will submit a Request for Dismissal form to the Graduate School. If the dismissal request is approved by the Graduate School, the trainee is dismissed from the specialist program and University.

### **Program Curriculum**

The most fundamental tenet of the specialist program in School Psychology is for trainees to acquire the scientific knowledge and practical skills to become leaders, innovators, and positive change agents in the service of children and families. Therefore, the program's curriculum incorporates courses in psychological and educational foundations, and the development of skills in assessment, intervention, preventative mental health services, collaborative consultation, and research.

Coursework is integrated with over 1800 hours of field-based experiences during the three-year program, which includes first year fieldwork/practicum, two-semester practica during the second year, and a 9-month internship. These field experiences are sequenced to maximize integration with the curriculum in order to satisfy the training objectives of the specialist program. The field-based experiences are designed as a primary vehicle for the implementation of the collaborative scientific problem-solving model throughout the training program. Fieldwork represents the central components of professional training and an opportunity to apply acquired knowledge and skills in field-based settings. Field sites provide a key arena where the training core and the scientific method interface to produce a developing knowledge base in school psychology.

Trainees must enroll in a minimum of nine graduate credits during the fall and spring semesters and six credits during the summer for the first two years in the specialist program. All specialist program requirements are at the graduate level for a minimum of 60 credits. Graduate credit is not earned for any remedial courses. Prerequisite courses, usually completed as an undergraduate student, cannot be taken for graduate credit.

#### **Prerequisite Undergraduate Courses:**

PSY 111 Introduction to Psychology

PSY 231 Research Methods in Psychology

PSY 340 Statistics for the Social Sciences

MAT 119 College Algebra **or**

MAT 120 Finite Mathematics **or**

MAT 144 Precalculus (can be taken pass/fail or by passing a competency exam administered by the Department of Mathematics or by completing an approved correspondence course)

Note: The math requirement will be waived if trainees received at least a "B" in a college-level statistics course or 144 on the Quantitative Reasoning section of the Graduate Record Examination General Test.

Trainees enroll in PSY 498A05 First Year Fieldwork in School Psychology for four credits for Head Start and public school field work placements. During the second year in the program, trainees enroll in psychoeducational (PSY 436A04) and psychosocial (PSY 463A05) practica for a total of 12 credits for both practica (six credits during the fall and spring semesters). During the third year, trainees enroll in PSY 498 Professional Practice in School Psychology (internship) for a minimum of one credit for both the fall and spring semesters. Trainees enrolled in PSY 498 are considered full-time graduate students, except for the purposes of student health insurance, which may be purchased by trainees. Trainees must complete the nine-month supervised internship for a minimum of 1200 work hours in an approved school setting, consistent with the requirements outlined in the NASP Professional Standards.

The courses usually taken each semester are listed below. The course schedule may vary based on enrollment limitations and the availability of faculty. All of the courses are for three credits unless otherwise noted.

**First Year, FALL**

PSY 402 Applied Research Experience in School Psychology (2 credits) (if not completing PSY 499)  
PSY 421 Advanced Behavior Modification  
PSY 432 Theory and Practice of Cognitive Assessment  
PSY 440 Statistics: Data Analysis and Methodology  
PSY 472 Legal, Ethical, and Professional Issues in School Psychology  
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)

**First Year, SPRING**

PSY 402 Applied Research Experience in School Psychology (2 credits)  
or PSY 499 Master's Thesis (1 credit)  
PSY 433 Social, Emotional, and Behavioral Assessment and Intervention  
PSY 435 Academic Assessment and Intervention  
PSY 474 Theory and Practice of Mental Health Consultation in the Schools  
PSY 498A05 First Year Fieldwork in School Psychology (2 credits)

**First Year, SUMMER**

PSY 473 Theories and Techniques of Counseling: Children and Adolescents  
PSY 499 Master's Thesis (1 credit) (if not completing PSY 402)  
PSY 547 Advanced Child Psychopathology  
TCH 407 Learning in Educational Settings

**Second Year, FALL**

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention  
PSY 436A05 Practicum: Psychosocial Assessment and Intervention  
PSY 452 Seminar in Developmental Psychology  
PSY 499 Master's Thesis (1 credit)  
SED 422 Teaching Diverse Learners

**Second Year, SPRING**

PSY 436A04 Practicum: Psychoeducational Assessment and Intervention  
PSY 436A05 Practicum: Psychosocial Assessment and Intervention  
PSY 463 Brain and Behavior Relationships  
PSY 499 Master's Thesis (1 credit)  
SED 593A03 Computer Applications in Special Education (1 credit)

**Second Year, SUMMER**

PSY 499 Master's Thesis (1 credit)

**Third Year, FALL and SPRING**

PSY 498A90 Professional Practice in School Psychology (1 credit each for fall and spring semesters)

Trainees may also enroll in PSY 400 Independent Study for 1-4 credits. This course involves intensive study in a specific area of trainees' interests under the guidance of faculty members. Trainees and their faculty supervisors should complete the Independent Study Contract, which is available on the department's

[Graduate Independent Study website](#). The trainee, faculty supervisor, and program coordinator should sign the completed Contract, and submit it to the department chair for approval. The chair's approval must be received and an override processed before trainees can enroll in PSY 400. The Graduate Programs Office will notify trainees when the Independent Study Contract is approved and trainees can register for PSY 400.

See Appendix B for important deadlines relative to the specialist program.

### **Transferring Graduate Credit**

Trainees may transfer a maximum of nine graduate credits, from another institution that is accredited by the appropriate regional association, for use in meeting the requirements for the specialist degree. The transferred credit must be for courses taught at the graduate level and trainees must have received a grade of "B" or better. However, according to the [Graduate Catalog](#), "Credits more than six years old at the time of first registration into a degree program are not transferable from other institutions."

Trainees who want to transfer credits to Illinois State should complete the Request for Transfer of Credit form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should submit the completed form and required documentation (i.e., the transcript from the other institution that includes the recorded grade, a catalog description of the course, and a course syllabus) to the program coordinator. If the transfer request is approved by the program coordinator, the request will be sent to the Graduate School for approval by the University. If the transferred credit is approved, trainees should include the transferred credit on their Master's Degree Audit, which is used by specialist trainees.

### **Course Exemption**

Trainees with graduate credits for courses taken at another institution may submit a course exemption request for required program courses. Trainees should complete the Course Exemption Request, which is available on the [Specialist Forms website](#). Trainees should submit the completed form and required documentation (i.e., catalog description of the course, and course syllabus) to the program coordinator. The program coordinator and the faculty member who teaches the required course will review the documentation to determine if the requested exemption is equivalent to the required course. The program coordinator will notify trainees, in writing, if the course exemption request is approved or denied.

### **Transferring to the Doctoral Program**

During the first two years in the specialist program, trainees may request a transfer to the doctoral program, which involves more extensive graduate training. Trainees must meet with each School Psychology faculty member to discuss their request. Trainees should submit a formal letter to the program coordinator requesting the transfer. The letter should describe how the doctoral program better meets the trainee's needs and professional goals. Transfer to the doctoral program is not automatic. Approving a transfer is subject to trainees' qualifications. Granting a transfer request is subject to space and availability in the applicable doctoral cohort. The School Psychology Coordinating Committee will consider transfer requests during the last two weeks of the semester. The Coordinating Committee will notify trainees, in writing, of its decision. If the request is approved, the Graduate Programs Office will notify trainees once the official transfer to the doctoral program has been processed.

### **Program Logs**

Trainees must prepare logs related to their fieldwork, practica, and internship. The Program Logs are used to monitor fieldwork and practicum activities by the University supervisor, and to provide information for

internship and licensure applications. The Program logs should be maintained as a Microsoft Excel spreadsheet. Trainees should design the Program Log to aggregate the data and summarize information based on the focus of interest; categories should be operationally defined. The Program Log is available on the [Specialist Forms website](#).

Trainees should use the Specialist Excel Log to record:

Courses—enter the course number for:

- PSY 498A05 First Year Fieldwork in School Psychology
- PSY 436A04 Practicum: Psychoeducational Assessment and Intervention
- PSY 436A05 Practicum: Psychosocial Assessment and Intervention
- PSY 498A90 Professional Practice in School Psychology (Internship)

Site Supervisor(s)—enter name and email address for:

- PSY 498A05 School psychologist or other designated supervisor, Head Start teacher, and advanced doctoral trainee supervisor
- PSY 436A04 Psychoeducational supervisor
- PSY 436A05 Psychosocial supervisor
- PSY 498 Faculty member coordinating the professional practice (internship)

### **Internship Case Studies**

By the end of PSY 498A90 Professional Practice (internship), trainees are required to have completed four case studies (Comprehensive Case Study, Consultation Case Study, Counseling Case Study, and Response-to-Intervention Academic Case Study) and must submit the case studies to program faculty during the spring semester of their internship year. At least one case study must involve a student from a diverse background, with diversity being broadly defined as racial/ethnic, geographic, and/or sexual orientation. Trainees should review the Specialist Internship Descriptions of Required Case Studies with Scoring Rubrics, which is available on the [Specialist Forms website](#).

