

Ph.D. SCHOOL PSYCHOLOGY  
STUDENT HANDBOOK

LOYOLA UNIVERSITY CHICAGO  
School of Education



The School Psychology doctoral program at Loyola University Chicago is fully accredited by the American Psychological Association Committee on Accreditation  
c/o Office of Program Consultation and Accreditation Education Directorate  
American Psychological Association  
750 First Street NE  
Washington, DC, 2002-4242  
(202) 336-5979

2020-2021

## TABLE OF CONTENTS

SOCIAL ACTION THROUGH EDUCATION .....	4
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK.....	4
SCHOOL PSYCHOLOGY DOCTORAL PROGRAM AIMS AND TRAINING MODEL.....	5
PROGRAM OF STUDIES.....	6
Doctoral Residency Requirements .....	6
Assistantships .....	6
Candidate Responsibilities.....	7
SOCIAL MEDIA POLICY.....	7
Graduate Student Progress System (GSPS) .....	9
PROGRAM PREREQUISITES .....	9
Prerequisite Requirement. ....	9
PROGRAM TRAINING REQUIREMENTS .....	10
MASTERS OF EDUCATIONAL PSYCHOLOGY REQUIREMENTS .....	10
MEd Coursework. ....	10
M.Ed. Portfolio Requirements .....	10
Apply for M.Ed. Graduation.....	11
PROGRAM APPLIED EXPERIENCES .....	11
DOCTORAL DEGREE REQUIREMENTS.....	11
Doctoral Course Requirements .....	11
Field-Based Experiences. ....	13
<i>1st Year Field Experience</i> .....	14
<i>School-Based Practicum I &amp; II</i> .....	14
<i>Advanced Practicum</i> .....	14
Logging Field-Based Hours.....	15
COURSE SEQUENCE GRID.....	16
EVALUATION OF STUDENTS.....	16
Evaluation of Knowledge Acquisition .....	16
Evaluation of Research Skills .....	17
Evaluation of Professional Dispositions.....	17
Annual Review of Progress Meeting.....	17
COMPREHENSIVE EXAMINATION.....	17
School Psychology Doctoral Program Culminating Portfolio .....	17
Doctoral Dissertation Proposal.....	17
DOCTORAL DISSERTATION REQUIREMENTS .....	17
Selecting a Dissertation Chair .....	17
Forming Dissertation Committee .....	18
Writing the Dissertation Proposal .....	18
Dissertation Proposal Meeting .....	18
IRB.....	18
Dissertation Defense .....	18
Final Format Check and Dissertation Submission .....	19
Dissertation Submission Deadlines .....	19
Dissertation Supervision Credits.....	19
Time Limits for the Completion of the Ph.D. Degree .....	19
DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY .....	19

Doctoral Internship.....	19
Program Requirements Prior to Submitting Internship Application .....	20
Program Requirements Prior to Accepting an Internship .....	20
Internship Course .....	20
<b>APPLICATION FOR GRADUATION .....</b>	<b>20</b>
<b>CERTIFICATION AND LICENSURE .....</b>	<b>21</b>
School Psychology Certification.....	21
Licensure as a Psychologist.....	21
<b>STUDENT RIGHTS AND RESPONSIBILITIES.....</b>	<b>21</b>
Program Communication.....	21
Dispositions .....	21
Extensions and Leaves of Absence .....	22
Academic Integrity/Professional Ethics .....	23
Accessibility .....	23
EthicsLine Reporting Hotline .....	23
Electronic Communication Policies and Guidelines .....	23
<b>REMEDATION AND GRIEVANCE PROCEDURES.....</b>	<b>24</b>
Remediation Procedures .....	24
<b>PROFESSIONAL ORGANIZATIONS and student-led initiatives.....</b>	<b>25</b>
Loyola Association of School Psychologists (LASP .....	25
APA and NASP.....	25
<b>PROGRAM FACULTY.....</b>	<b>25</b>
<b>Appendix A: Student Background Check and TB Testing Instructions.....</b>	<b>28</b>
<b>Appendix B: Research Team Participation Rubric.....</b>	<b>30</b>
<b>Appendix C: Course Sequence Grid 2019 Cohort, 2018 Cohort, and Pre-2018.....</b>	<b>34</b>
<b>Appendix C: Fall 2020 Entry Cohort .....</b>	<b>44</b>
<b>Appendix D: Annual Review of Progress Form.....</b>	<b>48</b>
<b>Appendix E: School Psychology Program Disposition Form.....</b>	<b>52</b>
<b>Appendix F: Professional Dress Code .....</b>	<b>57</b>
<b>Appendix G: Handbook Agreement.....</b>	<b>58</b>

## SOCIAL ACTION THROUGH EDUCATION

The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes. (Learn more about [Transformative Education](#).)

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be *of* those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service-oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

## SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Loyola University Chicago School of Education mission is to advance social justice in education, and this mission is actualized through the conceptual framework of [Social Action through Education](#), which means that we use our knowledge, skills, and ethics to advance social justice in education. Therefore, each program in the School of Education uses its assets and resources to prepare students who will go out and transform the community and larger world. To do that, each program incorporates the Ignatian pedagogy and traditions of: attention, reflection, judgment, action, and commitment. Our students are therefore prepared to question knowledge and use a social justice lens to change policies and practices.

In concert with the School of Education Mission and Conceptual Framework, the School Psychology program is designed to further the mission and conceptual framework in the preparation of Health Service Psychologists. Therefore, the School of Education Mission and Conceptual Framework undergirds the emphasis in our doctoral school psychology program on using a social justice lens to engage in scientifically-based practice in underserved environments, particularly urban schools. Further, our training curriculum has a strong focus on understanding individual and cultural diversity from a social justice perspective in order to effectively prepare school psychologists who can provide legal, ethical, and evidence-based practices to a diverse, multicultural community. The aims of our program are borne out of this mission.

### SCHOOL PSYCHOLOGY DOCTORAL PROGRAM AIMS AND TRAINING MODEL

The School Psychology program has three aims:

- Aim #1: To develop scientist-practitioners who have a professional identify as socially just school psychologists who are guided by the ethical and legal principles of the profession;
- Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and
- Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

To achieve these aims, the program is scoped and sequenced to build students' knowledge, attitudes, and skills such that they can enter the profession with the foundational and functional competencies needed to effectively to provide services.

The Ph.D. School Psychology Program at Loyola University Chicago is a full-time academic program. We use the scientist-practitioner Boulder Model of training with a focus on science to practice within a social justice framework. As such, the ultimate goals of the program are to graduate professional school psychologists who are broadly educated within the context of the scientific bases of general psychology and who are more specifically educated in the application and generation of knowledge in psychology and education. We expect that our graduates represent the scientist-practitioner ideal of a person who not only applies psychological knowledge within the context of their professional practice, but also a person who can generate new, applications-oriented knowledge through his/her research and scholarly activities and the application of such in the service of others through a social justice framework.

Students enter the program and receive foundational coursework to build their core knowledge, and they take a social justice course to start the process of cultivating attitudes that are accepting of and understanding of themselves as well as the diverse populations we serve. After Year 1, students engaged in their school-based practicum while also continuing to build their knowledge and attitudes. During years 3 and 4, students complete more advanced practicum placements that are intended to expand their knowledge and skills. Throughout the training, students participate on research teams, take research courses, consume research, and use research to inform their work during their applied experiences. In addition, content on how to provide all services to a diverse population in a socially just manner is embedded throughout the curriculum. By structuring the curriculum in this manner, students complete a sequential, developmentally complex program that prepares them to provide evidence-based services to a multicultural, diverse population in a socially just manner. As a result, graduates of the School Psychology PhD program are prepared to be Health Service Psychologists in the practice area of School Psychology who can competently provide services in academic, school, and/or clinical setting.

**Program Admissions and Recruitment.** Given our program aims, we follow a rigorous process for selecting a diverse pool of students who are well-qualified and who have a strong fit with the aims of the School Psychology PhD program. All [application materials](#) must be submitted by 12/1. All accepted applicants will enroll the Fall semester of the next academic year. Having a diverse student population is integral to our mission; therefore, we seek out applicants from a wide range of diverse backgrounds. We believe our commitment to individual and cultural diversity from a social justice perspective is best reflected in: 1) the research we conduct to advance justice in education and/or mental health (see Faculty Research areas below); 2) infusing content on individual and cultural diversity throughout the curriculum; and 3) faculty and students engaging in service in underserved and/or marginalized communities. We also adhere to [Loyola's Non-Discrimination Policy](#) in our admissions and throughout the course of the program.

## PROGRAM OF STUDIES

The Ph.D. program of studies is comprised of 99 graduate semester hours and is organized to facilitate and maximize academic, research, and clinical experiences. All students begin in the first year with an introductory professional orientation course, beginning research courses, pre-requisite courses that lead to a second-year school-based practicum, and engagement with the community through the completion of a school-based, pre-practicum experience. In the second year of the program, students complete two semesters of a structured school-based practicum, in which they spend two days a week in a school setting and complete structured activities tied to the practicum. In the third year of the program, students complete an advanced practicum, more advanced research courses, and work on their dissertation proposals. In the fourth year of the program, students apply for a calendar-year-long doctoral internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC), an APA-accredited doctoral internship match system for doctoral students in Health Service Psychology programs. In the fifth year, students are required to complete a calendar-year internship under the direction of a licensed psychologist and certified school psychologist.

**Academic Advising.** Upon entering the PhD program, each student will be assigned an academic advisor from the core school psychology faculty. Each student will be required to meet with their academic advisor every Fall and Spring semester to discuss course selection, course planning, and completion of program milestones. The academic advisor does not have to serve as the student's dissertation chair. Students are free to join any faculty research team and to change research teams as their interests evolve.

*Student Sakai Site.* To ensure effective communication of program policies and procedures between advisors and students, the program has a School Psychology Student Sakai site. On this site, you will find copies of the handbook, key dates and timelines, as well as other policies and procedures. To access this site, please login to Sakai and you will see a site named "School Psychology Student, linked here: [Student Sakai Site](#). Click on this site to find advising resources and the grid of required courses, based on the year you entered the program.

**Doctoral Residency Requirements.** There is an expectation that Ph.D. students at Loyola are full-time students. Full time study consists of 9 credit hours per semester that are completed on the Loyola campus. Once coursework is complete, students must register for dissertation supervision (CIEP 600) while completing the dissertation. Students must remain continuously enrolled in the doctoral program until completion of all requirements (i.e., coursework, internship, and dissertation). In cases where students transfer credits, those credits must be graduate-level and equivalent to the rigor of the Loyola School Psychology program.

*Transfer Credits.* Students may transfer up to 36 graduate-level credit hours into the PhD program, which leaves 63 remaining credits hours to complete. Therefore, even with transfer credits, all students must complete a minimum of 3 years of graduate coursework (in general) as well as 2 years of coursework plus a pre-doctoral internship at Loyola to meet the residency requirement. Potential transfer credits from another institution are evaluated by your academic advisor, who will review the syllabus to determine whether equivalent competencies and content is covered. Courses must be taken in the past five years with a grade of B or better.

**Assistantships.** Because doctoral students in school psychology are engaged in full-time study, we do our very best at securing graduate assistantships for our full-time incoming students each year. Although we cannot guarantee funding on an annual basis, as program faculty we are committed to searching for funding opportunities from various funding streams. Upon being accepted to the program, students are informed as to whether they will receive any assistantship funding as well as the costs that assistantship will cover. Students are also informed that funding is not guaranteed every year, and therefore, students should actively seek our funding from a range of sources each year. Under no circumstances can students alter, reduce, and/or change program requirements due to not having funding. Students are fully informed that there is no guarantee of funding when they are offered admission to the program; therefore, the student understands that they might have to cover the cost of their tuition and fees, if funding is not available.

When available, the School Psychology PhD program receives assistantships from the School of Education and Graduate School. Those students receiving one of these awards must be enrolled full-time (i.e., minimum of 9 credit hours each Fall and Spring semester) until they attain dissertator status. The School Psychology program typically offers Research Assistantships in

which students participate on faculty research teams to engage in research activities (e.g., data collection and analysis, writing, publishing, and presenting for 18 hours/week). Typically, full assistantships cover 18 credits hours for the academic year, an \$18,000 stipend, and health insurance. It is important that even full assistantships do not cover the costs of summer courses or annual student fees (~500 per year). A full breakdown of tuition at Loyola can be found on the bursar's web site, here: [Loyola Bursar's Page](#)

Tuition remission is granted only for those courses in which the student is completing program requirements. In cases of resignation, the graduate candidate assistant should write a formal letter to the Program Chair as soon as possible so that a replacement may be found.

In addition to the assistantships provided by the School of Education and Graduate School, students can also apply for other competitive assistantships. As faculty become aware of these opportunities, they notify incoming and/or current students about them.

**Candidate Responsibilities.** The Ph.D. program is administered through the office of the Dean of the Graduate School ([Graduate School Web Site](#)). The graduate school confer the PhD in School Psychology. The candidate is responsible for staying abreast of all Graduate School requirements and deadlines. In addition, it is the candidate's responsibility to see that all program requirements are met and accurately recorded. It is also the candidate's responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing.

The route of making exceptions is (in writing) from the candidate to the Program Chair, and then from the Program Chair to the Dean of the Graduate School. It should be noted that all students are expected to have a strong commitment to social justice, the well-being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences. In addition, as an APA-accredited program, all students in the program must adhere to the APA Ethical Guidelines.

