School Psychology
Re-specialization
Loyola University Chicago
Loyola University Chicago receives numerous requests from Doctoral Level Licensed Clinical Psychologists about obtaining certification as school psychologists in Illinois. In an effort to meet the needs of these professionals and to maintain the quality of the programs and services provided in the schools by school psychologists, Loyola has established a program of studies that allows for re-specialization as a school psychologist. Students enrolled in this program must be licensed as Clinical Psychologists.

The American Psychological Association (APA) recognizes a number of specialties in psychology. A specialty is a defined area of psychological practice that requires advanced knowledge and skills acquired through an organized sequence of education and training. The advanced knowledge and skills specific to a specialty are obtained subsequent to the acquisition of core scientific and professional foundations in psychology.

Every defined specialty in professional psychology contains core scientific foundations in psychology; a basic professional foundation; advanced scientific and theoretical knowledge germane to the specialty; and advanced professional applications of this knowledge to selected problems and populations in real world settings, through practica and internships.

Currently, the APA recognizes ten specialty areas (Clinical Neuropsychology, Clinical Health Psychology, Psychoanalytic Psychology, School Psychology, Clinical Psychology, Clinical Child Psychology, Counseling Psychology, Industrial-Organizational Psychology, Behavioral Psychology, and Forensic Psychology). According to APA:

School Psychology is a general practice and health service provider specialty of professional psychology that is concerned with the science and practice of psychology with children, youth, families; learners of all ages; and the schooling process. The basic education and training of school psychologists prepares them to provide a range of psychological diagnosis, assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems. School psychologists are prepared to intervene at the individual and system level, and develop, implement, and evaluate preventive programs. In these efforts, they conduct ecologically valid assessments and intervene to promote positive learning environments within which children and youth from diverse backgrounds have equal access to
effective educational and psychological services to promote healthy development.

School psychological services are provided in a broad array of settings (e.g., schools, the workplace, school-based and school-linked health centers, as well as medical, social service, or correctional facilities). School psychologists recognize schools as a crucial context for development. They know effective instructional processes; understand classroom and school environments; understand the organization and operation of schools and agencies; apply principles of learning to the development of competence both within and outside school; consult with educators and other professionals regarding cognitive, affective, social, and behavioral performance; assess developmental needs and develop educational environments that meet those diverse needs; coordinate educational, psychological, and behavioral health services by working at the interface of these systems; intervene to improve organizations and develop effective partnerships between parents and educators and other caretakers.

An essential role of the school psychologist is synthesizing information on developmental mechanisms and contexts and translating it for adults who are responsible for promoting the healthy growth and development of children and youth in a wide range of educational contexts (www.apa.org/crspp).

The APA has developed specific policies related to re-specialization. These policies suggest that training in one area of professional psychology such as clinical or counseling psychology cannot be substituted for training in another specialty area such as school psychology. The APA recommends that university training programs offer re-specialization training that would allow a psychologist trained in one specialty to obtain relevant retraining (including supervised field experiences) in another.

The re-specialization program at Loyola University Chicago is designed to contain a specialized set of assessment, intervention, and consultation skills. Efforts are made to expand a knowledge base at the praxis between education and psychology. Completion of the program establishes eligibility for credentialing from the Illinois State Board of Education as a Certified School Psychologist, thereby offering unrestricted access to public school employment as a school psychologist.

The 66 credit Educational Specialist level program in school psychology at Loyola University Chicago is a NASP accredited/state approved program of studies. The re-specialization program for currently licensed clinical psychologists requires the completion of 45 credit hours. Fourteen courses are required including a school year
long, two day a week practicum, followed by a full-time school-based school year long internship.

The following courses are required in the re-specialization sequence:

1. The Psychology and Education of Exceptional Children and Youth (CIEP 401) (every semester)
2. Legal Issues In Special Education (CIEP 410) (summer semester)
3. Educational Psychology (CIEP 450) (every semester)
4. Psychology of Learning (CIEP 451) (fall semester)
5. Seminar in Professional School Psychology (CIEP 462) (fall semester)
6. Academic Assessments and Interventions (CIEP 477) (fall and spring semester)
7. Assessment of School Age Children and Adults (CIEP 480) (fall and spring semester)
8. Personality Assessment (CIEP 482) (spring semester)
9. Practicum in School Psychology I (CIEP 461) (fall semester)
10. Assessment Infants and Preschool Children (CIEP 481) (fall and spring semester)
11. Social, Emotional, Behavioral Assessments and Interventions (CIEP 485) (fall semester)
12. Practicum in School Psychology II (CIEP 463) (spring semester)
13. School Based Consultation (CIEP 479) (spring semester)
14. Internship (6 credit hours) – full year, full time/or half time for two years

The culminating activity of the re-specialization program is a comprehensive portfolio exam.

Due to the scheduling of the coursework, the re-specialization process takes three calendar years. The first year would be part-time, the second and third year full-time. Students may transfer in up to 6 credit hours. Transferred courses must have been taken within the past five years and core courses may only be transferred if they were completed in a NASP approved program. Given the variability in the background knowledge of re-specialization candidates, efforts are made to individualize course expectations and to place candidates in practica sites and internships that will enhance the candidate’s skills.
## RE-SPECIALIZATION COURSE SEQUENCE

(45 Credit Hours)

- **Basic Skills Test**

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<td>First Session</td>
<td><strong>Educational Psychology</strong> (CIEP 450)</td>
<td><strong>Legal Issues: Educational Disabilities</strong></td>
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<td><strong>Personality Assessment</strong> (CIEP 482)</td>
<td><strong>Assessment Infants and Preschool Children</strong> (CIEP 481)</td>
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<td><strong>STATE SCHOOL PSYCHOLOGY EXAM</strong></td>
<td><strong>NCSP EXAM</strong></td>
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**Prerequisites for School Psychology Practicum:**

- 401 The Exceptional Child
- 410 Legal Issues: Educational Disabilities
- 450 Educational Psychology
- 462 Seminar in Professional School Psychology
- 477 Academic Assess and Interventions
- 480 Assess of School Age Child and Adults
- 482 Personality Assessment

ALL CORE COURSES must be passed with a grade of B or better

- CORE COURSES MAY TRANSFER IN ONLY IF TAKEN WITHIN THE LAST 5 YEARS FROM A NASP APPROVED PROGRAM.