



## **ACADEMIC ALERT #2007-16**

**DATE:** June 2007  
**DECISION:** National College of Education (NCE)

### **Revised M.Ed. and Ed.S. in School Psychology (NCE)**

#### **Rationale**

The nationally accredited School Psychology Certification program, leads to credentialing as a School Psychologist in Illinois and students may obtain the N.C.S.P. credential upon successfully completing the program and passing the national exam. Revisions in the curriculum were made to enhance the program.

The thesis is no longer required. An action research project takes its place. In recent years with changes in the profession and in the accreditation of School Psychology programs, the thesis ceased to be as valuable an experience. Further, in some cases, it was seen as an impediment to program completion as more and more students were leaving the requirement to the final months of their three year-long graduate experience.

The action research project now incorporated in the second year, Ed.S., Practicum II field placement is seen as a more viable project for graduates who find their place of employment in the public schools. In most cases, this action research project is based on a school-based research and/or evaluation project. Students are mentored in the Practicum seminars throughout the academic year such that they complete the project prior to the academic year-long internship, instead of during the internship and/or leaving it until the summer following internship.

**Senate Academic Planning Committee Approval: June 25, 2007 (by electronic vote)**  
**Faculty Senate Approval: Point of Information; Not Required**  
**Provost Approval: Point of Information; Not Required**

**Program Authorizations:** The Master of Education (M. Ed.) and Educational Specialist (Ed.S.) Degree Programs are authorized to be offered in the following Illinois Regions; Chicago, North Suburban, West Suburban, and South Metropolitan.

**IMPLEMENTATION DATE: Effective immediately**

**CONTACT: Bob Clark, Director, School Psychology Program; (224) 233-2596**

**SIGNATURE**

**Carol R. Melnick, Ph.D.**  
**Vice Provost**

## **Thesis No Longer Required**

**New Requirement: Applied Research Project.** All students must complete an applied research project as part of the School Psychology certification program.

The action research project now incorporated in the second year, Ed.S., Practicum II field placement is seen as a more viable project for graduates who find their place of employment in the public schools. In most cases, this action research project is based on a school-based research and/or evaluation project. Students are mentored in the Practicum seminars throughout the academic year such that they complete the project prior to the academic year-long internship. In previous years, students were completing the thesis during the internship and/or leaving it until the summer following internship.

## **Admission Requirements**

### Entrance Requirements

Applicants to the School Psychology certification program need to submit the following application materials:

1. Completed application and non-refundable application fee.
2. Graduate Record Exam. Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years. Required for both M.Ed. and Ed.S. degrees.
3. Letters of recommendation: 3 at the M.Ed. level and 4 at the Ed.S. level.
4. A personal statement.
5. Passing scores on the Illinois Test of Basic Skills are required for Ed.S. applicants.
6. Official undergraduate and graduate transcripts

Admission files will not be reviewed until they are complete. Completed application files are reviewed by faculty two times per year: January 15<sup>th</sup> and October 15<sup>th</sup>.  
See Academic Alert #2006-10

## **Revised Retention Policy**

**Current Requirement:** Students who receive two or more “C” or lower grades will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council.

**Add Requirement:** All Practica, Internships, and courses in the areas of Prevention/Intervention and Professional Practices must be passed with a grade of “B” or better.

**Prerequisites:** Human Development undergraduate course with a grade of B.

## **Revised Courses**

EPS532A Assessment of Cognitive Ability I 2sh  
EPS532B Assessment of Cognitive Ability II 2sh  
Formerly EPS532A/B Assessment of Cognitive Ability I/II 2sh each

EPS561A Theory and Practice of School-Based Consultation I 2sh  
EPS561B Theory and Practice of School-Based Consultation II 1sh  
Formerly EPS561 Theory and Practice of School-Based Consultation 2-3 sh