## SOCIAL MEDIA POLICY

The use of social networking sites (e.g., Instagram, Twitter, Facebook, etc.) is ubiquitous. We understand that students may use social networking platforms for a variety of reasons. As a Loyola student and an emerging professional, it is important to use these sites in accordance with the ethical and professional standards that govern the profession of school psychology (NASP), the [Loyola Student Code of Conduct and Community Standards](#), and the [School of Education Electronic Communication Policies and Guidelines](#), which contains netiquette guidelines and the cyberbullying policy. In order to uphold these ethical principles and requirements for conduct, consider the following guidelines when using social media:

- Set security settings to "private" so that only approved friends can access your profiles. Do not "friend" clients, parents, or children/adolescents.
- When posting, consider how students/clients, parents, school personnel, colleagues, etc. might perceive the content you are posting. Thus, try not to post content that may jeopardize your professional image/standing.
- In accordance with our mission and ethics, do not post content that is disparaging to others. Do not post any material that is obscene, defamatory, or harassing. Profanity, racist, sexist, or derogatory remarks, content that incites hate/violence or encourages unethical or illegal activities are not permitted. Spam and off-topic remarks are discouraged.
- Do not post information about clients, parents of clients, your practicum placements, or persons in the practicum community because doing so could violate privacy and/or confidentiality agreements.
- Be sure that you clearly state that any views you express are your own and you are not representing Loyola University Chicago and/or the Loyola School Psychology program. Remember that you may be held personally liable (which may include consequences inside and outside of the program) for material you post.

**Acknowledgement of Social Media Policy.** As recommended by the Trainers of School Psychologists (Segool, Kilanowski-Press, Jantz, Deni, Hulac, 2013), the Loyola University Chicago School Psychology Program is committed to educating our students on the implications of their social media and other electronic communication behaviors and the impact such behavior may have on their professional careers. The professional work characteristics of the school psychologist, specifically the areas of professionalism, communication, and global/intercultural fluency, per our practicum and internship evaluation forms, will be considered by program faculty on a quarterly basis. Equally as important, students are not to post any information that could



compromise confidentiality (NASP Principle I.2). Individuals may be held personally liable for posting such material and these communications will be considered as a part of the ongoing evaluation of both academic and nonacademic factors that may affect a student's ability to perform appropriately as a school psychologist. As outlined and explained in this program statement, we expect our students to conduct themselves in a way that is consistent with the ethical, professional, and legal responsibilities of school psychologists. They will be made aware of our policies, and as further supported by ethical coursework, reflect on how social media behaviors may violate ethical and professional standards including discussions on multiple relationships, respecting family rights to privacy, and behaviors that could compromise their professional effectiveness. As a part of our handbook acknowledgement requirement, each student will sign a statement indicating that they have read, understand, and will abide by these requirements.

## ONLINE INSTRUCTION POLICY

Given the current circumstances of the COVID-19 pandemic, our courses will necessarily take on a different format than in previous years. Courses will be taught remotely, entirely via online instruction. The content may be provided synchronously (i.e., we gather as a whole class during our assigned class time), asynchronously (i.e., coursework is accessed and completed online at a student's chosen time), or a hybrid of both.

Despite the shift to online instruction, as a program, we still employ a cohort model and aim to create a rich and robust learning community for students. We encourage you to connect virtually with your cohort mates, classmates, and instructors, to develop relationships with one another, and to support each other through your graduate experiences and these unprecedented and particularly challenging times. We also still expect and require professional, ethical behavior (in accordance with the [National Association of School Psychologists Principles for Professional Ethics](#) and the [American Psychological Association Ethical Principles of Psychology and Code of Conduct](#)), including *thoughtful engagement, proactive problem-solving behaviors, and supportive and inclusive communication* in the online environment.

The online instruction has been designed to facilitate engagement with the course material/supervision activities and foster a collegial environment. We understand you may have individualized learning needs so please discuss with your professor any accommodations you might need to maximize your learning. Course instructors may discuss changes to instruction/course material to better support learning experiences. If you are attending class from a noisy environment and to minimize background noise, your microphone should remain muted while not verbally participating; however, being muted should not deter your engagement with class activities or verbal participation. You are not required to display your video during synchronous classes. As with in-person instruction and our program-wide expectations of professional behavior, you should not engage in unrelated activities on your computer (i.e., email, social media, messaging) during class. If you have an emergency and need to step away from your computer during class, we understand and ask that you notify your instructor as soon as you are able.

Note that a number of Illinois laws impact the recording of students during online synchronous sessions. The Illinois Eavesdropping statute provides civil and criminal penalties for the surreptitious recording of private conversations and electronic communications. In addition, the Illinois Right of Publicity Act requires that written consent be obtained, whenever practical, from each person whose name, likeness or identity will be used or depicted for commercial purposes.

To address these legal requirements, and to protect the privacy of our online students, the following procedure and guidelines have been developed:

1. Syllabus statement to inform students of recording: To avoid any penalties under the Illinois Eavesdropping Statute, students will be notified via the class syllabus that they may be recorded during recorded during course activities, such as synchronous sessions.
2. Block video downloads by students: To limit the circulation of recordings of students (e.g. recorded synchronous sessions, student presentations) beyond the classroom, and their possible use for "commercial purposes" as described in the Illinois Publicity Act, students' ability to download video recordings will be restricted beginning in Spring 2018. All systems currently used by Loyola for recording (Panopto, VoiceThread, and Zoom) will be set to prevent students from downloading videos. This will not impact students' ability to view the recordings when the student has an internet connection. If there is a need for students to download specific recordings, please contact the Office of Online Learning for guidance ([online@luc.edu](mailto:online@luc.edu)). Faculty retain the ability to download recordings.



3. Written consent of students: In alignment with Illinois law and the University Privacy Statement (above), instructors who wish to use an online class recording that includes student activity beyond the class in which it was recorded may do so only with the informed written consent of the students involved or if all student activity is removed from the recording. A release form created by the Office of the General Counsel must be signed by students: [Student Recording Release Form](#).

## PROGRAM COMMITMENT TO POSITIVE LEARNING ENVIRONMENTS

**Program Responsibilities.** As a program that employs a cohort model, we pride ourselves on creating a rich and robust learning community for our students. Through the use of multiple university-based and external electronic sources of communication, we encourage our students to be connected, to develop relationships with their instructors and classmates, and to support each other through their graduate experiences; their transformation to becoming school psychologists. Given the nature of our program and our limited on-site, in-person meetings, we also model and place high expectations upon our students to engage in positive, supportive, and inclusive group communications while in the online environment. We expect and require not only ethical and professional behavior, in accordance with both the National Association of School Psychologists Principles for Professional Ethics (2010) and the American Psychological Association Ethical principles of Psychology and Code of Conduct (including 2010 Amendments), but also proactive problem-solving behaviors. Student communication (written or spoken) relating to this program is accountable to these expectations and may be considered in student evaluator processes. This statement on positive communication expectations and the guidelines herein were developed as part of our program responsibility to assist students as they adapt to distance learning program delivery while supporting their development to becoming school psychologists.

**Collegiality and Cohort Impact.** The Loyola University School Psychology Program recognizes that a student's behavior within a cohort can be a reflection of their behavior in larger settings and could further reflect how one may operate within their future role as a school psychologist. We further recognize that one student's communication behaviors can have a negative impact on the perspective of the entire cohort, producing stress and discomfort when working in groups. This is especially true given our unique delivery model. It is our expectation that students be cognizant of the impact their communications can have on others, both in class and with those with their cohort, with program faculty, and those with whom they work in their field sites. This expectation applies not only to emails and discussion board posts but to any medium used by the group for the purpose of discussing, supporting, or informing each other of program-related content. Students who are identified by others for concerns regarding their professional behavior on social media or through group work should be reported to the instructor or program director.

**Graduate Student Progress System (GSPS).** The GSPS is designed to help students keep track of their progress in meeting major program requirements. A description of the requirements and milestones that are tracked in GSPS can be found on the following website: [GSPS web site](#). As can be seen, students will need to use the GSPS to track the dissertation process, as well as all professional activities.

To start using GSPS, please go to the [GSPS web site](#) to log in. At the site, you will see a list of forms that you will generate for graduate program director approval. These forms include: travel fund request, dissertation committee recommendation, dissertation proposal, dissertation defense ballot, research tools, comprehensive exams, and research requirements. Please also remember to use GSPS to keep track of all of your awards and professional activities. Once you generate the respective form, the graduate program director (i.e., Dr. Pamela Fenning) is sent an automated generated e-mail to approve the form and will do so upon successful completion of the doctoral requirement.

## PROGRAM PREREQUISITES

**Prerequisite Requirement.** For all students entering the Ph.D. program in School Psychology at Loyola University Chicago, one prerequisite requirement must be met. Students must provide evidence (i.e., transcript) indicating that they completed a course in Statistical Methods and/or Analysis (or undergraduate equivalent). Students must have earned a grade of B or better in order for the courses to meet the prerequisite requirement. If students have not taken these courses during undergraduate training, they must complete the coursework within the 1<sup>st</sup> year of the Ph.D. program at Loyola University Chicago. The courses can be taken at Loyola University Chicago (i.e., RMTD 404) or another institution. Once requirements are met, please send the

transcript to the school psychology program coordinator, Toni Brasher-Rothschild ([tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu)). The purpose of having this prerequisite is so that incoming students are prepared to enter the advanced graduate-level, research courses that are required for the doctoral program.

During the first semester, each student will meet with their assigned advisor to arrange for the transfer of this prerequisite course credit into the Ph.D. program. In addition, this is the time when the candidate and the advisor will discuss the students' plan for completing all program requirements.

## PROGRAM TRAINING REQUIREMENTS

Students entering the School Psychology PhD program earn two degrees during their training: 1) Masters of Education (MEd) and 2) Doctorate of Philosophy (PhD). During the first year of the program (including course work in the summer of year 1), students complete the training requirements for the MEd and then continue on to finish the doctoral requirements. The training requirements for both degrees are delineated below.

### Masters of Educational Psychology Requirements

The Masters of Educational Psychology Requirement at Loyola University Chicago is comprised of coursework and applied experiences that are required for a Master's degree in Educational Psychology (M.Ed.). The M.Ed. in Educational Psychology requires the completion of 30 credit hours. In addition to completing the coursework, students must also: 1) complete the M.Ed. portfolio and 2) apply for graduation for the M.Ed. in Educational Psychology. Each of these steps is further delineated below:

**MEd Coursework.** The following 30 credit hours are required for the MEd degree. These course requirements are completed at the end of the first summer in Year 1.

#### PSYCHOLOGICAL FOUNDATIONS (3 hours)

- CIEP 413 Psychopathology and Introduction to School-Based Mental Health

#### DIVERSITY (3 hours)

- ELPS 432 Multiculturalism for Social Justice in Higher Education

#### ASSESSMENTS AND INTERVENTION (12 hours)

- CIEP 477 Prevention, Assessment & Intervention: Academic
- CIEP 480 Assessment of School Age Children and Adults
- CIEP 482 Prevention, Assessment & Intervention: Behavior
- CIEP 466 Evidence-Based Interventions

#### PROFESSIONAL, LEGAL, AND ETHICAL SCHOOL PSYCHOLOGY (6 hours)

- CIEP 410 Legal Issues: Educational Disabilities
- CIEP 462 Ethics and Professional Issues in School Psychology

#### RESEARCH METHODS (6 hours)

- RMTD 420 Education Research I: Building a Body of Evidence with Qualitative Methods
- RMTD 421 Education Research II: Building a Body of Evidence with Quantitative Methods

#### PRACTICA EXPERIENCES (0 hours)

- CIEP 533 Pre-Practicum Experience as part of Year 1 required courses

**M.Ed. Portfolio Requirements.** The MEd portfolio is the culminating requirement for students to earn their Masters in Educational Psychology. The components of the portfolio are completed as part of course requirements during the first year of the program. Students must apply to complete the MEd portfolio comprehensive assessment by February 1 (Spring of Year 1). The application can be found here: [MEd Graduation Application](#)

The MEd portfolio is submitted via an online assessment system called LiveText by July 1 of Year 1. The completion instructions for submitting the MEd portfolio can be found in the School Psychology Portfolio Handbook, which is located on the SPSY Student Sakai site.

**Apply for M.Ed. Graduation.** Students who successfully complete their 1<sup>st</sup> year coursework and pass the MEd portfolio graduate with their MEd in Educational Psychology in the summer of Year 1. To graduate, all students must apply for Summer graduation by February 1<sup>st</sup> (Year 1, Spring semester). The process for applying for graduation can be found here: [Graduation Application Process](#). Loyola holds one commencement ceremony each year in May. Although MEd students graduate in the summer (August), you can elect to participate in the May commencement ceremony. Regardless of whether you actually participate in the May commencement, **all students must apply for graduation**.

## PROGRAM APPLIED EXPERIENCES

### Required Documents for Applied Experiences.

- ✓ **Background Check Requirement.** Every year of the program, beginning in Year 1, all students must complete an Illinois state and FBI background check. The background checks must be completed in order to students to complete the required applied experiences in school settings. During Year 1, all students will be contacted in July before the start of the Fall semester with instructions to complete their background checks (see Appendix A for Background Check Instructions for Year 1). Students in Years 2 and 3 will complete the background checks as part of the practicum and internship procedures.
- ✓ **TB Testing.** During the summer before Year 1, all incoming students will be required to complete TB testing. Students can get TB testing completed at Walgreens, CVS, your primary care doctor, or the [Loyola Wellness Center](#). All TB testing results should be emailed to the School Psychology Program Coordinator, Mrs. Rothschild at [tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu) by September 1<sup>st</sup> of Year 1. For students who will complete their first-year experience in Chicago Public Schools, you will also have to send a copy of your TB Testing results to Chicago Public Schools. More information will be provided on how to send this information to them from the program chair when you start the program.
- ✓ **VIRTUS Training.** All incoming students are required to complete VIRTUS Training, which is a required training to understand how to protect and prevent abuse of children. VIRTUS training is held on Thursday and Friday of the first week of Fall classes. The sessions run from 9:00 am-12:00 pm at Loyola. Students must attend only one session (i.e., either Thursday or Friday). You must attend the full session in order to receive your certificate of completion. You must email your certificate of completion to the School Psychology Program Coordinator, Mrs. Rothschild at [tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu) by September 1<sup>st</sup>.
- ✓ **Student Insurance.** All students must obtain student insurance to ensure they have adequate coverage during applied experiences. Student can obtain insurance from the National Association of School Psychologist at <https://www.nasponline.org/membership-and-community/professional-liability-insurance>. There are 2 companies listed on this site that provide student insurance. Please be sure to click on the student (or student educator) plans. We recommend the 1 year, 1-million-dollar plan, which costs ~\$25 for the year.