### **Applied Research Experience or Master's Thesis**

Trainees must complete either an applied research experience or a master's thesis. Trainees must decide which option during their first semester in the specialist program. If trainees will complete a master's thesis, the proposals must be approved by their thesis committee by February 15 of trainees' second year in the specialist program. No exceptions, extensions, waivers, etc., will be granted for this deadline. Once the proposal is approved, trainees may not switch to the Applied Research Experience option in lieu of the completing the master's thesis.

### **Applied Research Experience**

PSY 402 Applied Research Experience provides trainees with an opportunity to understand the process and skills in research collaboration. This research experience teaches trainees to be knowledgeable consumers and distributors of research as practicing school psychologists. As part of this Applied Research Experience, trainees discuss readings related to program evaluation with their research supervisor. The program coordinator will select faculty supervisors for trainees based on trainees' research interests and the applied nature of faculty research projects, and trainees should enroll in PSY 402 for two credits for the fall and spring semesters. Trainees and their faculty supervisors should complete the PSY 402 Applied Research Experience in School Psychology form, which is available on the [Specialist Forms website](#). The completed form must be submitted to the program coordinator by September 15.

Although trainees work with a faculty supervisor on a research team, each trainee's contributions should be distinct from the work of other team members. Trainees work on an applied research project for up to

six hours per week per semester. This work may include assisting in the conceptualization of research questions, developing a research methodology, or collecting, analyzing, and interpreting data. During the spring semester, trainees must also register for the University Research Symposium and present a poster that reflects their research results. Additional presentations of the research project's data are optional and negotiated with the faculty supervisor.

### **Master's Thesis**

If trainees elect to complete a master's thesis, trainees should enroll in PSY 480.19 Research Seminar in School Psychology during the first semester in the specialist program. Trainees should review the Specialist [Thesis Procedures website](#) for a thorough explanation of the department's thesis procedures. The University's format requirements for a thesis are identified on the Graduate School's [Academics \(Thesis Assistance\) website](#). Trainees must also follow the writing style outlined in the *Publication Manual of the American Psychological Association* (7th edition, 2019) and must comply with the APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2010) when conducting research.

### **Forming a Thesis Committee**

Trainees should discuss their research interests with department faculty and solicit a Graduate Faculty member to serve as their thesis committee chair. Graduate Faculty members are identified in the department's section of the [Graduate Catalog](#). After a faculty member agrees to serve as a thesis committee chair, trainees should complete the Preliminary Department Approval of Thesis Committee Chair and Topic form, which is available on the Specialist [Thesis Procedures website](#). Trainees should obtain the signature of their committee chair and submit the signed form to the program coordinator. This form also includes an override request to enroll in PSY 499 Master's Thesis for the first research credit. The Graduate Programs Office will notify trainees when the Preliminary Department Approval form has been approved, and when trainees may register for PSY 499.

Trainees should work with their committee chair to select a second Graduate Faculty member to serve on the thesis committee. When the second Graduate Faculty member has agreed to serve on the thesis committee, trainees should complete the Department Approval of Thesis Committee and Topic form, which is available on the Specialist [Thesis Procedures website](#). Trainees should obtain the signature of their committee chair and member, and submit the signed form to the Graduate Programs Office for approval from the department chair. Graduate School rules require at least two thesis committee members must have full member status of the Graduate Faculty.

After the thesis committee has been approved, trainees may request a change in their committee or thesis topic. Trainees should discuss any changes with their thesis committee chair. Trainees should complete the Change in Thesis Committee/Project form, which is available on the Specialist [Thesis Procedures website](#). If the requested change includes a new committee member, trainees must obtain the signatures of their thesis committee chair, current committee member, and the new committee member. The signed form should be submitted to the Graduate Programs Office for approval from the department chair.

### **Thesis Proposal**

Trainees should work with their thesis committee chair to review relevant literature and develop a thesis proposal. Trainees must publicly propose their thesis. Trainees must complete a copyright check before they can propose their thesis. The information about the copyright check is on the Proposal Approval Form, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees must complete page 2 of the Proposal Approval Form. If any of the boxes in the copyright checklist are marked, trainees must discuss their thesis with the [Copyright Officer](#) and obtain the Copyright Officer's signature on the Proposal Approval Form before trainees can schedule their thesis proposal.

When they are ready to present their thesis proposal, trainees should contact the Graduate Programs Office to request a reader. The Graduate Programs Office will submit a request for a reader to the department. The reader is a psychology faculty member who is not affiliated with the graduate program of the thesis committee members. Readers are selected to represent the department in the thesis process. The Graduate Programs Office will notify trainees when a reader is assigned. Trainees must work with their thesis committee and reader to determine a mutually acceptable date and time for the thesis proposal. The thesis proposal must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When a date and time has been selected, trainees must contact the Graduate Programs Office to reserve a room for the thesis proposal. The Graduate Programs Office will notify the trainee when a room has been reserved.

Trainees must write a thesis proposal. On page 3 of the Proposal Approval Form, trainees should fill in the information for their thesis committee chair and member, the department, and the Graduate Faculty status. The reader is not identified on the Proposal Approval Form. If the thesis committee includes an individual who is not a member of the Graduate Faculty at Illinois State, trainees must request an exception for their thesis committee. The Proposal Approval Form includes a section on page 3 that must be completed to request the exception for the committee member. In this section, trainees must explain the qualifications of the individual to serve on the thesis committee. Trainees must also obtain a curriculum vita from the committee member, which should be attached to the Proposal Approval Form. Trainees must submit a written copy of the thesis proposal and the Proposal Approval Form to the Graduate Programs Office at least one week before the proposal date. The only signature on the Proposal Approval Form should be the Copyright Officer, if applicable. The Graduate Programs Office will announce the thesis proposal on the department's email listservs and on the University's Events website.

After the proposal has been presented and when it is accepted by the thesis committee, the committee members and trainee should sign the Proposal Approval Form. If trainees need to amend the thesis proposal, the Proposal Approval Form should not be signed until the changes have been made. Trainees should submit the signed Proposal Approval Form to the Graduate Programs Office. When the Proposal Approval Form has been signed by the thesis committee and the Compliance Requirements have been satisfied, if applicable, the Graduate Programs Office will submit the Proposal Approval Form to the department chair for approval. After the department chair's approval has been obtained, the Graduate Programs Office will submit the Proposal Approval Form to the Graduate School for final approval. When the thesis proposal is approved by the Graduate School, trainees will receive a copy of the approved Proposal Approval Form in an email from the Graduate School.

### **Establishing a ProQuest Account**

The University uses ProQuest, a national electronic database, for the submission of all theses. Trainees should establish a ProQuest account after their proposal has been accepted by their thesis committee. Information about establishing a ProQuest account is available on the Graduate School's [Academics \(Thesis Assistance\) website](#) under the Plan your defense section. Trainee should access the [ProQuest ETD Administrator website](#) and establish an account. The accepted proposal should be uploaded in ProQuest. If a ProQuest account is not created when the thesis proposal is accepted, trainees must establish the account and upload their theses before the Right to Defend form is submitted to the Graduate School for permission to schedule a thesis defense.

### **Maintaining Continuous Registration**

To satisfy graduation requirements, specialist trainees must enroll for four to six credits of PSY 499 Master's Thesis. Illinois State has a continuous registration policy that is in effect once the thesis proposal is approved and all program course work is completed. Trainees must register for at least one credit of PSY 499 each semester after they complete their coursework until their thesis is defended. According to the

[Graduate Catalog:](#)

**Continuous Thesis Registration:** After the Thesis Proposal Approval form has been accepted in the Graduate School and a student has completed the courses on the approved degree audit and registered for four to six of hours of 499 Master's Thesis, the student is required to maintain continuous registration until the deposit of the final thesis on ProQuest and approval of the final thesis in the Graduate School. The requirement for continuous registration may be fulfilled by maintaining registration of 1 hour of 499 or 499 each semester through the semester of degree completion. (Students registering for less than 9 credit hours in fall or spring, or less than 6 credit hours in summer will not have the insurance fee automatically assessed. See the Health Insurance section for further information.) The requirement for continuous registration does not apply during the summer term unless the student is graduating that term. Registration for 499 may be in absentia. If circumstances prohibit continuous registration, a student must request a leave of absence from the department or school and then from the Graduate School. Any student interrupting registration without obtaining a leave of absence, upon reenrollment and/or reinstatement, must pay tuition and fees for one credit hour of 499, at the current tuition and fee rate, for each of the delinquent semesters. Any student requesting reinstatement in a degree program after a lapse of one calendar year must complete an application for readmission. The Proposal Approval Form and Degree Audit Form are available at: [Grad.IllinoisState.edu/Academics/Forms](http://Grad.IllinoisState.edu/Academics/Forms).

**Thesis Research**

Before conducting any research involving human participants, trainees must receive approval of their research project from the University's Institutional Review Board. The thesis proposal must include, in the methods section, a detailed explanation of how ethical requirements will be satisfied (e.g., possible risks to participants, how such risks will be minimized, confidentiality procedures, informed consent and debriefing procedures, etc.). Trainees must also comply with the department's [Ethical Guidelines and Procedures for Research Using Human Participants website](#).

Before conducting any research involving animals, trainees must receive approval of the research project from the University's Institutional Animal Care and Use Committee (IACUC). The thesis proposal must include, in the method section, a detailed explanation of how the ethical requirements for the care and use of animals will comply with the IACUC procedures. When an IRB or IACUC Protocol Number has been assigned to trainees' thesis research, trainees should inform the Graduate Programs Office of this number.

