

**PROSEMINAR
CIEP 533
2010-2011
Dr. Lynne Rooth Golomb
Office LT 1105
312-915-6218
lgolomb@luc.edu**

The primary focus of the proseminar is to enhance professional development and to encourage collaborative scholarly activities among the participants. Systematic efforts are made to develop student research projects, arrange for speakers and provide a forum for the exchange of student and faculty ideas.

The goals of the proseminar are as follows:

- 1. To develop an active and influential graduate student organization specifically designed for students in the school psychology and educational psychology programs of study. Students will form into mentoring groups to aid in-coming students as well as to provide support for students beginning practicum, internship or working on dissertations**
- 2. To provide opportunities for current and former students to present research ideas in a colloquium format. The goal of this is to increase collaboration and discussion of important research topics.**
- 3. To encourage students to become actively involved in research and program development.**
- 4. To encourage students to present their research findings at local, state and national conventions/conferences.**

Proseminar activities:

This year the overall theme of the Seminar is HOT TOPICS IN RESEARCH, POLICY AND PRACTICE IN EDUCATIONAL AND SCHOOL PSYCHOLOGY

These topics are:

- 1. Career Development**
- 2. Crisis Response**
- 3. Mental Health in the Schools**
- 4. Research in Academic Learning**
- 5. Diversity (encompassing bi-lingual, bi-cultural, LGBT, and special education)**
- 6. Educational Research and School Policy**
- 7. Educational Research and Practice**

The class will seek speakers and develop a bibliography for each topic.

The class will meet 1x per month and define dates and times for outside speakers.

CONCEPTUAL FRAMEWORK

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the internship experience when working within the schools and will promote just and equitable educational services to all members of the community.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a

diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

TECHNOLOGY

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

DISPOSITION

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

- 1. Copying from a published source without proper documentation.**
- 2. Purchasing a pre-written paper.**
- 3. Letting someone else write a paper for you or paying someone to do so,**
- 4. Submitting as your own someone else’s unpublished work, either with or without permission.**