## Doctoral Degree Requirements

The PhD School Psychology program at Loyola University Chicago is APA-accredited, which means that the coursework and applied experiences are in alignment with the requirements set for in the [APA Standards of Accreditation](#) in the specialty area of School Psychology. As shown below, the courses students are required to complete at Loyola are in alignment with the APA training requirements.

**Doctoral Course Requirements.** The School Psychology PhD program is a 5-year, 99 credit hour program. The course sequence for each incoming cohort, beginning prior to 2018 to present is found in Appendix C. The program includes a combination of coursework, applied practicum experiences, and research training experiences. To earn a PhD in School Psychology at Loyola University Chicago, all students must complete all required learning activities, which includes:

- 99 semester hours of graduate coursework beyond the Bachelor's degree;
- 600 credit hours of school-based practicum;
- a minimum of 900 credit hours of advanced practicum (600 hours in Year 3 and 300 hours in Year 4);
- participation on a faculty research team every year for Years 1-4; and
- completion of a full-time, 1-year internship (APA-accredited preferred)

The aforementioned requirements are designed to prepare students in accordance with the program aims as well as the standards for preparing Health Service Psychologists in the practice area of School Psychology. To explain, the School Psychology program has three aims, and the required courses and learning activities align with those aims.

The first program aim is to develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal guidelines of the profession. The required courses and training experiences that align with this aim includes the following courses:

- Legal and Ethical Course Sequence (6 credits):
  - CIEP 410 Legal Issues: Educating Students with Disabilities
  - CIEP 462 Ethics and Professional Issues in School Psychology

The second program aim is to develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practices from a social justice perspective. The required training experiences that align with this aim includes the following:

- Foundations Course Sequence (24 credits):
  - CIEP 413 Psychopathology and Introduction to School-Based Mental Health
  - CPSY 435 (History and Systems) or PSYC 401 (History and Systems)
  - CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior
  - PSYC 401 History and Systems of Psychology or CPSY 435 History and Systems of Psychology
  - PSYC 460 Social Psychology Theories or PSYC 474 (Group Dynamics)
  - PSYC 475 Cognitive Development
  - ELPS 432 Multiculturalism for Social Justice in Higher Education
  - PSYC 552 Neuropsychology
- Assessment and Intervention Course Sequence (24 credits):
  - CIEP 477 Prevention, Assessment, and Intervention: Academic
  - CIEP 480 Assessment of School-Aged Children and Adults
  - CIEP 482 Prevention, Assessment, and Intervention: Behavior
  - CIEP 474 Assessment of Bilingual Students
  - CIEP 485 Prevention, Assessment, and Intervention: Social-Emotional
  - CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills
  - CPSY 423 Theories of Counseling and Psychotherapy
  - CIEP 466 Evidence-Based Intervention
- Consultation Course Sequence (6 credits):
  - CIEP 479 School-Based Consultation
  - CIEP 545 Advanced Systems Consultation and School Psychology Supervision
- Applied Practicum Sequence (21 credits):
  - CIEP 461 Practicum in School Psychology I
  - CIEP 463 Practicum in School Psychology II
  - CIEP 546 Advanced Practicum (12 credits minimum)
  - CIEP 586 Internship (3 credits)

The third program aim is to develop scientist-practitioners who can evaluate, produce, and disseminate research. The required courses and training experiences that align with this aim includes:

- Completion of 15 credits hours (i.e., 5 courses) in research methods and statistics
  - Twelve of the 15 credits (4 courses) are required for all students to ensure uniform foundational research knowledge, and those courses include:

- RMTD 420 Educational Research I: Building a Body of Evidence with Qualitative Methods
- RMTD 421 Education Research II: Building a Body of Evidence with Quantitative Methods
- RMTD 430 Psychological Measurement
- RMTD 483 Multivariate Statistics
- Students can select one of the following research electives to advance their skills for their dissertation or another course that is approved by their advisor
  - Discourse Analysis and Documentary Research (RMTD 401)
  - Survey Research (RMTD 403)
  - Educational Evaluation (RMTD 404)
  - Single Case Research Design (RMTD 422)
  - Case Study Research (RMTD 470)
  - Introduction to Linear Modeling (RMTD 482)
  - Hierarchical Linear Modeling (RMTD 484)
  - Factor Analysis (RMTD 487)
  - Meta-Analysis (RMTD 488)
  - Seminar in Mixed Methods Research (RMTD 590)
- RMTD 530 or CPSY 530 Research Seminar II (3 credits)
- CIEP 600 or 610 Dissertation Supervision (no credits)
- Faculty Research Team Participation for Years 1-4 (no credits)

In addition to these required training activities, students have an additional 3 credits for electives. Typically, students use these credits to build content knowledge in areas related to their research interests.

### Field-Based Experiences.

Students in the Loyola School Psychology PhD program complete 3 years of required field experiences during their time in the program. Each of these experiences is delineated below.

Preparation for Field Experiences. Incoming students must complete the following tasks in order to begin their field experiences.

- ✓ **Background Check Requirement.** Every year of the program, beginning in Year 1, all students must complete an Illinois state and FBI background check. The background checks must be completed in order to students to complete the required applied experiences in school settings. During Year 1, all students will be contacted in July before the start of the Fall semester with instructions to complete their background checks (see Appendix A for Background Check Instructions for Year 1). Students in subsequent years will complete the background checks as part of the practicum and internship procedures.
- ✓ **TB Testing.** During the summer before Year 1, all incoming students will be required to complete TB testing. Students can get TB testing completed at Walgreens, CVS, your primary care doctor, or the [Loyola Wellness Center](#). (see Appendix A for TB Testing Instructions for Year 1). All TB testing results should be emailed to the School Psychology Program Co-Chair, Dr. Golomb ([lgolomb@luc.edu](mailto:lgolomb@luc.edu)) by September 1<sup>st</sup> of Year 1. (due to COVID you have til Dec. 1) For students who will complete their first-year experience in Chicago Public Schools, you will also have to send a copy of your TB Testing results to Chicago Public Schools. More information will be provided on how to send this information to them from the program chair when you start the program.
- ✓ **VIRTUS Training.** All incoming students are required to complete VIRTUS Training, which is a required training to understand how to protect and prevent abuse of children. You must attend the full session in order to receive your certificate of completion. You must email your certificate of completion to the School Psychology Program Co-Chair, Dr. Golomb, at [lgolomb@luc.edu](mailto:lgolomb@luc.edu) by September 1<sup>st</sup>. Students only need to complete VIRTUS training once in the program. Online Virtus Training is being offered this year students should go to the following site, register for a new account and complete the online training: [http://www.virtusonline.org/virtus/protecting\\_children.cfm?](http://www.virtusonline.org/virtus/protecting_children.cfm?)

- ✓ **Student Insurance.** All students must obtain student insurance to ensure they have adequate coverage during applied experiences. Student can obtain insurance either from:
  - American Psychological Association: <https://www.trustinsurance.com/products-services/student-liability>. The cost of a 1-year plan is \$35.
  - National Association of School Psychologist at <https://www.nasponline.org/membership-and-community/professional-liability-insurance>. There are 2 companies listed on this site that provide student insurance. Please be sure to click on the student (or student educator) plans. We recommend the 1 year 1-million-dollar plan. A student NASP membership is required to get this insurance rate. Students should maintain their insurance for the duration of their time in the program.

*1st Year Field Experience.* During the first year of the program, students complete a school-based, pre-practicum experience that includes the implementation and/or monitoring of a problem-solving academic intervention in CIEP 477 (Prevention: Assessment and Intervention: Academic), completion of a functional behavioral assessment in CIEP 482 (Prevention, Assessment and Intervention: Behavior), and an immersion experience in ELPS 432 (Multiculturalism for Social Justice in Higher Education). Each of these field experiences are completed as part of course requirements. Students will be assigned to a Chicago Public School or a Catholic school in the Chicago area, and the course instructors will guide you through the completion of these experiences. All field-based assignments will be explained during the respective course. It is important to note that this pre-practicum experience does not count towards the accumulation of your practicum hours for internship.

*School-Based Practicum I & II.* In the 2<sup>nd</sup> year, students start their formal, school-based practicum experience. There are two School Psychology Practicum courses that must be taken in sequence. The School Psychology Practicum in School Psychology I course (CIEP 461) is taken during the first semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the second semester of the second year of study. Students must earn a grade of B or better in their core school psychology courses (CIEP 410, 462, 477, 480, 482, and ELPS 432) before enrolling in the school psychology practicum courses.

To obtain a practicum site, each student will meet with the Clinical Coordinator (Dr. Pesce) to discuss professional goals and interests to aid in site selection. Students are assigned to practicum sites that have been established in cooperation with the program faculty. These sites have been carefully selected because of the diversity of school psychology roles available to the candidate and because of the strong set of professional experiences and skills of the site-based school psychologist supervisor. If a candidate wishes to pursue a practicum experience in a specific setting that has not been pre-approved by the program faculty, the student must obtain approval from the practicum instructor before 2/1 (during Spring semester prior to practicum). Students should not contact any field practicum supervisors on their own before obtaining approval by either the Program Chair or the university-based practicum course instructor/supervisor.

Each candidate will be assigned to a second year, school-based practicum site for two full school days per week. In addition, attendance at CIEP 461/CIEP 463 weekly class sessions is required. Additional time to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. During the school-based practicum, (CIEP 461 and CIEP 463) students also complete a number of assignments at the practicum site, which are tied to additional courses taking during the second year. Those courses include CIEP 485, CIEP 479, and CIEP 544.

University-based supervision is provided by the practicum course instructor, who is a licensed clinical psychologist and certified school psychologist.

*Advanced Practicum.* After completing the school-based practicum, students will enter the Advanced Practicum (CIEP 546) for 3 credits during the fall semester of the third year. Typically, students complete their first Advanced Practicum in a school-based setting, but a school-based setting is not required. Students can select non-school-based settings (e.g., clinic) for their Advanced Practicum placements. Students will enroll in CIEP 546 for 3 credits each of the subsequent semesters for their 3<sup>rd</sup> year and 4<sup>th</sup> year. Students must complete 12 credits hours of Advanced Practicum. Please note that students typically stay in one site for an academic year. Students can choose to pursue a different site placement for their 4<sup>th</sup> year of the program.



During the 3<sup>rd</sup> year, students must complete 600 hours of Advanced Practicum (~300 hours per semester). During the 4<sup>th</sup> year, students only need to complete 300 hours of Advanced Practicum (~150 hours per semester). The purpose of the lower number of hours during 4<sup>th</sup> year is to ensure that students have adequate time to complete their dissertation proposals, internship search and final course requirements.

It is the candidate's responsibility to find his/her Advanced Practicum site, but the program faculty and Clinical Coordinator will assist with this process. Students should not contact any potential sites on their own. Instead, they should work with the Clinical Coordinator on their choices. The Clinical Coordinator will work to setup sites for students.

Supervision is provided by both a university-based supervisor, who is a licensed psychologist for independent practice and a credentialed school psychologist (in Illinois). The on-site supervisor should be appropriately credentialed/licensed for the setting in which they are providing clinical services. If a student is completing an Advanced Practicum in a school setting, the clinical on-site supervisor should be a credentialed school psychologist. The on-site supervisor should provide weekly supervision. The university-based supervisor provides group case supervision in the weekly Advanced Practicum Course.

Students can also join ACEPT to find advanced practicum sites. ACEPT is an organization that helps students match to a high-quality advanced practicum site. Please see the following link for more information for participating in the ACEPT match: [Accept Web Site](#)

During the first month of the advanced practicum course, students will develop an Advanced Practicum Plan. The Plan will include details about the activities that the student will complete during advanced practicum to ensure that the advanced practicum experience will meet the stated APA goals and objectives. The advanced practicum instructor must approve the plan.

**Logging Field-Based Hours.** Doctoral students are required to log all of the field-based hours they complete during the program (starting in Year 2). The hours log is required for the doctoral internship application process (more details on Internship are explained later), as well as application for licensure. It is the doctoral candidate's responsibility to keep track of all of the field-based hours they complete during the entire program. The program recommends using Time2Track (<http://time2track.com>) to compile hours as it matches the clinical hour reporting categories on the APPIC internship application. Students are responsible for purchasing the software.

**Applied Experiences for International Students.** International students must complete the Curricular Practical Training (CPT) form before beginning each semester of practicum or internship (even if staying in same school). This form grants the student approval to work off-campus. The Curricular Practical Training (CPT) form is located on the "Forms" page of the International Students & Scholars ([Forms](#)). In addition to this form, the student must also get a letter from her school that states the following:

- Beginning and ending dates of proposed employment
- Number of hours per week she will work
- General title or nature of the work (i.e., school psychology practicum student)

The student should bring the completed Curricular Practical Training form and the letter to the program director, and she/he will sign the form. Once it is signed, the student must take the form to the International Office for final approval. The International Office usually takes 2-3 days to approve it. Once approved, the student will receive an I-20 authorization to work form. She/he can use the I-20 to get a background check, fingerprinting, and a social security number, if he/she needs them.

**The student must complete this process every semester that she/he is in practicum and internship. It does not matter if he/she did this last year; it must be renewed each semester.**

Obtaining a Job After Graduating: During the Spring of the 5<sup>th</sup> year (internship), the student you will need to go to the International Office to start the process of completing the **Optional Practical Training** form. The purpose of this form is to get approval to work after you graduate from Loyola. You have to start this process during the Spring semester of 5<sup>th</sup> year because it can take 3-4 months to get approval. Once you have approval, you can work in the US for 12 months only. During these 12 months, you must work with your employer to get them to sponsor you so that you can get an H1B Visa to continue working. Loyola does not have anything to do with the process of getting the H1B Visa, but it important that you know that you need to get



it and the process is extensive. So, you need to start working on during your 1st year of employment. I also think it is something to ask potential employers about when you seeking a position as a school psychologist after you graduate.