**Defending a Thesis**

After the research has been conducted and data have been collected and analyzed, trainees must publicly defend their thesis. Trainees must have a current thesis uploaded in ProQuest. Although the thesis does not have to be fully formatted, it should contain all of the required thesis chapters. Trainees must complete and submit the Right to Defend form to the Graduate School. The form is available on the Graduate School's [Academics \(Forms\) website](#). The Graduate School will review the thesis in ProQuest. If the thesis is acceptable, the Graduate School will notify trainees by email that they may schedule their thesis defense. If the Graduate Programs Office is not copied on this email, trainees must forward the Graduate School's email to the Graduate Programs Office at [psygrad@ilstu.edu](mailto:psygrad@ilstu.edu). The Graduate School's right to defend notice must be received by the Graduate Programs Office before trainees can schedule a thesis defense.

The thesis defense must be presented between 8:00 a.m. and 5:00 p.m. Monday through Friday when classes are in session (i.e., excluding University holidays, final exams week, and semester breaks). When trainees, their thesis committee, and reader have determined an acceptable date and time for the defense, trainees

should contact the Graduate Programs Office to reserve a room. The Graduate Programs Office will notify trainees when a room has been reserved for the defense. Trainees must submit a written copy of their thesis to the Graduate Programs Office at least seven days before the defense date. The Graduate Programs Office will announce the thesis defense on the department's email listservs and on the University's Events website.

Trainees must bring an Outcome of Defense form to the defense. The form is available on the Graduate School's [Academics \(Forms\) website](#). After the thesis is defended and any changes to the thesis have been completed, if required, and the thesis is approved by the committee, the Outcome of Defense form should be signed by the thesis committee, which does not include the reader. Trainees must submit a copy of the signed Defense form to the Graduate Programs Office. Trainees must upload their final thesis in ProQuest to satisfy graduation requirements. The final thesis uploaded in ProQuest must be fully formatted and have a different submission date than the thesis reviewed by the Graduate School for the right to defend.

Trainees must complete the Final Deposit Checklist, which is available on the Graduate School's [Academics \(Forms\) website](#). Trainees should follow the directions on the Checklist and submit the required documentation to the Graduate School.

If trainees are working on their theses over the summer and receiving supervision from their thesis chair, trainees must register for at least one hour of PSY 499. Trainees, who must maintain continuous registration after completing their internships and after exhausting their PSY 499 credits, may apply for an economic hardship deferment that will halt interest accruing on student loans. Trainees should contact the Loan Servicing Center (1-800-848-0979 or 1-800-557-7394) to request an application.

### **Training Sites**

The Graduate Programs in School Psychology have a well-established relationship with training sites in local public school districts, private schools, and agencies that are approved for first year fieldwork and practica experiences. These training sites include:

**Local Public and Private Elementary and Secondary Schools:** First year trainees are assigned to Unit 5 (McLean County) and District 87 (Bloomington) public schools, member schools of the Livingston County Special Services Unit, Tri-County Special Education Association, Woodford County Special Education Association, and at local private schools. Trainees are assigned to elementary schools for two hours per week for their first year fieldwork (PSY 498A05), and for one day per week for one semester during their second year psychoeducational practicum (PSY 436A04) in school buildings implementing Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI).

**Heartland Head Start (Bloomington-Normal):** Trainees are assigned to a Head Start classroom for two hours per week during their first year fieldwork.

**Laboratory Schools:** Trainees may work with students enrolled in Illinois State's laboratory schools: Thomas Metcalf School (grades pre-K-8) and University High School (grades 9-12). Trainees have an opportunity to observe effective teaching practices and consult with teachers, conduct psychoeducational evaluations, provide counseling services to children and their parents, and develop preventative mental health programs and classroom-based interventions (e.g., social skills training groups for children).

**Psychological Services Center (PSC):** The PSC is operated and maintained by the Department of Psychology for training, service, and research purposes. The PSC occupies the entire fourth floor of Fairchild Hall. The facility consists of ten rooms, a large waiting area, and the director's office. The interview and testing rooms are equipped with video cameras connected to supervision rooms. A large room

provides space for children to play and for family meetings. Rooms are also available for individual consultation. See the [PSC website](#) for more information about the services identified below:

[Academic Intervention Consultation Services](#): The service provides academic assessment and intervention services for students who demonstrate difficulty with basic academic skills, such as math, reading, spelling, and writing. This service also provides consultation services to parents and teachers of students who are struggling academically. Consultations and workshops on various topics are also provided at schools and for school districts.

[Child/Adolescent Intervention Services](#): The PSC provides either clinic-based, school-based, or classroom-based intervention services. Clinic-based and school-based intervention involve individual counseling for students with troubling behaviors who are referred for treatment as a result of an evaluation or by a parent, school representative, physician, or social service agency. This service also provides group counseling. Classroom-based intervention involves addressing a focal concern within a classroom group, such as social/communication skills or compliance with directions from a teacher.

[Child and Adolescent Assessment Service](#): This service provides psychological assessment for children and adolescents who are experiencing learning and/or adjustment problems. Also, assessment and parent/school consultation services are provided for children and adolescents gifted with advanced development.

[College Learning Assessment Service](#): This service offers standardized testing primarily for college students with a history of learning disabilities or who think they might have learning disabilities. The value of testing is that results often clarify for college students exactly what, if any, diagnosable learning disabilities they might have. Plans can be designed for college students to adjust to new learning techniques and, if indicated, to seek assistance with the learning process.

[Multidisciplinary Psychoeducational Assessment Service](#): This service includes staff representing the disciplines of school psychology, speech and audiology, special education, social work, and literacy. The primary objective of this service is the training of future school-based, pupil-personnel services, and educational specialists who function with an interdisciplinary orientation towards assessment and intervention. The multidisciplinary service provides these services for school-age children, adolescents, and their families.

The department also provides autism services through [The Autism Place](#), which is funded by grants, donations, and the University. Autism services include parent and teacher consultation, individualized intervention services in both clinic and home settings for children with autism, social skills groups, and specialized services for early childhood-age children. Trainees are assigned to The Autism Place for two hours per week during their first year. Trainees also receive supervised experiences at The Autism Place during their second-year PSY 436A05 psychosocial practicum.

### **First Year Fieldwork/Practicum**

Trainees enroll in PSY 498A05 First Year Fieldwork in School Psychology for the fall and spring semesters. First year fieldwork/practicum requires a minimum of 120 hours with two hours per week at each placement site (i.e., a school setting, Head Start classroom, and The Autism Place). The purpose of the fieldwork/practicum is to gradually expose trainees to the culture and operation of schools and to familiarize trainees with the role and function of school personnel (e.g., school psychologist, principal, teacher, speech therapist, social worker, etc.). Trainees will also be exposed to other settings, where school psychologists may work (i.e., The Autism Place).

Trainees and their site supervisors should complete a fieldwork/practicum agreement for each of the placement sites. If the fieldwork/practicum site does not have an agreement, trainees and their supervisors should modify the appropriate PSY 498A05 First Year Fieldwork/Practicum Agreement (i.e., for a public school, Head Start, or The Autism Place) to identify the parties and the specific learning experience that will be provided at the site. Sample agreements are available on the [Specialist Forms website](#). The completed agreement should be submitted to the program coordinator by September 1.

Trainees must consistently attend their placement sites, and actively participate in weekly individual and group supervision with their advanced doctoral trainee and faculty supervisors. Trainees are required to keep a log for each placement site. At the end of each week of their fieldwork/practicum, trainees should complete the PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Log, which is available on the [Specialist Forms website](#). Trainees should submit the Weekly Reflection Log to the site supervisors.

### **Elementary School Field Placements**

At their field placements, trainees should observe in the classrooms, at intervention team meetings, and during parent conferences, etc. After approximately 10-12 weeks of observation during the fall semester, trainees should begin to participate more directly in consultation with advanced doctoral trainee supervisor, as deemed appropriate by the site supervisor. Direct participation may include tutoring, assisting with group interventions such as social skills training, and collecting observational data for planning, implementing, and evaluating interventions developed by the building-based intervention teams. It should be noted that some training activities may require permission from the parent(s). Trainees should consult with the site supervisor to determine if permission is needed.

