

# SCHOOL PSYCHOLOGY (MED/EDS)

The School Psychology program is a dual degree program (MEd/EdS) that equips you to be a school psychologist with the tools to advocate for the best interests of students and their families – confronting the inequities of our education system along the way. You'll learn skills and strategies to support students both in and outside the classroom, enabling them to have the most successful learning experience possible.

See important statements and positions from the School Psychology faculty (<https://www.luc.edu/education/academics/areasofstudy/schoolpsychology/>)

## Curriculum

Completion of the MEd/EdS degree program in school psychology requires 66 graduate semester hours, including a full-time internship and two comprehensive portfolio examinations. No thesis is required. The program is approved by the National Association of School Psychologists (NASP (<https://www.nasponline.org/>)) and aligns with the Illinois State Board of Education (ISBE (<https://www.isbe.net/>)) School Psychology Standards.

An MEd degree in educational psychology is earned after the first year of study, leading to entrance to the EdS portion of the program. The EdS degree is earned after the third year of study. Students may transfer in a maximum of six graduate semester hours.

More information about this program can be found in the School Psychology EDS Handbook ([https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/SPSY\\_MED-EDS\\_Program\\_Handbook\\_LUC\\_2023Cohort-2.pdf](https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/SPSY_MED-EDS_Program_Handbook_LUC_2023Cohort-2.pdf)).

## Course Requirements

The courses are designed to provide a sequential learning path to prepare to become a licensed school psychologist.

Code	Title	Hours
CIEP 409	Evidence Based Interventions	3
CIEP 410	Legal Issues - Educating Exceptional Children	3
CIEP 413	Psychopathology & School Mental Health	3
CIEP 461	Practicum in School Psychology I	3
CIEP 462	Ethics and Professional School Psychology	3
CIEP 463	Practicum Schl Psychology II	3
CIEP 474	Assessment of Bilingual Students	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 479	School-Based Consultation	3
CIEP 480	Assessment School-Age Students & Adults	3
CIEP 482	Prevention, Assessment & Intervention: Behavior	3
CIEP 484	Biological Foundation: Behavior in Schools	3
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	3
CIEP 486	Internship: School Psychology (Taken twice)	3
CIEP 502	Trauma Sensitive Schools	3
CIEP 533	Proseminar: Educational Psychology/School Psychology	0

CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	3
CIEP 545	Systems Consultation	3
CPSY 423	Theory Counseling & Psychotherapy	3
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
RMTD 422	Single Subject Design	3
<b>Total Hours</b>		<b>66</b>

## Continuous Enrollments

Master/Doctoral students in School Psychology are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

## Suggested sequence of Courses

Course	Title	Hours
<b>Year 1</b>		
<b>Fall</b>		
CIEP 462	Ethics and Professional School Psychology	3
CIEP 477	Prevention, Assessment & Intervention: Academic	3
CIEP 533	Proseminar: Educational Psychology/School Psychology	0
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	3
ELPS 432	Multiculturalism for Social Justice in Higher Education	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CIEP 409	Evidence Based Interventions	3
CIEP 410	Legal Issues - Educating Exceptional Children	3
CIEP 480	Assessment School-Age Students & Adults	3
CIEP 482	Prevention, Assessment & Intervention: Behavior	3
<b>Hours</b>		<b>12</b>
<b>Summer</b>		
CIEP 413	Psychopathology & School Mental Health	3
RMTD 422	Single Subject Design	3
<b>Hours</b>		<b>6</b>
<b>Year 2</b>		
<b>Fall</b>		
CPSY 423	Theory Counseling & Psychotherapy	3
CIEP 461	Practicum in School Psychology I	3
CIEP 479	School-Based Consultation	3
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	3
<b>Hours</b>		<b>12</b>
<b>Spring</b>		
CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	3

CIEP 484	Biological Foundation: Behavior in Schools	3
CIEP 463	Practicum Schl Psychology II	3
<b>Hours</b>		<b>9</b>
<b>Summer</b>		
CIEP 474	Assessment of Bilingual Students	3
CIEP 545	Systems Consultation	3
CIEP 502	Trauma Sensitive Schools	3
<b>Hours</b>		<b>9</b>
<b>Year 3</b>		
<b>Fall</b>		
CIEP 486	Internship: School Psychology	3
<b>Hours</b>		<b>3</b>
<b>Spring</b>		
CIEP 486	Internship: School Psychology	3
<b>Hours</b>		<b>3</b>
<b>Total Hours</b>		<b>66</b>

how to advocate and promote equity, access, respect and fairness for all students, particularly those who are marginalized. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings.

You will gain a comprehensive set of knowledge and skills that align with the National Association of School Psychologist's 10 Domains of Professional Practice (<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted/nasp-2020-domains-of-practice/>):

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Intervention and Instructional Supports
- Domain 4: Mental and Behavioral Health Sciences and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School and Community Collaboration
- Domain 8: Equitable Practices for Diverse Learners
- Domain 9: Research and Evidence-Based practice
- Domain 10: Legal, Ethical and Professional Practice

## Dual Degree Programs

Students in dual degree programs are responsible for abiding by academic policies and graduation requirements of both academic units to which they are enrolled. It is strongly recommended that students schedule regular meetings with academic advisors from both units to ensure timely degree completion. Dual degree programs may have slightly different degree requirements from the standard for one or both of the degrees earned. Students should closely read through all degree requirements and ask for clarification as needed.

## Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supercede school policies.

## Learning Outcomes

The Educational Specialist (Ed.S.) program of study in school psychology at Loyola University Chicago provides a sequential set of experiences that have been carefully planned with reference to the standards of the National Association of School Psychologists (NASP), as well as the certification requirements promulgated by the Illinois State Board of Education. The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists. Although some graduates go on to obtain advanced doctoral degrees in school psychology and related areas, the majority of the specialist degree recipients obtain employment in the public schools. Therefore, the specialist degree program of studies emphasizes those skills and objectives that we believe best prepare the candidate for employment immediately upon completion of the program.

The primary goal of the Loyola University Chicago program is to train professional school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. We emphasize the social justice responsibilities of school psychologists, including