**Research Team Requirement.** As an APA-accredited, doctoral program, research training is a core focus of the program. The purpose of the research requirements is to provide experiences for students to develop the knowledge and skills necessary to not only complete the dissertation, but also become high-quality researchers in the field of school psychology. The research requirements are as follows:

Students are required to join at least one research team during the fall semester of the first year. During the first program orientation, faculty will describe their research teams, as well as the process for joining the research teams. Students should contact the faculty member for the team on which he/she would like to participate. There is no requirement for the length of time a student must stay on any one research team. Students can change research teams whenever he/she likes, but we encourage students to stay on a research team for at least one year in order to obtain a rich experience. Students must maintain active participation on at least one research team for the duration of the entire time in the program. As part of research teams, students are required to pass the Loyola University Chicago Institutional Review Board (IRB) online CITI course for the protection of human subjects. Details on completing the CITI training will be provided when you join a research team.

Students will document their research team participation each semester on their advising spreadsheet. Students will document whose research teams they serve on, what tasks they are responsible for as team members, etc. The students are responsible for keeping track of all of their research team participation throughout the program. To evaluate research team participation, the faculty member will evaluate each student using the Research Team Participation Rubric (see Appendix B). Students are expected to earn scores of Intermediate or above.

**Doctoral Teaching Experience.** In addition to coursework and field-based experiences, students are encouraged to obtain teaching experiences. Teaching experiences are opportunities for students to work with faculty to learn more about how to teach university-level courses. Experiences can include working with faculty to develop course syllabi, lecturing, grading, etc. Students can only complete teaching experiences in courses that they have completed. Therefore, the earliest that students can start teaching experiences is the second semester of the first year.

To select a teaching experience, students should contact the faculty member who teaches the course to ask permission to have a teaching experience with him/her. Students should contact the faculty member during the semester before the course will be taught so that appropriate planning can be done. Students should develop a plan of activities/experiences with the instructor (e.g., developing syllabus, lecturing, grading, etc.). Students should try to select topics and/or activities that will be challenging and promote professional growth. Students should spend no more than ~5 hours/week engaged in activities for the teaching experience. Students do not need to register for a course for this requirement. The only requirement is to document the teaching experiences within their advising spreadsheet. It is the student's responsibility to keep track of all teaching experiences.

**Course Sequence Grid.** The School Psychology PhD program at Loyola University is a 99-credit hour program that is designed to be completed in 5 years. In order to complete all of the requirements, we have created a suggested course sequence (see below) to guide you through the program. It is ideal for students to follow the sequence of courses listed below in order to graduate within the 5 years. If students have questions about following the course sequence, please schedule a meeting with your academic advisor. **See Appendix C for the PhD Course Sequence Grids that are differentiated by year of entry.**

## EVALUATION OF STUDENTS

Students are evaluated using multiple methods from multiple sources across multiple settings in order to determine their readiness for professional practice. The following tools/procedures used throughout the program to evaluate students:

### Evaluation of Knowledge Acquisition:

- ✓ Students must earn a grade of B or better in all required coursework in order to demonstrate they have a sufficient knowledge base

### Evaluation of Applied Skills:

- ✓ Students must successfully complete all required field-based experiences, including service learning, practicum, advanced practicum, and internship to demonstrate their ability to translate knowledge to skill. Earning a score of Meets Standards or higher on Doctoral Culminating Portfolio and School-Based and Advanced Practicum Supervisor Evaluation Ratings are used to assess their readiness for practice.

#### **Evaluation of Research Skills:**

- ✓ Research Team Participation Rubric (score of Meets Standards or better)
- ✓ Publication of Dissertation in ProQuest
- ✓ Conference Presentation (local, state, and/or national)
- ✓ Dissertation Defense

#### **Evaluation of Professional Dispositions:**

- ✓ Student professional dispositions are evaluated in each course (faculty and university supervisors conduct the evaluations)

**Annual Review of Progress Meeting.** Students also are evaluated on an annual basis as required by the CAEP and NASP and APA guidelines. Students are required to attend annual evaluation meetings with their advisor during the spring of each academic year, at which time program progress and dispositions are discussed. In the fall, students will set development goals for the year, which are reviewed in the spring as part of the annual evaluation process. A letter is sent each spring to the student about the outcome of this annual evaluation, and a copy is placed in the student's academic file (located in DocFinity). See Appendix D for Annual Review of Progress Form.

### **COMPREHENSIVE EXAMINATION**

Upon completing all required coursework, students must complete a comprehensive examination. The comprehensive examination includes: 1) the School Psychology Doctoral Program Culminating Portfolio and 2) completion of dissertation proposal.

**School Psychology Doctoral Program Culminating Portfolio.** The PhD portfolio is one of the culminating requirements for students to earn their PhD in School Psychology. The components of the portfolio are completed during years 2-4 of the program. The PhD portfolio is submitted via an online assessment system called LiveText by February 1 of Year 4. The completion instructions for submitting the PhD portfolio can be found in the School Psychology Portfolio Handbook, which is located on the SPSY Student Sakai site.

**Doctoral Dissertation Proposal.** Students are required to prepare and propose their doctoral dissertation as part of the comprehensive examination. Students must obtain the approval of dissertation chair before proposing their dissertation. Students cannot propose their dissertation earlier than the fall semester of their fourth year. The process of completing the doctoral dissertation proposal can be found below in the section entitled Doctoral Dissertation Requirement. Both components of the comprehensive examination (i.e., portfolio and dissertation proposal) must be completed before a student can apply for an internship.

### **DOCTORAL DISSERTATION REQUIREMENTS**

**Selecting a Dissertation Chair.** By the end of the 2<sup>nd</sup> year, students are encouraged to begin the process of identifying a faculty member who can serve as the dissertation chair. Typically, students select a faculty member who has research interests that are related to the dissertation topic to chair the dissertation. Once students identify a potential faculty member to chair, the student should schedule a meeting with the faculty member to discuss the topic and ask if he/she will chair the dissertation. The dissertation chair must be a school psychology faculty member.

**Completing a Concept Paper.** Once students have selected a dissertation chair, and prior to applying for an internship or forming a dissertation committee, a concept paper is written. A concept paper is a 5-7-page double-spaced paper outlining the initial research idea. An example can be found at [www.dissertationrecipes.com](http://www.dissertationrecipes.com) and other online and text sources. This concept

paper must be completed and approved by the dissertation chair before you applying for an internship or forming a dissertation committee.

**Forming Dissertation Committee.** Once the dissertation chair has approved the concept paper, the next step is to form the dissertation committee, a committee to advise him/her in the conduct of the research project. Each student will send his/her concept paper to prospective dissertation committee members when they request the faculty members serve on his/her committee. The committee must include at least three members of the graduate faculty (i.e., the dissertation chair and 2 other faculty members). The two additional faculty members can be faculty in programs outside of school psychology. One member can be outside of Loyola. If a proposed member of the committee is outside of Loyola, then this individual submits his/her vitae to the Graduate School as part of the approval process. A dissertation committee is formally created by completing a committee approval form on the Graduate Student Progress System (GSPS)

<http://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20dissertation.pdf>

**Writing the Dissertation Proposal.** Once the Dissertation Chair and the Graduate School approve the committee, the student can begin working with his/her dissertation chair to write the dissertation proposal. The dissertation proposal includes the following chapters:

- ❑ Chapter I: Introduction to the Topic (includes rationale for the study)
- ❑ Chapter II: Literature Review (in-depth review of relevant literature)
- ❑ Chapter III: Method

Students should work closely with his/her dissertation chair to develop the proposal. The dissertation chair must approve the dissertation proposal before the student can propose to the committee.

**Dissertation Proposal Meeting.** Once the dissertation chair has approved the proposal, the student can schedule a meeting to propose the dissertation proposal to the committee. The proposal meeting typically takes approximately 2 hours. The members of the committee should have at least two weeks to review the proposal prior to its presentation. Once the proposal is successfully defended, the student should login to the Graduate Student Progress System (GSPS) to create a Ballot for Approval of Dissertation Proposal. The link to the GSPS process for creating this form is as follows:

<http://www.luc.edu/media/lucedu/gradschool/pdfs/Instructions%20for%20Thesis%20and%20dissertation.pdf>

IRB. If human subjects are used in the study, an Institutional Review Board (IRB) proposal must be submitted and approved by the IRB following a successful proposal meeting and before any data can be collected. The instructions for submitted a proposal to IRB is located at: [Institutional Review Board](#). The student completed the IRB application. The IRB application is then submitted to the faculty mentor (i.e., dissertation chair), who approves the proposal and then submits the proposal through a faculty portal through the IRB Compliance Approval Portal (CAP) system. Once IRB approval is granted, the IRB approval letter is submitted to the graduate school. When the IRB formally approves the proposal, the candidate begins the research project.

**Funding.** Students may seek funding to conduct their dissertation studies from multiple sources. Information about dissertation funding at Loyola University Chicago may be found on the following website:

[https://www.luc.edu/gradschool/Graduate\\_Research\\_Page.shtml](https://www.luc.edu/gradschool/Graduate_Research_Page.shtml)

**Dissertation Defense.** Students should consult with the dissertation chair regularly during the course of the research project and contact the dissertation chair for guidance and direction as needed. After all data have been collected and analyzed, the student should complete the dissertation. The final dissertation should include the following chapters:

- ❑ Chapter I: Introduction to the Topic—completed for proposal
- ❑ Chapter II: Literature Review—completed for proposal
- ❑ Chapter III: Method—completed for proposal
- ❑ Chapter IV: Results
- ❑ Chapter V: Discussion

The dissertation chair must approve the final draft of the complete dissertation. After the dissertation chair approves the dissertation, the student should schedule an oral defense meeting with the committee. The defense typically takes approximately 2 hours. The committee must have at least two weeks to read the dissertation before the oral defense. The committee might request changes to the dissertation, and students must work with the chair to ensure all changes are completed.

When the defense is scheduled, the student should go to the Graduate School website and download the "Ballot for Text and Oral Defense Form" ([Ballot for Text and Oral Defense of Dissertation](#)).

Print this form and bring it to the oral defense meeting so that committee members can sign the form. The Graduate Program Director, Pamela Fenning, must sign the ballot as well. The graduate program director uploads the approved ballot with original committee member signatures to the GSPS system.

**Final Format Check and Dissertation Submission.** After the dissertation has been defended, and the approval ballot has been uploaded to GSPS, students must complete a format check to submit the final dissertation to the graduate school. The instructions for the format check and submission can be found here: <http://www.luc.edu/gradschool/formatting.shtml>. Please review the process for the format check and submission well in advance because some of these forms must be semester during the semester before you plan to graduate.

Dissertation Submission Deadlines: Please see the Graduate School web site (<http://www.luc.edu/gradschool/formatting.shtml>) for academic deadlines with respect to dissertation defense and submission of final copies to qualify for participating in the graduation ceremony and completing the doctoral degree.

**Dissertation Supervision Credits.** Students must complete all required coursework by the time they are proposing their dissertation. Therefore, students can propose their dissertation no earlier than the fall semester of the fourth year, which is the last semester for all required coursework. Once students propose their dissertation, they will obtain doctoral candidate status. Doctoral candidate status allows students to be enrolled in dissertation supervision credits. Therefore, during the spring semester of the 4<sup>th</sup> year and beyond, students must be continuously enrolled in CIEP 600 (Dissertation Supervision), with the dissertation chair as the instructor, during each semester until the dissertation is successfully defended. The Dissertation Chair will grade the student's performance in making progress towards completing the dissertation. To earn a grade of Pass (P) in CIEP 600, students must:

- Have contact with dissertation chair at least once per month (contact can be in-person, phone, or electronically) and
- Complete a draft of a chapter (or other agreed upon product) each semester
  - Notify your chair of any extenuating circumstances that can impact your ability to complete your products

The violation of any one or more of these requirements can result in earning a grade of No Progress (NP) for the semester. If you earn NP in CIEP 600 for 3 consecutive semesters, then you may be dismissed from the PhD program.

**Time Limits for the Completion of the Ph.D. Degree.** Students must complete all requirements within six years of entering the program. The six-year limitation exists because, in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting-edge developments in their field. In conferring a doctoral degree, the Graduate School is certifying that degree holders are current in their knowledge base.

## DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY

**Doctoral Internship.** The Doctoral Internship must be completed as the culminating activity of the program. Currently, under the program approved by the State Teacher Certification Board, the University Training Director (Dr. Pamela Fenning) has the responsibility for (1) approval of internship sites, and (2) approval of intern supervisors. Loyola University is a university partner of the Illinois School Psychology Internship Consortium ([ISPIC web site](#)). However, students can apply for any APA-accredited internship via APPIC (Association of Psychology Postdoctoral and Internship Centers, found at [APPIC](#)). Students may only apply to APPIC internship settings that are a calendar year in duration (not nine or ten months) and have both a licensed psychologist and certified school psychologist as supervising psychologists. Any variation from these requirements must be approved in writing by the University Director of Clinical Training (DCT; Dr. Pamela Fenning). Matching occurs in February.

If students do not receive a match through APPIC, they should pursue a non-APPIC internship. This second internship option needs to be an approved 12-month internship with supervision provided by a certified school psychologist and a licensed clinical psychologist (the candidate can be supervised by two individuals to meet this requirement). The university director of clinical training and the faculty member assigned to teach the internship course, assist the candidate in any way they can to obtain an internship that offers the best possible training experiences for that candidate.

The equivalent of 180 days or 600 hours (the number of days designated by the Illinois State Board of Education as being a school year) of the internship must be spent in a school setting. Exceptions may be made only if the doctoral internship candidate is already a credentialed school psychologist who has successfully completed a 1200-hour, specialist-level, school psychology internship. This exception must be approved by the director of clinical training (i.e., Dr. Pamela Fenning) before the internship application is submitted. If the doctoral candidate is in a traditional school setting, during the summer months the candidate can remain in the school setting or complete the internship in a setting outside of schools. The candidate may also complete the 2000-hour internship by working in a school setting part-time across two calendar years.

The university director of clinical training (Dr. Pamela Fenning) and the faculty member assigned to teach the doctoral internship course (CIEP 586) assumes the responsibility for: (1) review and approval of individual internship plans; (2) periodic evaluation of the intern's progress during the internship; and (3) final certification recommendation, in conjunction with the internship site supervisor. As explained earlier, throughout the course of training, students need to record the number of supervised clinical hours accumulated during both practica, internship, and other supervised field-based experiences.