Elementary school placement activities may include:

- Compose a letter introducing yourself to the school faculty and staff
- Meet the placement site supervisor (school psychologist, guidance counselor, social worker, or principal) to explain your role and schedule; obtain a copy of the school calendar (including teacher meetings), school policies and handbooks; ask for a mailbox or space for messages
- Ask the site supervisor to ask the principal to make you part of the building email list
- Attend an early teachers' meeting to introduce yourself
- Schedule a meeting with the specialist program coordinator, the site supervisor, and yourself
- Interview the school principal or assistant principal about their role and function
- Interview a school staff member about their role and function in the school
- Review the building's crisis intervention plan; obtain a copy of the plan from the site supervisor or building principal
- Interview a general education teacher about their role and perceptions
- Interview a special education teacher about their role and perceptions
- Interview a school psychologist about their role and perceptions
- Interview another school professional (school nurse, social worker, speech pathologist, etc.) about their role and perceptions
- Interview the person who coordinates the school's group-testing program
- Inspect a student's cumulative file, paying particular attention to school policy regarding these files (e.g., types of information in the file, provisions for the release of information, etc.)
- Review the school's discipline policy
- Determine avenues of parent-school communication
- Attend a school board meeting
- Attend a policy council meeting (e.g., Head Start)
- Attend a PTA or PTO meeting

- Attend one teachers' meeting (in addition to the meeting where you were introduced)
- Observe a parent-teacher conference
- Observe a vision-hearing screening or speech-language screening
- Observe bus, lunch, or recess supervision
- Review scope and sequence of reading curriculum for all grades at the school
- Review scope and sequence of math curriculum for all grades at the school
- Review scope and sequence of the written expression curriculum for all grades at the school
- Observe a reading class in at least two different grade levels
- Observe a math class in at least two different grade levels
- Observe written language (written expression) instruction
- Observe the various components of a prevention programs such as Positive Behavioral Intervention and Supports (PBIS), I Can Problem Solve, or other social skills prevention programs
- Observe effective teaching strategies
- Conduct a curriculum-based measurement during the spring semester
- Observe a preschool assessment
- Observe a low-incidence assessment (e.g., vision, hearing-impaired, EMD/TMD)
- Attend a problem solving team meeting (which may have a different title in each building)
- Eat breakfast or lunch with teachers in the school building
- Tutor a student in reading and use a progress monitoring system
- Tutor a student in math and use a progress monitoring system
- Tutor a student in written language and use a progress monitoring system
- Observe a classroom at each grade in the school; pay particular attention to characteristics of the students, peer interactions, classroom environment, classroom discipline
- Observe a special education classroom in the school; pay particular attention to characteristics of the students, peer interactions, classroom arrangement, classroom discipline
- Attend an annual review of a student receiving special education services
- Attend an individualized education program (IEP) meeting for a student being considered for special education services
- Adopt a classroom (i.e., spend extra time in one classroom to become familiar with the teacher and students)
- Spend a half-day with a school psychologist from the school district
- Observe special education programs at the junior and senior level
- Observe a session conducted by a speech pathologist
- Teach a lesson to a class
- Complete other activities as discussed with the site supervisor

Head Start placement activities may include:

- Observe pre-school age children from diverse racial, ethnic, and socioeconomic backgrounds and note the rate of learning among the children (e.g., Do they seem to comprehend and remember certain lessons better than others? Is there a pattern among these lessons? Are there similarities with groups of children who learn quickly and within groups of children who learn slowly? Are there social implications for different rates of learning?)
- Observe the levels and types of play among the children (e.g., solitary, parallel, associative, constructive, sociodramatic, games with rules, etc. If a child is engaging in a higher or lower level of play than average, do other activities or behaviors differ from the norm?)
- Note the gender, age, and cultural differences and similarities so you can develop an understanding of norms among preschool-age children

- Determine if antecedent conditions precipitate aggressive or noncompliant behavior by difficult children and, if possible, try to alter the conditions and then observe the effects
- Notice children with symptoms of anxiety or depression, which is often overlooked, and research appropriate interventions
- Note children who might be ignored or rejected (e.g., If cliques form and some children are regularly left out, ask the teacher if he/she would approve of you structuring play situations to include the children who are ignored or rejected)
- Assist the Head Start school mental health consultants in completing their psychological assessments by observing children in the classroom, reviewing records, etc.
- Complete the ECERS (environment ratings scale) in selected classrooms
- Tutor individual children in meeting their goals in their individualized plans
- Co-lead classroom sessions or conduct small group “booster sessions” or social skills training program(e.g., Second Step) (graduate students should be trained before implementing this activity in the classroom)
- Assist the Head Start teacher as appropriate
- Attend at least one center meeting for parents and one Head Start board meeting
- Assist with early literacy activities in the classroom
- Attend consistently and complete case presentations on individual children as part of Head Start supervision

The first year fieldwork/practicum exposes trainees to the school setting in a semi-professional capacity as they begin to master basic skills in observation, assessment, and academic and psychosocial intervention. Trainees are expected to know and understand professional issues that occur in general and special education at a level comparable to their coursework. Trainees should gain experience with children from preschool through early adolescence and with children of different racial, linguistic, cultural, and socioeconomic backgrounds. The first year fieldwork/practicum also provides an opportunity to monitor trainees’ progress as they begin to develop a knowledge-base and related professional skills in school psychology, and as they apply the skills associated with a data-oriented collaborative problem-solving model.

### **The Autism Place Placement**

First year trainees are assigned to work two hours per week at The Autism Place (TAP). The TAP placement training goals include gaining experience with the following:

- Working with children with autism
- Working in a social skills group or individual treatment team with a team of graduate and undergraduate clinicians
- Working with various methods of assessment and data collection procedures
- Using data to inform treatment plans
- Working with applied behavior analysis, discrete trail training, pivotal response training, prompting, reinforcement procedures, and treatment goal formation
- Planning and leading activities within a treatment session
- Writing final reports
- Learning to form group and individualized behavior plans
- Collaborating with parents
- Overall professional development in a clinic setting

During the fall semester at TAP, trainees are expected to:

- Attend the TAP autism orientation session
- Participate in their assigned social skill group, sibling group, or individual treatment team
- Attend weekly treatment sessions and treatment planning meetings
- Help with data collection procedures
- Assist the second year graduate trainee during each treatment (e.g., helping to set up the room before the session begins, helping with treatment session activities, preparing progress notes, cleaning up the room after the treatment session)
- Help the second year graduate trainee, during November and December, with planning one treatment activity each week

During the spring semester at TAP, trainees are expected to:

- Attend weekly treatment sessions and treatment planning meetings
- Provide assistance with data collection procedures
- Assist the second year trainee during the treatment sessions (e.g., help with setting up the room before the session begins, help with treatment session activities, preparing progress notices, and cleaning up the room after the treatment session)
- Attend a parent meeting with a second year clinician to introduce yourself and your role in the treatment process
- Attend at least one supervision session with the second year clinician and their supervisor
- Gradually take an active role in leading social skills groups by mastering each of the following skills one at a time
  - Plan a treatment activity
  - Lead a treatment activity
  - Write home connections
  - Run a before group team meeting
  - Summarize treatment data
  - Make suggestions for at least one final report

### **Fieldwork/Practicum Supervision and Evaluation**

First year trainees assigned to public school placements are supervised by advanced doctoral trainees who have completed supervision training and practice or are concurrently enrolled in PSY 536 Seminar and Practicum in Supervision of School Psychological Services. Advanced doctoral trainees meet every week with their first year trainees for individual supervision. On-site supervision in the public school is also provided by the building school psychologist or other designated school personnel. On-site supervision at each Head Start placement is provided by the Head Start classroom teacher, and University supervision is provided by the Head Start Mental Health Consultant who is assigned to trainees' classrooms. Trainees receive on-site supervision at TAP by advanced doctoral trainees and weekly group supervision by second year clinicians.

First year trainees are evaluated by designated University and site supervisors. Trainees also evaluate the quality their fieldwork placement sites, which includes a list of activities performed at each site. All of the fieldwork evaluations are used to determine trainees' grades for each semester of PSY 498A05. The following evaluation forms must be completed for the first year fieldwork:

- First Year Head Start Site Supervisor Evaluation (Qualtrics)
- School Psychology Program Practicum Evaluation (Qualtrics) (completed by university and site supervisors in each of the trainees' three placements)

A mid-year evaluation is also completed by psychology faculty members for fall semester courses and by faculty supervisors for trainees who are graduate assistants. A sample copy of the First Year Trainee Mid-Year Evaluation form is available on the [Specialist Forms website](#). Completed evaluations should be submitted to the program coordinator by the end of each semester.

When all of the evaluation forms are received for the fall semester, the program coordinator will complete the PSY 498A05 First Year Trainee Mid-Year Feedback Conference Summary for each trainee. The program coordinator will review the summary with each trainee and trainees will receive a copy of their Conference Summary. All of the first year fieldwork and practicum forms are available on the [Specialist Forms website](#).

### **Second Year Practicum Requirements**

For the second year of the specialist program, trainees enroll, during the fall and spring semesters, in PSY 436A04 Practicum: Psychoeducational Assessment and PSY 436A05 Practicum: Psychosocial Assessment. The practica are for three graduate credits each semester, which allows trainees under close supervision to perform the roles and functions of a school psychologist. The practica are conducted in conjunction with courses in academic and psychosocial interventions, human development, and physiological psychology.

The psychoeducational assessment practicum includes work for the following PSC services:

- Academic Intervention Consultation Services
- Child and Adolescent Assessment Service
- Multidisciplinary Psychoeducational Assessment Service

Trainees also shadow a school psychologist at schools that are implementing the Problem Solving/Response to Intervention (PS/RtI) model. Under this model, the supervising school psychologist is involved in assessing psychoeducational problems in the school using direct measures of academic behaviors-FBA and curriculum-based measures. Trainees work at the PSC for one semester and at a PS/RtI school site for one semester.

The psychoeducational practicum allows trainees to work with children and adolescents referred for a variety of educational problems. This work includes comprehensive psychoeducational assessment, and the development and implementation of direct and indirect academic interventions to address the referred concerns. Trainees also receive experiences related to the assessment, development and implementation of interventions by participating in school-based intervention teams.