**Existing Courses Added to the Program**

EPS 543 Mental Health in Schools: Prevention & Intervention I 3sh

EPS544 Mental Health in Schools: Prevention & Intervention II 3sh

**Courses Deleted From Program (But Not From Banner)**

EPS500B Human Development with a Focus on Elementary & Middle School-Aged Children (2)

ESR506 Graduate Research: Interpretive/Critical (2)

ESR507 Graduate Research: Empirical/Quantitative (2)

FND504 History and Philosophy of Education (2)

FND505 Perspectives on Contemporary Issues in Education (2)

EPS520 Theories and Practices of Guidance and Counseling (3)

EPS599 Thesis in Educational Psychology (4); **No longer required**

**School Psychology Certification Requirements**

Course Code	Course Title	SH
<b>Psychological Foundations</b>		<b>15</b>
*EPS503	Neuropsychology of Behavior and Learning	3 formerly 2
*EPS507	Abnormal Psychology	3
*EPS517	Theory and Research in Social Psychology and Personality	3
*EPS541	Cognition and Instruction	3 formerly 2
EPD647	Advanced Human Development	3
<b>Educational Foundations</b>		<b>8-9</b> <b>formerly 9-10</b>
*FND510	Social Justice Perspectives on the History and Philosophy of United States (USA) Education	3
SPE500	Introduction to Exceptional Children and Adolescents/Special Education	3
	Methods Course	2-3
<b>Interventions/ Problem-Solving</b>		<b>23</b> <b>formerly 19</b>
*EPS530	Educational Assessment for Problem Solving	2
EPS531	Assessment of Personality I	3
*EPS532A	Assessment of Cognitive Ability I <i>Formerly EPS532A/B Assessment of Cognitive Ability I/II 2 each</i>	2
*EPS532B	Assessment of Cognitive Ability II <i>Formerly EPS532A/B Assessment of Cognitive Ability I/II 2 each</i>	2
*EPS535	Assessment of Infants and Preschool Children/School Psychology	3
*EPS539	Cognitive-Behavioral Intervention in Schools	2
EPS543	Mental Health in Schools: Prevention & Intervention I <i>Existing Course Added</i>	3
EPS544	Mental Health in Schools: Prevention & Intervention II <i>Existing Course Added</i>	3
EPS561A	Theory and Practice of School-Based Consultation I <i>Formerly EPS 561A&amp;B: Theory and Practice of School-Based Curriculum 3</i>	2
EPS561B	Theory and Practice of School-Based Consultation II <i>Formerly EPS 561A&amp;B: Theory and Practice of School-Based Curriculum 3</i>	1

<b>Statistics and Research Methodologies</b>		<b>4 formerly 8</b>
*ESR502	Research Analysis Methods for Educational Psychologists <i>Replaces ESR506 Graduate Research: Interpretive/Critical 2</i>	2
*ESR503	Applied Research Methods for Educational Psychologists <i>Replaces ESR507 Graduate Research: Empirical/Quantitative 2SH</i>	2
<b>Professional School Psychology, Practica, and Internship</b>		<b>22</b>
*EPS540	Introductory Seminar in School Psychology	2
EPS593	Legal and Professional Issues in School Psychology	2
*EPS562A,B,C	Practicum in School Psychology I: Reflective Observation of School Practices ( <i>1 semester hour each</i> )	3
EPS562D,E,F	School Psychology Practicum II: Integrating Clinical and Research Practices ( <i>3 semester hours each</i> )	9
EPS590	Internship in School Psychology	6

\*Indicates the courses for the M.Ed. in Educational Psychology degree. The remaining courses will apply to the Ed.S. in School Psychology degree. Students must be accepted into the Ed.S. degree before enrolling in the Ed.S. courses.

### **Implementation**

All changes need to be entered in Banner and CAPP.

Marketing materials need to be developed for the revised program, and the revisions for the program need to be added to NLU's website.

The new catalog copy will be written and submitted to the Vice Provost and Assistant Registrar for Schedules and Catalogs to ensure that catalog copy is prepared and ready for the next catalog 2008-2009.