**Program Requirements Prior to Submitting Internship Application.** The following requirement must be met before students can submit an application for internship:

- Acceptable Annual Review of Progress during 3<sup>rd</sup> Year (Annual Review will be discussed below)
- Completion of Advanced Practicum with Supervisor Ratings of Meets Standards or Above

**Program Requirements Prior to Accepting an Internship.** The following requirements must be met before students can accept an internship:

- Earn a score of Meets Standards or better on the Doctoral Culminating Portfolio

**Internship Course.** During each of the three semesters of his/her internship experience, the school psychology candidate enrolls in CIEP 586 for one credit hour for each semester (fall, spring, & summer). The evaluation procedures for the internship course include, but are not limited to, the following:

- Periodic telephone conferences between the site supervisor, intern, and course instructor.
- Evaluation reports from the internship site supervisor sent directly to the internship course instructor.

In the final evaluation report, the supervisor also makes a recommendation regarding the endorsement of the intern for school psychology certification. The recommendation is as follows:

- Unconditional recommendation for endorsement.
- Conditional recommendation for endorsement (e. g., upon completion of an additional semester of internship).
- Recommendation, unconditionally, against endorsement.

In each instance in which there is to be conditional endorsement or no endorsement, it is assumed that the intern and course instructor would be aware of this fact some weeks prior to the submission of the final report, and a special effort would have been made to help the intern successfully complete the internship.

If the internship site supervisor, course instructor, Program Chair, and program faculty are in agreement that a candidate should be certified as a school psychologist, the university director of clinical training (Dr. Pamela Fenning) makes the final recommendation regarding endorsement for certification.

## APPLICATION FOR GRADUATION

Doctoral students typically graduate at the end of Year 5 after they have completed all program requirements. Doctoral students must follow the Graduate School [Steps for Graduation](#) to ensure they are completing all of the procedural requirements for graduation. Please review these steps with you advisor during Year 4 of the program. Upon consultation with your advisor, students must [Apply for Graduation](#) by February 1 in Year 5. Student should apply for Summer graduation (August). It should be noted that the last day for filing applications to graduate is strictly enforced.

Loyola holds only one commencement ceremony each year, and that ceremony is held in May of each year. Although doctoral students typically graduate in Summer (August) of Year 5, students can participate in the May commencement. Please consult

the academic calendar for the exact date to complete program requirements, including defense of the dissertation to “walk in graduation”, located here: [Graduate School Key Deadlines](#)).

## CERTIFICATION AND LICENSURE

**School Psychology Certification.** With respect to certification in Illinois to practice as a school psychologist, formal recommendation (i.e., completion of ISBE Form 73-03) for school psychology endorsement is mailed to the Illinois State Board of Education (ISBE) after all coursework, practica, internship, and written comprehensive/portfolio examinations have been successfully completed. In addition, the candidate must have earned a passing score on the Illinois School Psychology Content Area Exam and the NCSP PRAXIS Exam. We strongly encourage all students to complete these requirements for IL licensure even if you want to practice in a different state. We encourage you to get IL licensure because in many cases, other states require that you are eligible to receive your license in the state in which you received your degree in order to be eligible for licensure in that state. Also, it is oftentimes easier to transfer a license from one state to another instead of applying for licensure as an out-of-state applicant.

*Illinois School Psychology Content Exam.* It is recommended that students take the Illinois Content Exam during the summer of the third year in the program. Information on exam content, registration, and costs can be found here: [School Psychologists Illinois Licensure Exam -ISBE](#)

*NASP PRAXIS Exam.* It is recommended that students take the PRAXIS exam during the summer of the third year in the program. Information on exam content, registration, and costs can be found here: <https://www.ets.org/praxis/nasp/requirements/>.

**Licensure as a Psychologist.** Upon obtaining the PhD degree and completing a post-doc, students can apply for licensure as a psychologist. The process for becoming a licensed psychologist in Illinois can be found here <https://www.idfpr.com/profs/psych.asp> and more detailed explanation of the licensure requirements can be found here: <https://www.idfpr.com/renewals/apply/forms/psy.pdf>. During the internship course, students will also receive information on completing a post-doc and obtaining licensure.

## STUDENT RIGHTS AND RESPONSIBILITIES

**Program Communication.** E-mail is our primary means of communication and it is critical that you regularly check and respond to your Loyola e-mail. Many students choose to have their Loyola e-mails forwarded to another account. However, because we communicate important program-related information via e-mail, it is critical that you have a system for regularly accessing your Loyola e-mail accounts. All students must adhere to Loyola’s policy on use of email, which can be found here: [Loyola Use of Email Policy](#)

We additionally require on-site attendance at mandatory program-related workshops that include instruction in a variety of topics pertinent to the profession, including but not limited to professional behavior, orientation to the field, and programmatic updates. We also require attendance during interview day. The dates for the workshops are announced well in advance and attendance is required.

The School of Education also sends a student newsletter that includes important information about deadlines, events, and funding opportunities. The newsletter typically comes from Ms. Nancy Goldberger, so please open these newsletters for important information.

**Dispositions.** Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory,



teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large). Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional school psychologist and researcher must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research. The evaluation form for assessing dispositions is located in Appendix E. Relatedly, students should dress in accordance with the School Psychology Professional Dress Code, which can be found in Appendix F.

During the spring Annual Review of Progress, students meet individually with their advisor for an annual review meeting (as described earlier), at which time the results of the performance assessment are shared. Following the meeting, a letter documenting progress towards milestones is completed and shared with the student, as well as placed in an electronic file (DocFinity). At the meeting, the findings from the performance assessment are used to make a decision as to whether or not the student is meeting benchmarks in the program and is ready to move toward the next phase of training (e.g., second-year practicum, third year advanced practicum, fourth/fifth year doctoral internship). If it is determined during this annual evaluation, or at any time within the program, that students are not meeting proficiency in one or more areas and are not ready to move to the next level of training, then a remediation plan is developed with the student. The remediation plan, also discussed under Remediation Policies and Procedures focuses on setting goals and objectives for the students to meet in order to meet levels of proficiency. Progress on these goals and objectives are monitored, in which performance feedback is given to the student as to whether improvement has occurred. The remediation plan might focus on providing opportunities for additional practice in a particular area, repeating components of the training program and/or obtaining outside services (e.g., counseling). After review of progress on the remediation plan, the Program Chair might recommend that the issue(s) have been resolved and/or ultimately make a recommendation for dismissal from the program. The faculty reserves the right at any time to recommend immediate dismissal for egregious acts that are harmful to clients, students or the profession. Although the annual review of progress is the formal benchmark time during which progress is reviewed, if faculty are concerned about student progress in one or more areas, an evaluation will be conducted and a remediation plan may be initiated.

**Extensions and Leaves of Absence.** It is recognized that some students may have a legitimate reason for not completing their degree requirements within the six-year time-span (illness, family commitments, a major job change, etc.). With sufficient reason, a candidate can request a short time extension and/or leave of absence. The latter, in effect, “stops the clock.” This is done in the following manner:

- ✓ Submit a formal request in writing to the Program Chair.
- ✓ The letter should specify the reasons for the request and should include the specific timetable you intend to follow.
- ✓ The Program Chair will send your letter and their recommendation regarding your request to the associate dean of the graduate school. The associate dean of the graduate school makes a final decision as to whether or not the leave request is approved. Extensions are completed through the graduate school. The candidate will be notified in writing of the decision by the office of the graduate school.

Normally, short extensions of time in which to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error made by students is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, time extensions and/or leaves of absence must be documented in writing, by completing the form, which is accessible on the graduate student



progress system (GSPS) web site, which require students to log in and access, complete and obtain required approvals from the graduate program director and associate dean of the graduate school, with consultation from the dissertation chair, as necessary.

**Academic Integrity/Professional Ethics.** With respect to professional ethics, students must abide by the ethical guidelines within their professional discipline (i.e., the National Association of School Psychologists, American Psychological Association, American Educational Research Association) and by university policy concerning 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 Psychology program adheres to The School of Education Policy on Academic Integrity, here: [School of Education Policy on Academic Integrity](#) and the [Graduate School Policy on Academic Integrity](#). Failure to adhere to these standards (i.e., through cheating, misrepresentation of credentials or hours) may result in immediate dismissal from the program.

**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: [Services for Students with Disabilities](#).

**Ethics Line Reporting Hotline.** Loyola University Chicago has implemented Ethics Line Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Here is the link to Ethics Reporting hotline: [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines.** The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines, which include policies related to cyberbully and netiquette can be found at: [School of Education Electronic Communication Policies](#)

### **Student Academic, Health, Financial, and Personal Resources.**

Academic Support Services:

- Loyola Writing Center (<https://www.luc.edu/writing/>)
- Academic Advising & Support Services (<https://www.luc.edu/advising/>)
- Library Services (<http://libraries.luc.edu/students>)
- Graduate School (<https://www.luc.edu/gradschool/currentstudents.shtml>)
- Loyola Technology Services (<https://www.luc.edu/digitalmedia/digitalmedialabs/lablocations/>).

Financial Support Services:

- Graduate School (<https://www.luc.edu/gradschool/gradstudentfinance/>)
- Loyola Financial Aid office ([https://www.luc.edu/finaid/index.shtml?utm\\_medium=redirect&utm\\_campaign=finaid-redirects&utm\\_source=finaid/index-html](https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html))

Health and Wellness Support Services:

- Loyola Wellness Center (<https://www.luc.edu/wellness/>)
- Services for Students with Disabilities (<https://www.luc.edu/diversityandinclusion/programs/servicesforstudentswithdisabilitiessswd/>)

Personal Support Services:

- Loyola Campus Ministry (<https://www.luc.edu/campusministry/faithprograms/index.shtml>)
- Student Diversity and Multicultural Affairs Office (<https://www.luc.edu/diversity/programs/>).
- International Students and Scholars office (<https://luc.edu/iss/>)

## REMEDICATION AND GRIEVANCE PROCEDURES

**Remediation Procedures.** School psychology core faculty discuss student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. You will also receive a written letter describing your progress in the program. Part of the performance evaluation will be an assessment of dispositions. If during this process, school psychology faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, practicum, internship, clinical components, length of time for program completion), the program chair and program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation.

Remediation plans will focus on setting goals and measurable outcomes for improvement. The student will then be expected to successfully complete the parameters of the remediation plan within a designated timeline. At times, clinical practicum supervisors will be involved in this process if the issue is related to applied practice. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Deans of the School of Education and the Graduate School for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.).

With regard to practicum, it should be noted that should a candidate receive a grade of "C" or lower in any practicum course, the candidate would not be granted permission to pursue an internship. At the discretion of the School Psychology Program Chair and in consultation with the other program faculty, such a candidate will be given an additional opportunity to enroll in another practicum. Should the candidate's performance continue to fall below expectation (i.e., Partially Meets or Does Not Meet Standards), the candidate would be counseled out of the program. Efforts would be made to help the candidate find another professional or vocational area for which he/she is perhaps better suited.

**Grievance Procedures.** If, as a student in the program, you have any concerns about your experiences, course-work or any academic concerns, you may initiate the grievance procedures.

*Step 1: Informal Problem-Solving.* Your first general approach would be to approach the instructor for course concerns, university supervisor for practicum concerns, or the Program Chair for program-level concerns. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, your subsequent step would be to approach the Program Chair to discuss the concerns. If the issue cannot be resolved at the level, you can meet with the Assistant Dean for Academic Affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you can file a formal grievance.

*Step 2. Formal Remediation and Grievance Procedures.* Although PhD students are part of the Graduate School, per the Graduate School Grievance procedures, students must first follow the grievance procedures within their unit before filing a grievance with the Graduate School. Thus, to file a formal grievance, students should first follow the School of Education Grievance procedures, which can be found here:

[School of Education Grievance Policies](#)

If this process does not resolve the student's concern to satisfaction, then the students can initiate the Graduate School grievance procedures. The Graduate School grievance procedures can be found here: [Graduate School Grievance Policies](#)

## PROFESSIONAL ORGANIZATIONS AND STUDENT-LED INITIATIVES

**Loyola Association of School Psychologists (LASP).** Active membership and participation in our student organization, the Loyola Association of School Psychology (LASP) is required of all students. LASP is a student organization of specialist and doctoral level school psychology students, with a focus on providing support throughout the program. LASP organizes a number of events throughout the academic year, including fundraising for charitable organizations (aligned with School Psychology Awareness Week), maintains a mentorship program in which first year students are assigned to students who are more advanced in the program, serves as a vehicle for communication issues and concerns to School Psychology faculty, and holds social events.

**APA and NASP.** We encourage students to join American Psychological Association (Division 16), the National Association of School Psychologists (NASP), and the Illinois School Psychologists Association (ISPA) as student members.

**JOURNAL CLUB.** Loyola's graduate students have organized and administer a monthly journal club to provide a forum for thoughtful discussions of research and contemporary issues. You are encouraged to join this rich opportunity for community and scholarship and participate by attending meetings and/or signing up to facilitate discussion. More information will be sent out via email by the organizers.

## PROGRAM FACULTY

**Dr. Kelly L. Edyburn** is an Assistant Professor in the School Psychology program at Loyola University Chicago. Dr. Edyburn earned her Ph.D. in Counseling, Clinical, and School Psychology from the University of California, Santa Barbara, completing an APA-accredited internship at Travis County Juvenile Probation Department in Austin, Texas and then a postdoctoral fellowship at the Children's Equity Project, a national research and policy initiative aimed at promoting equity in early childhood, based at Arizona State University in Tempe, Arizona.

Dr. Edyburn's work involves striving for intersectional justice by centering and supporting the developmental, mental health, and academic needs of marginalized children and families through strengths-based and culturally and linguistically responsive practice, research, collaboration, and policy and systems change. Her research interests lie in the interconnected areas of bilingual language development, mental health, (dis)ability, immigration, and academic achievement. She is currently engaged in scholarly work in four primary strands: (1) assessment and promotion of bilingual language development among Latinx dual language learners, (2) culturally responsive prevention and intervention to promote resilience and wellbeing among immigrant children and youth, (3) family-school-community partnerships, and (4) multicultural measurement and validity issues in education and psychology. Methodologically, she is interested in mixed methods and latent variable modeling. Dr. Edyburn has worked clinically in various roles in early childhood, K-12, community mental health, and juvenile justice settings and has interests in serving children and youth from Latinx, multiracial, and immigrant backgrounds and youth with emotional/behavioral difficulties or disorders. In her clinical work, she is especially passionate about mental health and psychoeducational assessment, early childhood and school-based consultation, and intervention with families. Dr. Edyburn welcomes opportunities for partnership and collaboration with students, other faculty, and community members who are likewise committed to the shared project of intersectional justice.