A contract for the psychoeducational practicum should be prepared by trainees, the school district field supervisor and district administrator, and the University supervisor. If the practicum site does not have a contract, trainees and their supervisors should modify the PSY 436A04 Psychoeducational Practicum Contract to identify the parties and the specific learning experience that will be provided at the site. A sample contract is available on the [Specialist Forms website](#). The signed contract should be submitted to the program coordinator by September 1.

The psychosocial practicum includes working in other PSC specialty services, such as Child/Adolescent Intervention Services and at The Autism Place. Trainees may deliver mental health services in the schools through the outreach services provided at the PSC. When possible, trainees provide mental health services in the schools they were assigned to during their first year fieldwork/practicum. As part of the psychosocial practicum, trainees work with a variety of cases referred for psychosocial concerns, where they may conduct assessments and generate a variety of interventions. Direct and indirect interventions may include individual and group counseling, behavior management, collaborative consultation, and preventative

mental health services.

As part of practica, trainees should continue to familiarize themselves with the roles, responsibilities, and functions of school psychologists and other pupil-service personnel, as trainees become familiar with the organization and operation of schools. After completing the two-semester practica and other appropriate courses, specialist trainees are eligible to seek an internship in school psychology.

### **Practicum Supervision and Evaluation**

School Psychology faculty members, who are appropriately licensed, supervise the second year trainees at the PSC and in the public schools. Appropriately licensed/credentialed school psychologists also supervise trainees in the school-based psychoeducational assessment Response to Intervention practicum sites for one semester. Typically, two School Psychology faculty members are assigned to supervise the PSY 436A04 psychoeducational practicum and three faculty members supervise the PSY 436A05 psychosocial practicum.

The psychosocial and psychoeducational practica are evaluated by trainees and the practicum supervisors at the end of the fall and spring semesters. Trainees are also required to evaluate each practicum site and the experiences and opportunities that were provided at each site. The practicum evaluation form is available via Qualtrics, and should be completed by trainee and the site supervisor(s) and submitted to the program coordinator before the end of each semester. A sample copy of the School Psychology Program Practicum Evaluation form (Qualtrics) is available on the [Specialist Forms website](#).

### **Financial Issues during Internship**

Tuition waivers are not usually available for internship hours. If funding is available for a department tuition waiver, the waiver will be for only in-state tuition. Trainees should establish Illinois residency at least six months before the start of their internship. Trainees admitted as out-of-state residents without residency reciprocity should complete the Registrar's [Petition to Change Residency Status](#). If tuition waivers are not available, trainees are liable for tuition, University general fees, and student health insurance, if applicable, during their internship.

Trainees enrolled in internship are eligible for the University's professional practice insurance coverage. Trainees must maintain health insurance either through the University or with private coverage, and must submit the professional practice insurance coverage forms by the deadline for each semester. The Graduate Programs Office will notify trainees about professional practice insurance during their internship. Professional practice insurance may also be purchased from a private provider.

### **Internship**

In the third and final year of the specialist program, trainees enroll in PSY 498 Professional Practice in School Psychology (internship) for the fall and spring semesters. This internship is for nine months and it requires a minimum of 1200 work hours. The internship is the capstone experience of the specialist program in which interns begin to function independently as school psychologists while demonstrating the entry-level competencies articulated by the Graduate Programs in School Psychology and NASP.

The Graduate Programs in School Psychology have adopted the Internship Standards set forth in the *NASP Standards for Graduate Preparation of School Psychologists* (2010), which is available on the [Specialist Forms website](#). The NASP Standards were incorporated into the Illinois School Psychologist Association's *Illinois School Psychology Internship Manual* (2014), which was adopted by all state-approved school

psychology graduate programs. The *Internship Manual* is available on the [Specialist Forms website](#).

Trainees should review the *Internship Manual* before searching for an internship site. The selection of an internship site is discussed with trainees at group meetings with current interns. Trainees must verify the eligibility of an internship site before seeking placement. The program coordinator will only approve internship plans for sites that meet the NASP Standards. Approval of an internship site is also contingent upon the site's capacity to adequately provide a full range of experiences necessary to meet the specialist program's training objectives. The program coordinator must also approve the internship site supervisor. The NASP Standards relating to field-based supervision and evaluation include the following:

1. Supervision: Field-based internship site supervisors shall provide, on an average, at least two hours of direct supervision of each intern per week and may not supervise more than two interns at any time. The University internship supervisor shall not supervise more than twelve interns at any time. The University internship supervisor is responsible for regular contact with site supervisors and interns through scheduled site visits and telephone calls, conducting internship workshops twice a year, documenting the activities of the interns, monitoring the interns' progress, and completing required semester evaluations for each intern.
2. Evaluation: The internship experience shall be systematically evaluated in a manner consistent with the training objectives of the specialist program.

After the internship site and site supervisor are approved by the program coordinator, interns and their supervisors should complete an internship agreement that states the goals and objectives of the internship, the activities and responsibilities of interns, and the evaluation procedures. If the internship site does not have its own agreement, interns and their supervisors should modify the Specialist Internship Agreement for the parties and the specific learning experience. A sample agreement is available on the [Specialist Forms website](#). The signed Internship Agreement should be submitted to the program coordinator by September 1.

Interns and their supervisors must develop an internship plan with evaluation criteria. The site supervisors should use the Specialist Internship Plan and Evaluation, which is available on the [Specialist Forms website](#). Based on the internship plan, interns, site supervisors, and the University internship supervisor should collaboratively determine interns' training goals and monitor their progress. The Specialist Internship Plan and Evaluation, with the Intern's Self-Rating column completed, should be submitted to the University internship supervisor by September 1.

### **Internship Performance Indicators**

The following is a list of activities interns might complete in order to demonstrate proficiency in each of the NASP Domains. However, interns are not required to complete all of the activities to demonstrate proficiency. The list should be used as a guideline in developing the Specialist Internship Evaluation based the needs of interns and the school district.

#### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

- Attending and participating in seminars and workshops designed to develop specific diagnostic and behavioral analysis skills, such as assessing students with low incidence visual or hearing impairments, autism, or health impairments
- Being exposed to a variety of referral questions including
  - Eligibility for early entry into school
  - Preschool screening programs
  - Eligibility for special education and related services
  - Difficulty with classroom management
  - Children who have had difficulty in school for a number of years but whose problems and their causes have never been clearly determined
  - Underachieving children
  - Eligibility for participation in programs for gifted and talented students,
  - Retention or promotion
  - Student behavior
- Comparing and contrasting NASP Standards and district policies
- Completing functional behavior assessments
- Creating/completing curriculum-based measurements (both benchmarks and norming)
- Completing classroom observations
- Conducting structured clinical interviews with students, parents, and school staff members
- Confering frequently with the supervising school psychologist regarding collection of data, interpretation, report writing, etc.
- Consulting with administrators
- Consulting with parents
- Consulting with teachers
- Creating a database of community resources
- Creating charts/graphs to demonstrate obtained data
- Critiquing published tests
- Developing a resource directory for parents
- Developing individualized education program (IEP) goals that align with regular education standards
- Developing instructional plans
- Developing intervention strategies
- Developing proficiency in behavior modification techniques, cognitive-instructional interventions, and models of alternative service delivery that link assessment to intervention
- Developing proficiency in the administration, scoring, and interpretation of a wide variety of diagnostic instruments, as well as in the appropriate use of observation and assessment approaches such as norm-referenced testing, portfolio assessments, performance based assessments, dynamic assessments, curriculum based assessments, and informal assessment techniques
- Developing and/or evaluating crisis plan
- Doing Internet research
- Participating in creating an in-service program
- Participating in school improvement activities
- Participating in team meetings
- Writing reports
- Reviewing the literature for new information
- Sharing/interpreting results of assessments
- Evaluating at-risk children and children with disabilities at various age and grade levels

- Observing children in various aspects of the school setting (i.e., behavioral observation and assessment of the learning and instructional environment)

## **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

- Attending and participating in in-service training programs for teachers
- Attending IEP meetings
- Attending support team meetings
- Attending team meetings
- Becoming familiar with various models of consultation such as mental health, organization-development, and behavioral
- Learning from the supervising school psychologist or administrator about school policies, customary channels of communication, consultation procedures, etc.
- Being involved in pre-referral interventions
- Collaborating on multicultural issues within the district
- Communicating with community agencies
- Completing case studies
- Conferring informally with teachers, principals, and pupil-personnel services staff in the schools and developing the ability to function effectively in crisis situations
- Consulting with administrator
- Consulting with parents
- Consulting with a student
- Consulting with teachers
- Developing a resource portfolio for parents
- Developing and implementing various remediation or intervention strategies
- Developing intervention strategies
- Developing websites
- Keeping appropriate counseling notes
- Participating in consultative activities in other applied settings (e.g., community agencies, clinics, hospitals, etc.)
- Participating in case conferences with teachers, building principals, parents, representatives of community agencies, physicians, and specialized personnel in the school setting
- Participating in individual and/or group presentations
- Participating in team meetings
- Participating in the problem-solving process
- Participating in a pupil personnel services team session with joint responsibility for individual diagnostic cases
- Presenting at parent programs
- Providing consultation to instructional staff and students
- Providing in-service training
- Discussing the role and function of the school psychologist with the school staff
- Providing PowerPoint presentations
- Providing school board presentations
- Providing student counseling

