

Requirements for School Support Personnel Programs

	School Social Worker	School Counselor	School Psychologist	School Nurse	Speech Lang. Path. (Non-Teaching)
IPTS	N/A	N/A	N/A	N/A	N/A
Social & Emotional Learning Standards	Part 555: <i>Children's Mental Health Initiative Grants-Appendix A</i>	Part 555: <i>Children's Mental Health Initiative Grants-Appendix A</i>	Part 555: <i>Children's Mental Health Initiative Grants-Appendix A</i>	Part 555: <i>Children's Mental Health Initiative Grants-Appendix A</i>	Part 555: <i>Children's Mental Health Initiative Grants-Appendix A</i>
State Content Standards	Part 23.140 <i>Standards for the School Social Worker</i>	Part 23.110 <i>Standards for the School Counselor</i>	Part 23.130 <i>Standards for the School Psychologist</i>	Part 23.120 <i>Standards for the School Nurse</i>	Part 28.230 <i>Standards for the Speech-Language Pathologist</i> Part 25.250 <i>Standards for Non-Teaching Speech Language Pathologists</i>
Additional State Content Standards	Part 25.215 <i>Endorsement for School Social Workers</i>	Part 25.225 <i>Endorsement for School Counselors</i>	Part 25.235 <i>Endorsement for School Psychologists</i>	Part 25.245 <i>Endorsement for School Nurses</i>	Part 25.252 <i>Endorsement for Non-Teaching Speech-Language Pathologists</i>
National Standards Required	National Association of Social Workers (NASW)	Council for Accreditation of Counseling and Related Educational Programs	National Association of School Psychologists (NASP)	National Association of School Nurses (NASN)	American Speech Language Hearing Association (ASHA)
Tests Required	School Social Worker (184) and TAP (400)/ACT/SAT (basic skills)	School Counselor (181) and TAP (400)/ACT/SAT (basic skills)	School Psychologist (183) and TAP (400)/ACT/SAT (basic skills)	School Nurse (182) and TAP (400)/ACT/SAT (basic skills)	Speech Language Pathologist (non-teaching) (154) and TAP (400)/ACT/SAT (basic skills)
General Requirements	Each candidate shall: a) hold a master's or higher degree in social work with a specialization in school social work awarded by a graduate school of social work accredited by the Council on Social	Each candidate shall: a) hold a master's or higher in school counseling, another counseling or related field or an educational field; b) have completed an Illinois program approved for the preparation of school counselors or equivalent program in	Each candidate shall: a) hold a master's or higher in psychology or educational psychology w/ a specialization in school psychology; b) have completed an Illinois program approved for the preparation of	Each candidate shall: a) hold a bachelor's degree; b) be licensed as a registered professional nurse in IL; c) have completed an IL program approved for the preparation of school nurses or comparable approved program in another	Each applicant shall: a) hold one of the licenses identified in Section 14-1.09b(b)(1) of the School Code; b) hold a master's or doctoral degree earned through completion of a program that meets the requirements; c) have met the

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	<p>Work Education; b) have completed an Illinois program approved for the preparation of school social workers or a comparable approved program in another state or country or hold a comparable certificate or license issued by another state or country; c) have completed both a supervised field experience of at least 400 contact hours, supervised by a field instructor holding a master's or higher degree in social work, and a school social work internship of at least 600 contact hours in a school setting or have one year of professional experience as a school social worker on a valid out-of-state school social work certificate or license or an Illinois educator license with</p>	<p>another state or country or hold a comparable certificate or license issued by another state or country; c) have completed a supervised counseling practicum of at least 100 clock hours and included at least 40 hours of direct service work. Each applicant, <i>except those who hold an OOS license and have at least 1 yr full-time experience</i>, shall have completed a structured and supervised internship that is part of an approved program. 1) The length of the internship shall be determined by the approved program, but shall entail at least 600 hours and last no less than one semester. However, the internship for an individual with at least two years of teaching experience may consist of no fewer than 400 hours. In each case, at least 240 hours of the internship shall involve direct service work with individuals and</p>	<p>school psychologists or equivalent approved program in another state or country or hold a comparable certificate or license issued by another state or country; c) have completed both a supervised field experience of at least 250 hours in a school setting and/or child study center and either a one-year, full-time internship under the direction of an intern supervisor or one year of full-time work experience as a school psychologist on a valid out-of-state school psychology certificate or license or on an Illinois educator license with stipulations endorsed for provisional educator with a school support personnel endorsement for</p>	<p>state or country or hold a comparable certificate or license issued by another state or country; d) have completed an internship that: 1A) was determined by the approved program to be sufficient in length for the candidate to meet the standards set forth at 23 Ill. Adm. Code 23.120, but in no case consisted of fewer than 300 hours of experiences; and 1B) was supervised by a school nurse who holds an endorsement issued under this Section with at least two full school years of fulltime experience as a school nurse and at least one full school year of full-time experience with the current employer. OR 2) Completion of two years of experience as a school nurse prior to July 1, 1972.</p>	<p>requirements of Section 14-1.09b(3) of the School Code 1) <i>A program of study that meets the content-area standards for speech-language pathologists approved by the State Board of Education in consultation with the SEPLB is a relevant preparation program that has been approved pursuant to Subpart C.</i> 2) A comparable out-of-state program is one that leads to qualification as either a teaching or a non-teaching speech-language pathologist. 3) A comparable out-of-state certificate is one authorizing employment in the public schools in either capacity. 4) The required 150 clock hours of supervised, school-based professional experience shall consist of activities related to the aspects of practice that are addressed in the content-area standards for speech-language pathologists (see Section 25.250 and 23 Ill.</p>
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	<p>stipulations for provisional educator with a school support personnel endorsement for school social worker. d) be required to pass the applicable content-area test, as well as the test of basic skills;</p>	<p>groups of school age. 2) The internship shall occur in a school setting except that, at the discretion of the institution, a maximum of one-third of the hours required may be credited for experiences in other related settings such as hospitals or day care settings that, in the judgment of the institution, expose the candidate to the needs of school-aged children and prepare the candidate to function as a school counselor. d) <i>Except those who hold an OOS license or have completed an OOS approved program, each applicant shall either:</i> 1) hold or be qualified to hold a PEL endorsed for teaching; or 2) have completed required coursework.</p>	<p>school psychologist; d) be required to pass the applicable content-area test, as well as the test of basic skills;</p>	<p>e) be required to pass the applicable content-area test, as well as the test of basic skills.</p>	<p>Adm. Code 28 (Standards for Certification in Special Education)) with respect to: 4A) planning and intervention; 4B) the learning environment; 4C) service delivery; 4D) professional conduct and ethics; and 4E) facilitation and advocacy. 5) The required evidence of completion for the 150 clock hours of supervised, school-based professional experience shall be a letter signed by the chief administrator or other designated official of the employing school district or nonpublic school documenting the nature and duration of the individual's experience with students with disabilities in a school setting. This letter shall indicate how the experience related to the knowledge and/or performance aspects of each of the standards identified in subsection (c)(4). d) be required to pass the applicable content-area test,</p>
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