**Dr. Pamela Fenning** is a Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois and co-chair of the School Psychology Program. Her teaching interests focus on positive behavioral interventions and supports, school-based delivery of restorative practices the development of proactive discipline policies, as well as prevention and intervention strategies for children and youth who exhibit high-risk behavior. She teaches courses in school-based counseling, systems level consultation, and school-based mental health and psychopathology. She is conducting research on disparities of discipline policies among ethnically and culturally diverse children and adolescents. She has published widely in the area of school discipline and equity in behavioral approaches in educational settings. She has recently co-authored a book on sexual health of children and adolescents has a second book under contract related to school supports among military youth and also has a third co-edited book under contract, on special education discipline disparities

(Teachers College Press) with School of Law Professor Miranda Johnson. She currently chairs the NASP Professional Positions Committee, was the 2013 chair of the Council of Directors of School Psychology Programs (CDSPP), was president of the Trainers of School Psychologists during the 2019-2020 academic year. She provides ad hoc reviews for numerous journals and is on the editorial board of Journal of School Violence.

**Dr. Lynne Golomb** is the co-chair in the School Psychology program at Loyola University Chicago and a nationally certified school psychologist. She was previously a practicing school psychologist in a developmental 0-3 program and is an advocate for early assessments and interventions for disabled children. She brings over twenty years of experience as a school-based practitioner to her role, as well as over twenty years supervising the school psychology clinical programs. She is interested in early intervention strategies and providing all children with the tools to reach their potential. She has worked on research related to the synergy between University training programs and school district expectations for intern school psychologists. Her team developed a newsletter that is shared with the field supervisors around issues of ethics and decision making. She has afforded them opportunities for consultation and input regarding changes needed to meet the field-based practice of school psychology. She has worked extensively with the programs in Illinois to develop innovative and meaningful internship experiences that provide the Loyola students the tools to be outstanding professionals in the field.

Her current research has been with PreK programs in Chicago Public Schools providing parent education groups addressing issues of Social Emotional Growth for families and children. With the COVID crisis her team has switched focus from Face to Face Groups to disseminating material in online and digital format allowing greater access to more families across the community.

**Dr. Ashley Mayworm** is an Assistant Professor in the School Psychology program at Loyola University Chicago. Dr. Mayworm earned her PhD in Counseling, Clinical and School Psychology from the University of California-Santa Barbara. She then completed an APA-accredited pre-doctoral internship in the School Mental Health track of the VAMHCS/University of Maryland-Baltimore Psychology Consortium and a postdoctoral fellowship at the Center for School Mental Health within the University of Maryland School of Medicine. Prior to entering graduate school, Dr. Mayworm studied Psychology and Peace Studies at the University of Notre Dame.

Dr. Mayworm's scholarly work focuses on understanding how schools can better engage students that are at-risk for emotional, mental, and behavioral health difficulties. She is particularly interested in understanding how school factors can inhibit or promote the success and well-being of students at-risk for delinquency and involvement with the juvenile justice system. She has conducted both quantitative and qualitative research in three primary areas: (a) identifying school-related risk and protective factors for youth delinquency and gang involvement; (b) understanding how school discipline and climate are related to student outcomes and disproportionality; and (c) designing, implementing, and evaluating evidence-based mental health prevention and intervention programs in schools. Dr. Mayworm is also passionate about learning and using advanced statistical methods, particularly latent variable modeling.

**Dr. Amy Nelson Christensen** is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago and licensed school psychologist. She completed her PhD in Urban Education at the University of Wisconsin-Milwaukee where she specialized in School Psychology. Dr. Nelson Christensen served as a school psychologist and researcher for Milwaukee Public Schools for 9 years, working with students enrolled in alternative high school and developing a framework for trauma sensitive schools in the district. As a researcher, Dr. Nelson Christensen led the development of a district-wide framework for school culture and climate and supported the work of the district's Department of Black and Latino Male Achievement in evidence-based practice.

Dr. Nelson Christensen's passion is to create welcoming environments for students and families, and she is driven to inspire others to do the same. Her main interest lies in how spaces for learning can be created that value identity, calling upon its relevance, and how critical reflection can transform the practice of educators, which ultimately leads to systems change. Dr. Nelson Christensen is especially interested in how empowerment of student voice in K-12 settings can lead to transformative change in schools that leads to more equity, critical whiteness studies and culturally responsive practices in the field of school psychology, identity affirming school-based philosophies and practices, and the process of iteration and data feedback systems to implement change in schools.

**Dr. Markeda Newell** is an Associate Professor and Program Chair/Graduate Program Director in the School Psychology program at Loyola University Chicago. She earned her PhD in Educational Psychology from the University of Wisconsin-Madison. The focus of her research is on the development, implementation, and evaluation of multicultural and consultation competence among school psychologists. Specifically, she is interested in identifying the fundamental knowledge and skills school psychologists need to serve students who represent a range of racial/ethnic, linguistic, economic, and cultural backgrounds. Integral to addressing the needs of a diverse school population is working with teachers, parents, and community members. Therefore, as part of identifying how school psychologists can become more culturally competent, she believes they also need to be competent consultants. For this reason, her research agenda also includes identifying the content and sequence of consultation training that yields competent consultants who can adapt and modify their practices given the client characteristics/needs, resources, and setting. The final component of her research agenda is to develop methods to evaluate school psychologists' cultural and consulting competence.

**Dr. Ross Pesce** is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago, a nationally certified school psychologist, and a licensed clinical psychologist. He is a recognized expert in violence prevention and uses this knowledge in his teaching. As a bilingual school psychologist, his years of experience and expertise enhance the program. He serves as the Coordinator of Clinical Training for the School Psychology Program. He serves on the National Association of School Psychologists' (NASP) National School Safety and Crisis Response Committee. His research, presentations and publications are primarily focused on school/community partnerships around mental health services and school and community crisis prevention and intervention including school-based gang prevention and intervention programming. Service interests include involvement with the Cicero Youth Task Force, mentoring new NASP PREPaRE Workshop trainers and serving on the Illinois Children's Mental Health Partnership and its School Age Policy and Practices Committee. He is a Past President of the Illinois School Psychologists Association and a National Association of School Psychologists' School Psychologist of the year, 2001.

---

The School Psychology Program at Loyola is also enhanced by part-time faculty who bring a wide range of diverse experiences to the program and add their clinical expertise to the academic setting.

## APPENDIX A: STUDENT BACKGROUND CHECK AND TB TESTING INSTRUCTIONS

**Incoming Students.** All incoming students must complete a background check before they can start their 1<sup>st</sup> year pre-practicum experience. Students must obtain an IL state as well as federal background check. During the summer (July and August) before the start of the Fall semester in Year 1, all incoming students must start the background check process. Below are the instructions all incoming students to follow to obtain a criminal background check.

- Step 1: Go to the [Loyola Background Check](#) website to download the following forms:
  - Illinois State Police Form
  - FBI Form
  
- Step 2: Take these completed forms, along with your Driver's License/State ID, to an Accurate Biometrics location so that you can get fingerprinted.
  - Locations can be found on their website: <https://accuratebiometrics.com/>
  - When you arrive at the location, please let them know you need to get fingerprinted to complete practicum in a K-12 school.
  - The cost of the IL state fingerprinting is \$30 and the cost of the federal fingerprinting is \$45 (for a total of \$75). **Please keep your receipt from the purchase of the background checks.**
  
- Step 3: Receive Background Check Results
  - The IL state background check will automatically be sent to the Loyola School of Education. To get a copy of your IL state background check, you must submit a [Release of Educational Records Request](#) to Toni Brasher-Rothschild who is located in Lewis Tower on the 10th floor. Please wait 3 weeks before making this request to ensure there is enough time for the School of Education to receive your IL background check report.
    - Note: Some Accurate Biometrics locations will give you a paper copy of your IL state background check report or send it to you via US mail. This is OK. You can accept the report either in-person or via US mail as well.
  - The FBI background check report is **not** sent to Loyola. To access your FBI background check report, you will receive a website and code on the receipt that you receive when you pay for your FBI background check report. You will have **30 days** to go to this website and download your FBI report. **You can only access the report one time, so be sure that when you go to download the report, you can print it.** Instructions for downloading your FBI background check report can be found on the FBI fingerprint application form.
  - Once you receive both reports, please email or give a paper copy to the School Psychology Program Coordinator, Mrs. Rothschild at [tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu) by September 1st of the Fall semester

**Students Placed in Chicago Public Schools.** In addition to obtaining the IL state background check report and the FBI background check report, students placed in Chicago Public School (CPS) must also complete the CPS Related Service Provider Registration Packet. This packet requires you submit both background check reports, your receipt from the purchase of the background checks, and TB testing results. When you are notified that you will be placed in CPS, you will be given the packet to complete and submit to CPS. Instructions for submitting the packet to CPS will be included in the packet.

- The cost of the IL state fingerprinting is \$30 and the cost of the federal fingerprinting for CPS varies (\$50 for an electronic report, \$60 for a hard copy report delivered by standard mail, or \$75 for a hard copy report delivered by 2-day priority UPS shipping).

*Note for International Students. If you are an international student who needs assistance with the background check process, please contact the [International Student and Scholars Office](#).*

**School-Based Practicum and Interns.** Students in practicum and internship must also complete background checks. You will receive instructions on completing the background checks when you start practicum and internship because they may differ based on the district that you will be in.

**TB Testing.** Students can get their TB testing done by their primary care provider. Or, students can get their TB testing done at the Loyola University Chicago Wellness Center for \$11.00. You can make an appointment at the Wellness Center here: <https://www.luc.edu/wellness/medical/appointments/>. Students can also get TB testing done at various Walgreens locations. Once you receive your results, please email or give a paper copy to the School Psychology Program Coordinator, Mrs. Rothschild at [tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu) by September 1st of the Fall semester.

\*Note: For students who have recently been tested for TB and have a copy of the results, you do not have to get tested again. You can just follow the instructions for submitting your TB test results above



## APPENDIX B: RESEARCH TEAM PARTICIPATION RUBRIC

Student Name: \_\_\_\_\_ Year in Program: \_\_\_\_\_ Date of Rating: \_\_\_\_\_

Faculty Member Name: \_\_\_\_\_ Research Team Name: \_\_\_\_\_

Briefly describe the research activity (e.g., data collection, data analysis, writing, etc.):

**Please use the rubric below to rate the student's performance on your team this year. Scored rubric should be returned to student and uploaded to Doctoral Portfolio in LiveText.**

Skills	Advanced	Intermediate	Emerging	Not Yet Developed
Critical Thinking	Effectively searches for and identifies information, demonstrates critical thinking skills, critically evaluates information, and integrates feedback, without faculty support.	Effectively searches for and identifies information, demonstrates critical thinking skills, critically evaluates information, and integrates feedback, with minimal faculty support	Inconsistently searches for and identifies information in an effective manner, demonstrates critical thinking skills, critically evaluates information, and/or integrates feedback. Requires consistent faculty support to demonstrate these skills.	Does not effectively search for and identify information, demonstrate critical thinking skills, critically evaluate information, and/or integrate feedback.
Use of Literature	Consistently and clearly demonstrates an awareness of the works of others and shows understanding of information from multiple literature sources. Use of literature to inform research ideas is consistent with that expected of a professional school psychology researcher.	Clearly demonstrates an awareness of the works of others and establishes a context for the project. Shows an understanding of information from multiple literature sources.	Shows limited understanding of the work in the field. Knowledge is primarily from faculty provided materials.	Does not have an awareness of the works of others and the significance of their work.
Methodological Skills	Has in-depth understanding of different methodological approaches and is able to select the appropriate research methods for different projects without faculty support.	Understands different methodological approaches and is able to select the appropriate research methods for different projects with minimal faculty support.	Has some understanding of different methodological approaches but has difficulty applying that knowledge to the development of research projects.	Has limited or no understanding of different methodological approaches.
Data Analysis	Excels in analyzing data and interpreting findings. Has advanced data analysis	Can conduct thorough and correct analysis of data. Interprets findings	Demonstrates some or partially correct analysis of data. Needs significant	Little meaningful analysis of data or incorrect. Interpretation

	skills and can implement them independently.	accurately.	support in interpreting findings accurately.	of data is consistently inaccurate.
Writing Skills	Writing is independently at scholarly level for publication with no to limited support from faculty.	Writing is at a scholarly level for publication with support of faculty.	Writing is marginal; student demonstrates adequate written communication skills, but is not yet at a scholarly level for publication.	Writing is unclear and difficult to follow; lacks organization.
Oral Communication	Oral communication skills are consistent with those expected of a professional school psychologist and researcher. Student can express ideas and questions very clearly.	Oral communication skills are strong. Student can express research ideas and questions clearly in research team meetings and/or with research partners.	Oral communication skills are generally appropriate. Student has some difficulty expressing research ideas or questions clearly in research meetings and/or with research partners.	Shows consistent difficulty expressing research ideas and questions clearly.
Time Management	Consistently meets deadlines and exceeds expected time management skills. Supports the research team in managing time and project expectations.	Consistently meets deadlines. Shows expected time management skills.	Misses some deadlines despite reasonable effort.	Routinely misses deadlines or asks for extensions.
Organization	Can organize project tasks independently, without faculty support. Excels in this area.	Effectively organizes project tasks.	Identifies project tasks but may struggle with setting priorities and planning.	Has difficulty converting broad objectives to specific tasks.
Ability to Collaborate with Others	Demonstrates collaboration skills consistent with a professional school psychologist and researcher. Excels in interactions with team members, faculty, and research partners.	Effectively collaborates with all team members, faculty, and research partners. Has not had any difficulty collaborating with others.	Generally collaborates well with team members, faculty, and research partners, but has had one or two incidences of collaboration difficulties.	Has had three or more instances of collaboration difficulty with research team members, faculty, and/or research partners.
Professionalism	Behaves in a way consistent with a professional school psychologist and researcher. Demonstrates readiness to work independently in a professional environment.	Consistently behaves in a professional manner. Learns from mistakes and integrates constructive feedback into future behavior.	Usually behaves in a professional manner. Has some difficulty integrating constructive feedback into future behavior.	Frequently behaves in an unprofessional manner.
Leadership	Has taken a significant leadership role on one or more projects; demonstrates ability to lead a research project with very minimal	Has taken a leadership role on one or more projects; demonstrates ability to lead portions of a research project with faculty support.	Has taken a leadership role on one or more specific research tasks, but not on larger projects.	Has not taken a leadership role on any projects.

	faculty support.			
Overall Assessment	<i>In this section, please write if the student's overall performance Exceeds, Meets, Partially Meets, or Does Not Meet Standards (see scoring instructions below).</i>			

Please comment on the ways in which the student has shown growth in research, independence in scholarship, and leadership over the course of the academic year. If you have worked with the student across multiple years, please comment on growth across years as well.