- Securing confidential records
- Sharing professional development information
- Utilizing appropriate discretion in sharing information
- Utilizing appropriate staff communication
- Utilizing appropriate written communications
- Utilizing email communications
- Working with all students in collaboration with parents, teachers, and other specialized personnel, such as school social workers, school counselors, speech and language pathologists, etc.
- Writing newsletter articles

### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

- Applying appropriate criteria for disabilities and eligibility
- Being involved in wraparound services
- Collaborating with a variety of school personnel
- Collaborating with colleagues regarding individualized education program (IEP) goals
- Communicating with on-site supervisor
- Completing curriculum-based measurements (benchmarks and/or norming)
- Completing functional behavioral assessments
- Completing Internet research for evidence based interventions
- Completing PowerPoint presentations regarding appropriate interventions
- Consulting with supervisors regarding alternative assessment measures
- Developing a database of community resources
- Developing and monitoring intervention strategies
- Interviewing administrators and/or teachers
- Joining email listservs
- Observing in classrooms
- Participating in school improvement teams
- Referring to outside agencies
- Analyzing your own performance
- Reviewing and analyzing records
- Reviewing and interpreting existing evaluation techniques
- Reviewing articles for evidence based interventions
- Using standardized tests appropriately
- Working collaboratively with teachers in developing and monitoring intervention strategies
- Working with students across all ages and diverse backgrounds

### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social-emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

- Being involved in the problem-solving process
- Being involved in transitional planning

- Completing a functional behavioral assessment
- Completing adaptive behavior scales
- Completing an interest inventory
- Completing case studies
- Completing classroom observations
- Creating simulations
- Determining developmental appropriateness of toys/projects
- Developing a resource directory for parents
- Developing an in-service program
- Developing instructional plans
- Developing intervention strategies
- Keeping logs
- Participating in reflective supervision
- Participating in team meetings
- Practicing and utilizing role plays
- Providing consultation to teachers, parents, administrators, and staff
- Providing parent programs
- Providing individual and/or group student counseling
- Analyzing your own performance

#### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

- Attending a board of education meeting
- Attending building meetings
- Attending district meetings
- Attending support team meetings
- Attending team meetings
- Attending the meeting of all new school employees at the beginning of the year
- Developing a database of community resources
- Developing a resource directory for parents
- Developing an e-source portfolio for parents
- Developing an newsletter article
- Interviewing administrators of curriculum, special education, business, technology, etc.
- Interviewing an administrator and/or staff member
- Observing in various types of programs and classes
- Participating in grant writing
- Participating in the school achievement plan
- Reading selected materials regarding public school organization and innovative trends in education

#### **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social-emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services

that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

- Applying various interviewing techniques with students and parents to identify potential problems
- Attending mental health workshops
- Being involved in child find activities
- Being involved in preschool screenings
- Being involved in the problem-solving process
- Being involved in wraparound services
- Completing a functional behavioral assessment
- Completing a record review (discipline referrals, attendance)
- Completing classroom observations
- Completing curriculum-based measurements (benchmarks and norming)
- Completing parent interviews
- Completing teacher interviews
- Consulting with health care professionals outside of school
- Developing intervention plans
- Maintaining an individual counseling load throughout the school year that includes regular and special education students
- Participating in character education
- Participating in the individualized education program (IEP) team process
- Presenting health related workshops
- Providing consultation to parents, teachers, administrators, students, and staff
- Providing crisis intervention services to students, teachers, and administrators
- Providing group intervention or counseling, as directed by the supervising school psychologist;
- Providing information sessions in general education classrooms
- Providing in-service training
- Providing parent presentations
- Reviewing and/or critiquing the district crisis intervention plan;
- Supporting team participation
- Visiting mental health clinics and community resources

### **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children.

- Attending conferences with representatives of community agencies concerning such issues as educational and therapeutic planning, referral, follow-up, etc.
- Attending meetings and becoming involved with parent groups, such as the PTO and local associations for parents of children with disabilities
- Attending support teams
- Becoming familiar with state and federal services and programs including vocational rehabilitation services, employment services, and regional programs for mental health
- Being involved in the school improvement plan
- Being involved in the student achievement plan

- Collaborating closely with parents
- Collaborating with other support staff
- Completing Curriculum-Based Measurements (benchmarks and norming)
- Consulting with the on-site supervisor
- Developing a resource directory for parents
- Developing evidence-based intervention strategies
- Developing problem-solving evidence-based intervention strategies
- Making referrals to community agencies
- Providing individual or/or group counseling
- Providing on-going home and school communication
- Visiting child guidance clinics, child welfare agencies, family service agencies, speech and hearing centers, juvenile courts, residential treatment centers, city and county health departments and residential centers for the blind, deaf, cognitively impaired, and physically disabled to discuss, with the director or appropriate personnel, the agency's relationship to school psychological services
- Visiting community agencies
- Visiting other educational settings (more or less restrictive)
- Working cooperatively with community agencies and facilities to learn how and when to make referrals, procedures for obtaining and sending information about children, and the ethical considerations involved in this type of activity

#### **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and of the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

- Attending Illinois School Psychologists Association conventions
- Attending NASP conventions
- Attending seminars and workshops
- Attending team meetings
- Being involved in an evaluation of a linguistically diverse student
- Being involved in the problem-solving process
- Comparing and contrasting NASP Standards with district policies
- Completing case studies in an unbiased manner
- Consulting with on-site supervisor
- Developing a database of community resources
- Developing an in-service program
- Developing an in-service program dealing with diversity
- Developing evidence-based intervention strategies

- Developing instruction plans
- Developing parent programs
- Evaluating a child with a low incidence disability
- Participating in peer mediation
- Providing an individual and/or group presentation
- Providing consultation to teachers, parents, students, administrators, and staff
- Providing individual and/or group counseling
- Supporting team participation
- Analyzing your own performance

### **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

- Assisting in the identification of critical problems that lend themselves to research
- Attending team meetings
- Completing a University-based project (applied research experience or thesis)
- Conducting research or special studies and completing a research project, if applicable
- Conducting simple, informal types of evaluation studies in the schools
- Consulting with site and University supervisors
- Critiquing published tests
- Developing charts and/or graphs to demonstrate information
- Developing evidence-based intervention strategies
- Developing instructional plans
- Evaluating the effectiveness of recommended special education placements
- Interpreting research findings for teachers, parents, and administrators
- Participating in meetings of committees established to examine areas of concern to the school and/or district
- Participating in ongoing research or evaluation studies in the schools
- Providing or being involved in in-service programs
- Providing PowerPoint presentations
- Reading appropriate journals and texts dealing with psychological and educational research
- Reviewing literature
- Reviewing literature on research activities or problems of particular interest to the intern
- Assessing the intern's effectiveness
- Writing a newsletter article
- Analyzing your own performance

### **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility,

adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

- Affiliating with professional organizations such as the Illinois School Psychologists Association, Illinois Psychological Association, NASP, APA, Illinois Council for Exceptional Children, Children and Adults with Attention Deficit/Hyperactivity Disorder, and Learning Disabilities Association of America, etc.
- Attending and participating in meetings about ethics, legal concerns, and social issues
- Attending and participating in meetings of the local school psychology staff, meetings of school psychologists from neighboring districts, as well as statewide and national meetings relating to the profession
- Attending meetings and conventions of professional school psychology organizations (local, state, and national)
- Attending professional seminars
- Attending team meetings
- Becoming familiar with professional standards governing school psychology adopted by NASP and APA
- Comparing and contrasting NASP Standards and district practices
- Completing case studies appropriately and ethically
- Conducting in-service training programs for school personnel
- Consulting with the site supervisor
- Developing a working knowledge of applicable state and federal regulations affecting the practice of school psychology
- Developing informational displays
- Developing charts and/or graphs to explain information
- Discussing with the site supervisor and administrator of psychological services the difficulties and possible solutions in organizing and administering psychological services
- Keeping logs
- Observing office and clerical procedures relevant to psychological services in the school
- Observing school psychologists in other school systems (i.e., temporary assignments in another school system should be arranged, if at all possible)
- Participating in in-service training programs to develop new skills and refine acquired skills:
  - Attending building team meetings
  - Consulting with teachers, coordinators, and curriculum supervisors
  - Developing an understanding of the special needs of children with disabilities among the school staff and community groups
  - Formulating recommendations on the development and implementation of special programs
  - Identifying needs of the school system for special education programs
  - Studying the proposals for special education programs
- Providing consultation to teachers, parents, students, administrators, and staff
- Reading selections from current professional publications regarding developments, trends, and issues in the fields of education and school psychology
- Receiving training experiences at the elementary and secondary levels and attending and participating in informal gatherings of school psychologists on a regular basis
- Reviewing literature
- Selecting current readings related to the multiple roles of the school psychologist
- Studying the district policy manual
- Studying the Illinois School Student Records Act and the rules and regulations that apply

- Studying the School Code of Illinois, The Illinois Administrative Code, Part 226, Subchapter F as well as the rules and regulations that apply

### **Internship Supervision and Evaluation**

Supervision requirements are identified in [Illinois School Psychology Internship Manual](#). The University internship supervisor should work with interns and internship site supervisors to ensure that interns engage in activities that are consistent with program objectives and competencies. Regular communication should occur between the University internship supervisor and the internship site supervisor. Trainees should receive at least two hours of direct supervision per week. Procedures have been developed for providing evaluation and feedback during the internship, which include the following:

1. The University internship supervisor shall visit or call the internship site once or twice each semester. Any visits to the internship site shall include a separate consultation with the internship site supervisors and the intern(s).
2. Interns shall submit weekly logs and periodic evaluation reports to the University internship supervisor.
3. The internship site supervisor shall submit two intern evaluations to the University internship supervisor (i.e., amid-year rating due December 1 for the fall semester and a summative rating due May 1 for the spring semester). Both evaluations are submitted to the University internship supervisor.
4. The University internship supervisor shall conduct an all-day workshop at Illinois State twice a year for in-state interns (i.e., during the fall and spring semesters). During these workshops, interns should discuss their internship experiences with each other and the University internship supervisor. Informational sessions with current first and second year trainees are also held during the workshops.
5. If needed, periodic telephone conferences may be conducted between the internship site supervisor and the University internship supervisor, and interspersed between site visits.
6. If needed, periodic telephone conferences may be conducted between interns and the University internship supervisor, and interspersed between site visits and the workshops.