---



---



---



---



---

### Overall Assessment Scoring Instructions

- **Instructions for Year 1 Students:**
  - Advanced Standards:
    - All skills rated Advanced
  - Intermediate Standards:
    - All skills rated Advanced or Intermediate
    - All skills rated Intermediate or Emerging
    - All skills rated Emerging or Not Yet Developed (most skills rated Emerging)
  - Emerging: N/A
  - Not Yet Developed: All skills rated Not Yet Developed
  
- **Instructions for Year 2 Students:**
  - Advanced Standards:
    - All skills rated Advanced
  - Intermediate Standards:
    - All skills rated Advanced or Intermediate
    - All areas rated Intermediate or Emerging
  - Emerging Standards:
    - All skills rated Emerging or Not Yet Developed (most skills rated Emerging)
  - Not Yet Developed Standards:
    - All skills rated Not Yet Developed
  
- **Instructions for Year 3 Students:**
  - Advanced Standards:
    - All skills rated Advanced
  - Intermediate Standards:
    - All skills rated Advanced or Intermediate
    - All areas rated Intermediate or Emerging (most skills are rated Intermediate)
  - Emerging Standards:

- All skills rated Intermediate or Emerging (most skills are rated Emerging)
  - Not Yet Developed Standards:
    - All skills rated Emerging or Not Yet Developed
    - All skills rated Not Yet Developed
- **Instructions for Year 4 Students:**
  - Advanced Standards:
    - All skills rated Advanced
  - Intermediate Standards:
    - All skills rated Advanced or Intermediate (most skills are rated Intermediate)
  - Emerging Standards:
    - All skills rated Intermediate or Emerging (most skills are rated Emerging)
  - Not Yet Developed Standards:
    - All skills rated Emerging or Not Yet Developed
    - All skills rated Not Yet Developed

*Note: All faculty reserve the right to rate a students' overall skills as Not Yet Developed due to not meeting standards in the area of Professionalism (even if all other skill areas are meeting expectations).*

**APPENDIX C: COURSE SEQUENCE GRIDS BY COHORT YEAR OF ENTRY**

Med & PhD Course Sequence Grid  
(pre-Fall 2018 Cohorts)

Year	Fall	Spring	Summer A	Summer B
1	<ul style="list-style-type: none"> <li>▪ Ethics and Professional Issues in School Psychology (CIEP 462)</li> <li>▪ Data-Based Decision Making (CIEP 519)</li> <li>▪ Prevention, Assessment and Intervention: Academic (CIEP 477)</li> <li>▪ Multiculturalism for Social Justice in Higher Education (ELPS 432)</li> <li>▪ Qualitative Methods (RMTD 420)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Legal Issues: Educating Students with Disabilities (CIEP 410)</li> <li>▪ Assessment of School-Aged Children and Adults (CIEP 480)</li> <li>▪ Prevention, Assessment and Intervention: Early Childhood (CIEP 481)</li> <li>▪ Prevention, Assessment, and Intervention: Behavior (CIEP 482)</li> <li>▪ Quantitative Methods (RMTD 421)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment of Bilingual Students (CIEP 474)</li> <li>▪ Human Development: Cognition, Affective and Physical Basis of Behavior (CPSY 454)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Psychopathology and Introduction to School Based Mental Health (CIEP 413)</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 15 credits</li> <li>▪ Illinois Test of Basic Skills Exam</li> <li>▪ Apply for M.Ed. Portfolio and Graduation</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15 credits</li> <li>▪ M.Ed. Portfolio due 4/1</li> </ul>	<ul style="list-style-type: none"> <li>▪ 6 credits</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 credits</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Practicum in School Psychology I (CIEP 461)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practicum in School Psychology II (CIEP 463)</li> </ul>	<ul style="list-style-type: none"> <li>▪ History and Systems of Psychology (PSYC 401)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Biological Foundations (CIEP 484)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Prevention, Assessment and Intervention: Social-Emotional (CIEP 485)</li> <li>▪ Seminar in Educational and School Psychology (CIEP 550)</li> <li>▪ Theories of Counseling and Psychotherapy (CPSY 423) (School Psychology Section)</li> </ul>	<ul style="list-style-type: none"> <li>▪ School Based Consultation (CIEP 479)</li> <li>▪ Prevention, Assessment, &amp; Intervention: Advanced Skills (CIEP 544)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ 12 credits</li> </ul>	<ul style="list-style-type: none"> <li>▪ 9 credits</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 credits</li> <li>▪ Illinois School Psychology Content Area Exam</li> <li>▪ NCSP PRAXIS Exam I</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 credits</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Research Methods Elective #1 (RMTD ___)</li> <li>▪ Elective (3 credits)</li> <li>▪ Advanced Systems Consultation and School Psychology Supervision (CIEP 545)</li> <li>▪ School Psychology Advanced Practicum (CIEP 546) (1-3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research Methods Elective #2 (RMTD ___)</li> <li>▪ Elective (3 credits)</li> <li>▪ Social Development (PSYC 473)</li> <li>▪ School Psychology Advanced Practicum (CIEP 546) (1-3 credits)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ 10-12 credits</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10-12 credits</li> <li>▪ Work on dissertation concept paper</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work on dissertation concept paper and/or proposal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work on dissertation concept paper and/or proposal</li> </ul>

4	<ul style="list-style-type: none"> <li>▪ Cognitive Social Psychology (PSYC 462)</li> <li>▪ Psychological Measurement (RMTD 430)</li> <li>▪ Elective (3 credits)</li> <li>▪ School Psychology Advanced Practicum (CIEP 546) (1-3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doctoral Study (CIEP 610) or Dissertation (CIEP 600)</li> <li>▪ School Psychology Advanced Practicum (CIEP 546) (1-3 credits)</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ 10-12 credits</li> <li>▪ Apply for and pass first component of major portfolio (10/1)</li> <li>▪ Defend dissertation prior to submitting APPIC application</li> <li>▪ Apply for APPIC internship by 11/1</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-3 credits</li> <li>▪ Apply for and pass second component of major portfolio (2/1)</li> <li>▪ Complete minor portfolio requirements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work on dissertation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work on dissertation</li> </ul>
5	<ul style="list-style-type: none"> <li>▪ Internship in School Psychology for Ph.D. Students (CIEP 586) (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internship in School Psychology for Ph.D. Students (CIEP 586) (1 credit)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internship in School Psychology for Ph.D. Students (CIEP 586) (1 credit)</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ 1 credit</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 credit</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1 credit</li> </ul>	



APPENDIX C: Loyola University Chicago School Psychology PhD Course Sequence -2018 Entry Cohort

	Course Number and Title	Number of Credits	Program Requirements
Year 1 Fall Semester	CIEP 462 Ethics and Professional Issues in School Psychology	3	<input type="checkbox"/> Complete Background Checks (9/1) <input type="checkbox"/> Complete VIRTUS Training (9/1) <input type="checkbox"/> Complete TB Testing (9/1) <input type="checkbox"/> Obtain Student Insurance from APA or NASP
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<input type="checkbox"/> Complete Statistics prerequisite by end of Spring semester <input type="checkbox"/> Apply for MEd Comprehensive Assessment (2/1)
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 533 Proseminar in School Psychology	0	
	RMTD 421 Educational Research II: Building a Body of Evidence with Quantitative Methods	3	
Year 1 Summer Session A	No Required Courses		<input type="checkbox"/> Submit MEd Portfolio (7/1) <input type="checkbox"/> Apply for MEd Fall Graduation (8/1)
Year 1 Summer Session B	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	

<b>Year 1 Total Credits</b>		<b>24</b>	
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	<input type="checkbox"/> MEd Graduation Requirements Completed in this semester
	CIEP 485 Prevention, Assessment, and Intervention: Social-Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	RMTD 420 Educational Research I: Building an Evidence-Based with Qualitative Methods	3	
Year 2 Spring Semester	CIEP 463 Practicum in School Psychology II	3	<input type="checkbox"/> Pass IL TAP or ACT (can be completed during Year 1)
	CIEP 479 School-Based Consultation	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
	RMTD 483 Multivariate Statistics	3	
Year 2 Summer Session A	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	<input type="checkbox"/> Pass IL Content Exam <input type="checkbox"/> Pass Praxis NCSP Exam
Year 2 Summer Session B	No required courses		

<b>Year 2 Total Credits</b>		<b>27</b>	
Year 3 Fall Semester	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	<input type="checkbox"/> Select dissertation chair <input type="checkbox"/> Start work on dissertation concept paper
	CIEP 546 School Psychology Advanced Practicum	3	
	CIEP 466 Evidence-Based Interventions (Online)	3	
	RMTD 530 Research Seminar II	3	
Year 3 Spring Semester	PSYC 473 Social Development*	3	<input type="checkbox"/> Present at Graduate School and/or School of Education Conference
	CIEP 546 School Psychology Advanced Practicum	3	
	PSYC 462 Cognitive Social Psychology*	3	
Year 3 Summer Session A	CIEP 474 Assessment of Bilingual Students	3	
Year 3 Summer Session B	CIEP 484 Biological Foundations of Behavior	3	
<b>Year 3 Total Credits</b>		<b>27</b>	
Year 4 Fall Semester	RMTD 430 Psychological Measurement (course is offered every other year)	3	<input type="checkbox"/> Apply for APPIC Internship by 11/1 <input type="checkbox"/> Pass Dissertation Proposal by 12/1

	CIEP 546 School Psychology Advanced Practicum	3	
	Elective*	3	
	CPSY 435 History and Systems or PSYC 401 History and Systems *	3	
Year 4 Spring Semester	CIEP 546 School Psychology Advanced Practicum	3	<input type="checkbox"/> Submit Culminating PhD Portfolio by 2/1 <input type="checkbox"/> Apply for PhD Summer Graduation by 2/1 <input type="checkbox"/> Participate in May commencement
	RMTD Elective*	3	
	Doctoral Study (CIEP 610)	0	
<b>Year 4 Total Credits</b>		<b>18</b>	
Year 5 Fall Semester	CIEP 586 Doctoral Internship	1	<input type="checkbox"/> Apply for Jobs and/or Post-docs
Year 5 Spring Semester	CIEP 586 Doctoral Internship	1	
Year 5 Summer	CIEP 586 Doctoral Internship	1	<input type="checkbox"/> Complete dissertation
<b>Year 5 Total Credits</b>		<b>3</b>	
<b>Total PhD Program Credits</b>		<b>99</b>	

\*Indicates courses that do not have to be taken in the year and semester suggested in this sequence; these courses can be completed at any point in the student's program.

**APPENDIX C: Loyola University Chicago School Psychology PhD Course Sequence 2019 Entry Cohort**

	<b>Course Number and Title</b>	<b>Number of Credits</b>	<b>Program Requirements</b>
Year 1 Fall Semester	CIEP 462 Ethics and Professional Issues in School Psychology	3	<ul style="list-style-type: none"> <li>✓ Complete Background Checks (9/1)</li> <li>✓ Complete VIRTUS Training (9/1)</li> <li>✓ Complete TB Testing (9/1)</li> <li>✓ Obtain Student Insurance from APA or NASP</li> </ul>
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	RMTD 420 Educational Research I: Building an Evidence-Based with Qualitative Methods	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> <li>✓ Complete Statistics prerequisite by end of Spring semester</li> <li>✓ Apply for MEd Comprehensive Assessment (2/1)</li> </ul>
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 533 Proseminar in School Psychology	0	
	RMTD 421 Educational Research II: Building a Body of Evidence with Quantitative Methods	3	
Year 1 Summer Session A	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	<ul style="list-style-type: none"> <li>✓ Submit MEd Portfolio (7/1)</li> <li>✓ Apply for MEd Fall Graduation (8/1)</li> </ul>
Year 1 Summer Session B			
<b>Year 1 Total Credits</b>		<b>27</b>	

Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ MEd Graduation Requirements Completed in this semester
	CIEP 485 Prevention, Assessment, and Intervention: Social-Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	CIEP 479 School-Based Consultation	3	
Year 2 Spring Semester	CIEP 463 Practicum in School Psychology II	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
	RMTD 483 Multivariate Statistics	3	
Year 2 Summer Session A	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	✓ Pass IL Content Exam ✓ Pass Praxis NCSP Exam
Year 2 Summer Session B	No required courses		
<b>Year 2 Total Credits</b>		<b>24</b>	
Year 3 Fall Semester	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	✓ Select dissertation chair ✓ Start work on dissertation concept paper
	CIEP 546 School Psychology Advanced Practicum	3	
	CIEP 466 Evidence-Based Interventions (Online)	3	
	RMTD 430 Psychological Measurement (meet with advisor - course is offered every other year)	3	
Year 3 Spring Semester	PSYCH 552 Neuropsychology *	3	✓ Present at Graduate School and/or School of Education Conference