At the end of the spring semester, interns will receive “Deferred” credits from the University internship supervisor. After the specialist program receives the internship site supervisors’ final evaluations and the interns have submitted the internship site evaluations, the program coordinator will change the deferred credits to the earned grades for the internships.

The University internship supervisor should receive evaluation reports from interns and internship site supervisors. The Specialist Internship Site Plan and Evaluation Formative column is completed by interns at the beginning of the fall semester, and a mid-year rating (Interim column) and a final rating (Summative column) are completed by the internship site supervisor. The Specialist Internship Plan and Evaluation is available on the [Specialist Forms website](#). In the summative evaluation, the internship site supervisor should make a recommendation regarding the endorsement of the intern for licensure. If the internship site supervisor, University internship supervisor, and School Psychology Coordinating Committee agree an intern should be recommended for licensure, the program coordinator will submit the recommendation to the Lauby Teacher Education Center for the intern’s license through entitlement as a school psychologist.

If there is a conditional endorsement or no endorsement for licensure, the interns and University internship supervisor should be aware of this fact before the summative evaluation is submitted. Every effort should have been made to help the interns complete the internship prior to the submission of the summative evaluation. If the University internship supervisor and Coordinating Committee concur with the internship site supervisor’s recommendation to deny the endorsement for licensure and the intern disagree with the

decision, the intern may initiate the appeal procedures as provided by the specialist program. The intern may also request the Illinois State Board of Education (School Psychology Representative) serve as a mediator of the appeal.

### **Required Examinations for Graduation and Licensure**

By the end of the fall semester of the internship, trainees must pass the Content Test in School Psychology. The Content Test is administered by the Illinois State Board of Education. Trainees must register for this test on the [Illinois Licensure Testing System \(ILTS\) website](#). Test frameworks, study guides, and practice tests are available on the ILTS website, and trainees may review their test results. The Illinois State Board of Education's [Educator Licensure website](#) also provides the similar information.

For purposes of program accountability and self-assessment, trainees must also complete the Praxis II School Psychologist test by April 1, even if not seeking licensure in Illinois. The Praxis II test is administered by the Educational Testing Service (ETS). The test is available on the ETS [PRAXIS website](#). The website also provides testing preparation materials. Trainee should submit a copy of their Praxis II test results to the program coordinator by May 1.

### **Annual Progress Report**

During the spring semester, trainees must also complete the Specialist Trainee Annual Progress Report, which is available on the [Specialist Forms website](#). The Progress Report must be submitted to the Graduate Programs Office by April 15. The Graduate Programs Office will give the Progress Reports to the program coordinator. The program coordinator will discuss the Progress Report with each trainee. Trainees will receive a copy of their Progress Report with the program coordinator's comments.

### **Degree Audit**

Trainees must complete a Master's Degree Audit before the end of the fall semester of their internship year. Information about the form is available on the department's [Advising Resources \(Degree Audit\) website](#). Outdated courses including any transferred credits that are beyond the 6-year degree limit, should not be included in the Degree Audit. The completed Degree Audit should be sent as an email attachment to the program coordinator by December 1. The program coordinator will submit the Degree Audit to the Graduate School. The Graduate School must approve the Degree Audit before trainees are eligible for graduation.

Trainees can amend an approved Degree Audit by completing the Request for Change in Graduate Degree Audit. Information about the form is available on the Graduate School's [Academic \(Graduation and Commencement\) website](#). Trainees should discuss any changes to the Degree Audit with the program coordinator before completing the form. The completed form should be printed, and signed by the trainee and program coordinator, who will submit the signed form to the Graduate School. The Graduate School has final approval of any change in the Degree Audit.

### **Licensure**

The Illinois State Board of Education (SBE) may issue a license that allows graduates to work in the public schools as a school psychologist. Certain criminal convictions may preclude eligibility for a Professional Educator license in Illinois. Provided below are the steps for ISBE licensure through Illinois State University graduate programs (including school psychology).

1. Trainees should complete the Intent for Licensure form by December 1 of their internship year. The form and instructions are available on the College of Education's Cecil J. Lauby Teacher Education Center's [Get Licensed website](#) under Graduate/Advanced Licensure. This form authorizes the Lauby Teacher Education Center to complete an initial evaluation of trainees' eligibility for state licensure. Trainees should receive a copy of their evaluation from the Lauby Teacher Education Center approximately four weeks after submitting the Intent for Licensure form.
2. Trainees should create an Educator Licensure Information System Account (ELIS) through ISBE. Information about creating an ELIS account is available on the [Lauby Teacher Education Center website](#).
3. Trainees must pass all required ISBE tests. Testing includes the Content Test in School Psychology).
4. Trainees must send proof of all test scores to Illinois State, which should be directly linked to trainee's ELIS account, for verification by the Lauby Teacher Education Center.
5. Trainees should send an email to [TeacherEdCenter@ilstu.edu](mailto:TeacherEdCenter@ilstu.edu) at the beginning of the spring semester of their internship year. This email should authorized the Lauby Teacher Education Center to examine trainee's file and communicate any licensure deficiencies that may exist while also confirming information needed for trainee's entitlement, which is Illinois State's approval of trainee's licensure as a school psychologist in the ELIS system.
6. Trainees must order an Illinois State transcript for ISBE. The transcript should be ordered from the Registrar's [Transcripts website](#). On the order, trainees should indicate sending the transcript after completion of trainee's internship. When ordering the transcript, trainees should include "ISBE/ELIS Requirement" in the order form's special instructions box. The transcript order also requires the ISBE address, which is ISBE, 100 N. 1st Street, Springfield, IL 62777. After completing the internship, the transcript will be uploaded directly to trainee's ELIS account.
7. Trainees must complete all specialist and graduate degree requirements
8. The Teacher Education Center will notify trainees when entitlement is complete. Trainees should log in to their ELIS account and apply for licensure.

If Trainees have any questions about the licensure process, contact the Lauby Teacher Education Center at [TeacherEdCenter@ilstu.edu](mailto:TeacherEdCenter@ilstu.edu) or (309) 438-3541. The Lauby Teacher Education Center is located in 56 DeGarmo Hall.

## Graduation

To apply for graduation, trainees must meet all curriculum requirements and complete the internship. Trainees should complete the Application for Degree Completion and Commencement Participation, which is available on the Graduate School's [Academics \(Graduation and Commencement\) website](#), early in the spring semester during their internship. The completed form and application fee should be submitted to the Graduate School by the application deadline (i.e., early in January). See the application and fee deadline on the Graduate School's [Graduation and Commencement website](#). Specialist trainees graduate at the end of the spring semester after completing their internship.

## Alumni Employment

Many of our alumni are employed as school psychologists or administrators of school psychological services in Illinois and throughout the nation. A list of alumni is available from the program coordinator. The information includes names, home and work addresses, telephone numbers, and current positions of alumni. See the School Psychology's [Employment of Graduates website](#) for a list of known employment sites of our specialist alumni.

The [NASP Career Center website](#) has a list of nationwide employment sites for school psychologists. The [Illinois School Psychologists Association website](#) also includes a list of job openings in Illinois.

### **Continuing Professional Development**

The Graduate Programs in School Psychology have a strong commitment to providing continuing professional development for area licensed school psychologists. School Psychology faculty members provide “contract” courses for local school districts based on their needs (e.g., a recent contract course was offered on data-based decision making). The Graduate Programs also sponsor an annual [School Psychology Institute](#). The Institute consists of a free half-day skill-based workshop for local school psychologists and an afternoon research colloquium. Recent Institute presenters have included Drs. Desiree Vega (Assessment of Emergent Bilingual Students), Sherrie L. Proctor (Identity Matters), Leandra Parris (crisis prevention and preparedness in the schools), Patrick Friman (advanced treatment concepts), Kris Varjas (assessing legal and medical issues in practice), and Heather Ringeisen (child maltreatment and well-being). Other workshops for area professionals occur throughout the year. The Graduate Programs in School Psychology is a NASP-approved continuing education provider and Continuing Education Units are offered for qualifying professional development events.

### **Annual Program Assessment**

The Graduate Programs in School Psychology are committed to the goal of continuous self-evaluation in order to meet training needs of the field. The School Psychology Coordinating Committee annually reviews all program evaluation data. School Psychology retreats are held annually. The self-evaluation plan is presented below.

#### **Program Assessment Methods and Frequency**

- Review grade point averages each semester for all trainees; a minimum 3.0 out of 4.0 is required
- The SPCC conducts annual reviews of all students currently enrolled in the doctoral program. This review includes all faculty and practicum supervisor evaluations\*, progress on apprenticeship or thesis and dissertation research requirements to assess trainees’ progress including achieving predetermined Minimal Levels of Achievement for each Discipline Specific Knowledge area and Profession Wide competency.
- Hold at least one meeting or phone conference with internship supervisors each year; review final internship evaluation for all interns
- Hold individual meetings, at least annually, with the school psychologist and or other designated site supervisor at field sites about first year trainee placements
- Review the results of the comprehensive exam completed by advanced trainees
- Review the School Psychology Content Area Test and Praxis II exam results for all students and Exam for Professional Practice in Psychology (EPPP) results for graduates who apply for licensure
- Convene the School Psychology Coordinating Committee at least monthly with agenda items devoted to trainee concerns articulated by trainee representatives
- Convene the School Psychology Community Advisory Committee meetings once a year in the fall
- Distribute alumni surveys 2 and 5 years post degree
- Review annual APA ARO data of graduates including employment status, professional accomplishments, and licensure status
- Complete the APA accreditation self-study periodically as required by APA
- Complete the doctoral program review by internal review committees of Illinois State University every seven years, with a report to the Illinois Board of Higher Education

\* Minimal performance levels expected on each of the required case studies are listed on the descriptions of each.

**Appendix A: NASP Domains**

Required Program Courses	NASP Domains									
	1	2	3	4	5	6	7	8	9	10
PSY 402 Applied Research Experience in School Psychology									X	X
PSY 421 Advanced Behavior Modification	X	X		X		X			X	
PSY 432 Theory and Practice of Cognitive Assessment	X							X	X	X
PSY 433 Social, Emotional, and Behavioral Assessment and Intervention	X	X		X		X	X	X		X
PSY 435 Academic Assessment and Intervention	X		X		X	X		X	X	
PSY 436A04 Practicum: Psychoeducational Assessment and Intervention	X	X	X	X			X		X	X
PSY 436A05 Practicum: Psychosocial Assessment and Intervention	X	X		X		X	X	X	X	X
PSY 440 Statistics: Data Analysis and Methodology									X	
PSY 452 Seminar in Developmental Psychology			X	X				X		
PSY 463 Brain and Behavior Relationships			X	X				X		
PSY 472 Legal, Ethical, and Professional Issues in School Psychology	X	X	X	X	X	X	X	X	X	X
PSY 473 Theories and Techniques of Counseling: Children and Adolescents				X			X	X		X
PSY 474 Theory and Practice of Mental Health Consultation in the Schools	X	X			X	X	X	X		X
PSY 477 School Based Prevention and Intervention Services	X	X		X		X				
PSY 498A05 First Year Fieldwork in School Psychology	X	X	X	X	X	X	X	X		X
PSY 498A90 Professional Practice in School Psychology	X	X	X	X	X	X	X	X	X	X
PSY 547 Advanced Child Psychopathology	X			X		X	X	X	X	
SED 422 Teaching Diverse Learners			X	X	X			X		
SED 593A03 Computer Applications in Special Education			X					X		
TCH 407 Learning in Educational Settings					X		X	X		X

Domain descriptions are available in the Program Objectives and Competencies section above.

- 1: Data Based Decision Making and Accountability
- 2: Consultation and Collaboration
- 3: Interventions and Instructional Support to Develop Academic Skills
- 4: Interventions and Mental Health Services to Develop Social and Life Skills
- 5: School-Wide Practices to Promote Safe and Supportive Schools
- 6: Preventive and Responsive Services
- 7: Family, School, and Community Collaboration
- 8: Diversity in Development and Learning
- 9: Research and Program Evaluation
- 10: Legal, Ethical, and Professional Practice

## **Appendix B: Important Program Deadlines**

### **First Year**

- Before the start of the fall semester, complete a physical examination and a criminal background check that may require fingerprinting; submit the results to the program coordinator by September 1
- By September 1, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office (448 DeGarmo Hall)
- By September 1, complete the First Year Fieldwork/Practicum Agreement(s) and submit the agreement(s) to the program coordinator
- By September 1, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By September 15, complete and submit the Applied Research Experience in School Psychology form to the program coordinator (if not completing a master's thesis)
- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- By January 31, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- During the spring semester, register for the University Research Symposium and present a poster reflecting your research results (if not completing a master's thesis)
- By April 15, complete the Specialist Program Progress Report and submit the Report and an unofficial transcript to the Graduate Programs Office
- By August 15, pass the Illinois State Board of Education's Test of Academic Proficiency or submit a waiver for official ACT or SAT scores

### **Second Year**

- By September 1, complete the Graduate Assistant Health Insurance Certification and submit the form to the Graduate Programs Office
- By September 1, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By October 30, graduate assistants must complete the Mandatory Governmental Ethics Online Training
- By January 31, complete and submit the Graduate Assistant Health Insurance Certification to the Graduate Programs Office
- By January 31, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By February 15, obtain approval of your master's thesis proposal from your Thesis Committee (if not completing the applied research experience)
- By April 15, update the Specialist Program Progress Report and submit the Report and an unofficial transcript to the Graduate Programs Office

### **Third Year (Internship)**

- By September 1, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By September 1, complete the Specialist Internship Agreement and submit the signed agreement to the program coordinator
- By September 1, complete the Specialist Internship Plan and Evaluation, including the Formative column and submit the Plan and Evaluation to the University internship supervisor

- By December 1, complete and submit the Intent to File for Licensure form to the Lauby Teacher Education Center
- By December 1, update the Specialist Program Internship Plan and Evaluation with the mid-year evaluation (i.e., Interim column) and submit the Plan and Evaluation to the University internship coordinator
- By December 1, complete the Illinois State Board of Education's School Psychology Content Area Test in School Psychology
- By December 1, complete the Master's Degree Audit and submit the form to the program coordinator
- By December 1, notify the Lauby Teacher Education Center that you are entering the final semester of the specialist program
- By January 31, complete the Professional Practice Insurance Coverage and the Professional Practice Health Insurance Certification and submit the forms to the Graduate Programs Office
- By April 1, pass the Praxis II Exam in School Psychology
- By April 15, update the Specialist Program Progress Report and submit the Report and an unofficial transcript to the Graduate Programs Office
- By May 1, update the Specialist Internship Plan and Evaluation with the Summative evaluation and submit the Plan and Evaluation to the University internship supervisor
- By May 1, submit the Praxis II Exam report to the program coordinator
- By July 15, submit licensure materials to ISBE

Trainees must also comply with the Graduate School's [Dates and Deadlines](#) in order to satisfy their degree requirements. The deadlines vary each semester.

**See the Department's Graduate Independent Study Website**

Independent Study Contract for PSY 400

**See the Specialist Forms Website**

Course Exemption Request  
Critical Skill Development Plan (review PDF)  
Discussion of Employment  
First Year Trainee Mid-Year Evaluation by Faculty (review PDF)  
Graduate Assistant Performance Evaluation (review PDF)  
Mid-Year Feedback Conference Summary (review PDF)  
NASP Nondiscrimination and Equal Opportunity Policy (February, 2012) (review PDF)  
Program Log (Excel spreadsheet for fieldwork, practica, and internship)  
PSY 402 Applied Research Experience in School Psychology  
PSY 436A04 Psychoeducational Practicum Problem Solving/RtI School Placement Agreement (sample agreement)  
PSY 498A05 Classroom Observation Guide  
PSY 498A05 First Year Fieldwork/Practicum Head Start Placement Agreement (sample agreement)  
PSY 498A05 First Year Fieldwork/Practicum Public School Placement Agreement (sample agreement)  
PSY 498A05 First Year Fieldwork/Practicum TAP Placement Agreement (sample agreement)  
PSY 498A05 First Year Fieldwork/Practicum Weekly Reflection Log  
PSY 498A05 First Year Head Start Site supervisor Evaluation (review PDF)  
School Psychology Program Practicum Evaluation (for PSY 498A05, 436A04, 436A05) (review PDF)  
Specialist Internship Agreement (sample agreement)  
Specialist Internship Assignment and Evaluation with Scoring Rubrics (review PDF)  
Specialist Internship Plan and Evaluation  
Specialist Trainee Annual Progress Report  
Specialist Trainee Internship Site Evaluation

**See the Specialist Thesis Website**

Change in Thesis Committee/Project  
Department Approval of Thesis Committee Chair and Topic  
Preliminary Department Approval of Thesis Committee and Topic

**See the Graduate School's Academics (Forms) Website**

Final Deposit Checklist  
Master's Degree Audit  
Outcome of Defense Form  
Proposal Approval Form  
Request for Change in Graduate Degree Audit  
Request for Transfer of Credit  
Request to Extend Time to Degree  
Right to Defend Form

**See the Graduate School's Academics (Graduation and Commencement) Website**

Application for Completion of Degree and Commencement Participation

**See Other Websites**

Content Test in School Psychology  
Free Application for Federal Student Aid  
Intent for Licensure  
Praxis II Exam in School Psychology