	CIEP 546 School Psychology Advanced Practicum	3	
	PSYC 462 Cognitive Social Psychology*	3	
	CIEP 474 Assessment of Bilingual Students	3	
Year 3 Summer Session A			
<b>Year 3 Total Credits</b>		<b>24</b>	
Year 4 Fall Semester	CPSY 530 Research Seminar in Counseling Psychology (May be co-listed as RMTD 530)	3	<ul style="list-style-type: none"> <li>✓ Apply for APPIC Internship by 11/1</li> <li>✓ Pass Dissertation Proposal by 12/1</li> </ul>
	CIEP 546 School Psychology Advanced Practicum	3	
	Elective*	3	
	CPSY 435 History and Systems or PSYC 401 History and Systems *	3	
Year 4 Spring Semester	CIEP 546 School Psychology Advanced Practicum	3	<ul style="list-style-type: none"> <li>✓ Submit Culminating PhD Portfolio by 2/1</li> <li>✓ Apply for PhD Summer Graduation by 2/1</li> <li>✓ Participate in May commencement</li> </ul>
	RMTD Elective*	3	
	Doctoral Study (CIEP 610)	0	
	PSYCH 475 Cognitive Development*	3	
<b>Year 4 Total Credits</b>		<b>21</b>	
Year 5 Fall Semester	CIEP 586 Doctoral Internship	1	✓ Apply for Jobs and/or Post-docs
Year 5 Spring Semester	CIEP 586 Doctoral Internship	1	
Year 5 Summer	CIEP 586 Doctoral Internship	1	✓ Complete dissertation
<b>Year 5 Total Credits</b>		<b>3</b>	
<b>Total PhD Program Credits</b>		<b>99</b>	

*\*Indicates courses that do not have to be taken in the year and semester suggested in this sequence; these courses can be completed at any point in the student's program.*

**APPENDIX C: PHD COURSE SEQUENCE GRID: FALL 2020 ENTRY COHORT**

**Loyola University Chicago School Psychology PhD Course Sequence**

	<b>Course Number and Title</b>	<b>Number of Credits</b>	<b>Program Requirements</b>
Year 1 Fall Semester	CIEP 462 Ethics and Professional Issues in School Psychology	3	<ul style="list-style-type: none"> <li>✓ Complete Background Checks (9/1)</li> <li>✓ Complete VIRTUS Training (9/1)</li> <li>✓ Complete TB Testing (9/1)</li> <li>✓ Obtain Student Insurance from APA or NASP</li> </ul>
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	RMTD 420 Educational Research I: Building an Evidence-Based with Qualitative Methods	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> <li>✓ Complete Statistics prerequisite by end of Spring semester</li> <li>✓ Apply for MEd Comprehensive Portfolio (2/1)</li> <li>✓ Apply for MEd August Graduation (2/1)</li> </ul>
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 533 Proseminar in School Psychology	0	
	RMTD 421 Educational Research II: Building a Body of Evidence with Quantitative Methods	3	
Year 1 Summer Session A	CIEP 466 Evidence-Based	6	<ul style="list-style-type: none"> <li>✓ Submit MEd Portfolio (7/1)</li> </ul>



	Interventions (Online) CIEP 413 Psychopathology and Introduction to School-Based Mental Health		
Year 1 Summer Session B	No required courses		✓ Med in Educational Psychology Degree Conferred

Year 1 Total Credits		30	Program Requirements
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ Apply for Advanced Practicum (into spring semester)
	CIEP 485 Prevention, Assessment, and Intervention: Social- Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	CIEP 479 School-Based Consultation	3	
Year 2 Spring Semester	CIEP 463 Practicum in School Psychology II	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
	RMTD 483 Multivariate Statistics	3	
Year 2 Summer Session A	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	✓ Pass IL Content Exam ✓ Pass Praxis NCSP Exam
Year 2 Summer Session B	No required courses		
Year 2 Total Credits		24	Program Requirements
Year 3 Fall Semester	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	✓ Select dissertation chair ✓ Start work on dissertation concept paper ✓ Apply for Advanced Practicum (into
	CIEP 546 School Psychology Advanced Practicum	3	

			spring semester)
	PSYCH 552 Neuropsychology *	3	
	RMTD 430 Psychological Measurement (meet with advisor - course is offered every other year)	3	
Year 3 Spring Semester	CIEP 546 School Psychology Advanced Practicum	3	✓ Present at Graduate School and/or School of Education Conference ✓
	CPSY 435 (History and Systems) or PSYC 401 (History and Systems) or elective"	3	
	CIEP 474 Assessment of Bilingual Students	3	
Year 3 Summer Session A	*CPSY 435 or PSYC 401 or elective can be taken here if not taken in Year 3 spring	3	
Year 3 Summer Session B	No required courses		
<b>Year 3 Total Credits</b>		<b>24</b>	<b>Program Requirements</b>
Year 4 Fall Semester	PSYCH 475 Cognitive Development*	3	✓ Apply for APPIC Internship by 11/1 ✓ Pass Dissertation Proposal by 12/1 ✓ Dissertation Proposal Approved
	Select one of the following: PSYCH 460* (Social Psychology Theories); PSYC 474* (Group Dynamics)	3	
	CIEP 546 School Psychology Advanced Practicum	3	
	CPSY 530 Research Seminar in Counseling Psychology (May be co-listed as RMTD 530)	3	
Year 4 Spring Semester	Doctoral Study (CIEP 610)	3	✓ Submit Culminating PhD Portfolio by 2/1 ✓
	RMTD Elective*	3	

Year 4 Summer Session A	No required courses		
Year 4 Summer Session B	No required courses		
<b>Year 4 Total Credits</b>		<b>18</b>	<b>Program Requirements</b>
Year 5 Fall Semester	CIEP 586 Doctoral Internship	1	<ul style="list-style-type: none"> <li>✓ Apply for Jobs and/or Post-docs</li> <li>✓ Apply for PhD Summer Graduation by 2/1</li> <li>✓ Participate in May commencement</li> <li>✓ Complete dissertation (check all deadlines for graduation, dissertation completion on graduate school web site)</li> </ul>
Year 5 Spring Semester	CIEP 586 Doctoral Internship	1	
Year 5 Summer	CIEP 586 Doctoral Internship	1	✓ August Degree Conferral if all program requirements met, including dissertation
<b>Year 5 Total Credits</b>		<b>3</b>	
Program Summary	All Required Courses, program requirements and Dissertation Completed; If dissertation supervision required past year 5, enroll in CIEP 600 (Dissertation Supervision Fall and Spring Semesters until dissertation completed)	<b>99 credits</b>	

*\*Indicates courses that do not have to be taken in the year and semester suggested in this sequence; these courses can be completed at any point in the student's program. Courses should be taken in year 3 or year 4 when offered in either the fall or spring semester*

APPENDIX D: ANNUAL REVIEW OF PROGRESS FORM



School Psychology PhD Annual Review of Progress

Student ID: \_\_\_\_\_  
(Ask Student to Give You ID Number During Meeting)

Year of Entry: \_\_\_\_\_

Student Name: \_\_\_\_\_

Current Year in Program: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part I. Review of Academic Performance:** Performance in all required courses during Spring, Summer, and Fall of last year should be discussed and evaluated (see Course Sequence for reference). Students must earn a grade of B or better in all courses. In the space below, state whether course expectations have been met. If not, please note the course and grade; students must be instructed to contact Program Chair to discuss remediation.

---

---

---

**Part II. Competencies:** In this section, please provide written feedback to the student on their progress during the past year in each of the following competency areas. Comments must include feedback on strengths as well as areas in need of improvement. For any areas in need of improvement, strategies/steps the student needs to take during the upcoming year must be included.

- a.) **Bases of Behavior** (cognitive, biological, history and systems, affective, developmental, and social)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

---

---

- b.) **Research** (including data analysis, qualitative/quantitative/mixed-methods, research experience)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

---

---

c.) **Assessment** (academic, behavioral, social-emotional, etc.)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

---

---

d.) **Intervention** (academic, behavioral, social-emotional, mental health)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

---

---

e.) **Individual and Cultural Diversity** (including social justice)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

---

---

f.) **Consultation and Collaboration** (individual, team, and systems)

Overall Progress and Strengths:

---

---

---

Areas in Need of Improvement and Steps to Improve:

---

g.) *Legal, Ethical, Professional Behavior and Communication*

Overall Progress and Strengths:

---



---

Areas in Need of Improvement and Steps to Improve:

---



---

**Part III. Academic Milestones:** Please check to ensure the student has completed the following milestones for the current academic year. Check each box to indicate you completed each item with the student.

- Review the course grid with the student to check if all relevant milestones for the year have been completed. In the space below, please note any milestones that have not been completed as well as a plan for completion.

---



---

- The following tasks should be discussed during the annual review meeting:
- Registered for summer classes (check course grid to ensure student is in correct courses)
  - Registered for fall classes (check course grid to ensure student is in correct courses)
  - Review overall course sequence to ensure the student is on-track to complete all requirements by graduation
  - Review and update all information in Google Advising Sheet
  - Student has updated GSPS
    - 1<sup>st</sup>-3<sup>rd</sup> Year students only need to update presentations and publications
    - 4<sup>th</sup> year students and beyond need to update Research Tool and dissertation forms

**Part IV. Professional Dispositions:** Professional Disposition ratings from the previous academic year (Spring, Summer, and Fall) for all required courses were aggregated to calculate an average disposition rating. Below you will find your average disposition rating in each disposition area. To meet expectation, you must have an average score of 3 or higher (i.e., higher scores are better) in each disposition area. Students with average scores lower than 3 must be instructed to contact the Program Chair for remediation.

	Exceeds Standards	Meets Standards	Partially Meets Standards	Does Not Meet Standards
Professionalism				
Inquiry				
Social Justice				

Please enter any disposition comments here.

---

---

---

**Part V. Student Feedback on Program Experience:** The student's experience in the program is critical to ongoing self-monitoring and continuous improvement. As part of this effort, please tell us about your experience in the program during the past year.

What suggestions do you have for improving your experience as a student in the LUC SPSY program?

---

---

---

What are some strengths or positives about your experience as a student in the LUC SPSY program?

---

---

---

Additional Comments: \_\_\_\_\_

---

---

**Annual Review or Progress Summary (Check One):**

Student is making adequate progress: \_\_\_\_\_

Student is not making adequate progress and needs to meet with Program Chair: \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

APPENDIX E: SCHOOL PSYCHOLOGY PROGRAM DISPOSITION FORM



PROFESSIONAL DISPOSITIONS

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professionalism	Student often meets deadlines early.	Student meets all deadlines.	Student inconsistently meets deadlines.	Student consistently does not meet deadlines.
	Student works collaboratively with peers on assignments and shows strong problem-solving skills to resolve conflicts when they arise.	Students works collaboratively with peers on assignments.	Student sometimes works well with peers on assignments.	Student does not work well with peers on assignments.
	N/A	Student attends class, maintains professional appointments, and is punctual for all professional obligations.	Student inconsistently attends class, maintains professional appointments, and/or is punctual for all professional obligations.	Student does not attend class, maintain professional appointments, and/or is punctual for all professional obligations.
	Student responds to communication from faculty, supervisors, employers, and fellow students in a very timely manner (i.e., under 2 business days).	Student responds to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not consistently respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).



			2 business days).	
N/A	Student clearly exhibits honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not consistently exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.	
N/A	Student use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).	Student sometimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).	Student oftentimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).	
N/A	Student dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student inconsistently dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student does not dress in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	
Student has exceptional oral expression skills and can express themselves across multiple settings and with multiple audiences.	Student effectively expresses themselves orally with peers and faculty, and within the schools.	Student has difficulty expressing themselves orally with peers and faculty and/or in schools.	Student does not effectively express themselves orally with peers and faculty and/or in schools.	
Student seeks our feedback, supervision, and quickly incorporates feedback to improve performance.	Student readily accepts supervision and feedback. Student is able to incorporate feedback to improve performance.	Student has difficulty accepting feedback, supervision, and/or has difficulty incorporating feedback to improve performance.	Student does not accept feedback, supervision, and/or does not incorporate feedback to improve performance.	

Inquiry	Student demonstrates exceptional skills in seeking out relevant content/information.	Student demonstrates the skill to seek out relevant content/information.	Student has limited skills in seeking out relevant content/information.	Student does not demonstrate the skills needed to seek out relevant content/information.
	Student demonstrates exceptional critical thinking skills.	Student demonstrates critical thinking skills.	Student demonstrates limited critical thinking skills.	Student demonstrates little to no critical thinking skills.
	Student demonstrates exceptional skills in critically evaluating information from reliable sources relevant to the profession.	Student critically evaluates information from reliable sources relevant to the profession.	Student demonstrates limited skills in critically evaluating information from reliable sources.	Student demonstrates little to no skills in critically evaluating information from reliable sources.
Social Justice	Student deeply reflects on their own thoughts and/or feelings to understand their decision-making.	Student reflects on their own thoughts and/or feelings to understand their decision-making.	Student has limited reflection on their own thoughts and/or feelings to understand their decision-making.	Student does not reflect on their own thoughts and/or feelings to understand their decision-making.
	Student is aware of their own biases, stereotypes, and prejudices and is able to monitor those beliefs so that they do not influence their decision-making.	Student is aware of and reflects on their own biases, stereotypes and prejudices.	Student has limited awareness of their own biases, stereotypes, and prejudices.	Student is not aware of their own biases, stereotypes, and prejudices.
	Student demonstrates respect for other points of view and is able to integrate new viewpoints into their own thinking.	Student demonstrates respects other points of view.	Student respects points of view similar to their own and/or has difficulty respecting points of view different from their own.	Student shows disrespect for points of view different from their own.
	Student always uses person-first, bias-free language in	Student consistently uses person-first, bias-free	Student does not consistently use person-first,	Student does not use person-first, bias-free language in written and

	written and oral communication.	language in written and oral communication.	bias-free language in written and oral communication.	oral communication.
	Student is empathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is sympathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student has difficulty being sympathetic and/or understanding when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is indifferent and/or dismissive when learning about difficult life experiences of clients, peers, and others with whom they interact.
	Student demonstrates an awareness of a wide-range of cultural differences and is able to translate that awareness in their academic and practical work in novel ways.	Student is aware of cultural differences and is able to translate that awareness in their academic and practical work.	Student is aware of cultural differences but is not able to translate that awareness in their academic and/or practical work.	Student demonstrates little to no awareness of cultural differences.
	Student is able to identify inequities and/or inequalities in educational and mental health service systems as well as other social and service systems.	Student is able to identify inequities and/or inequalities in educational and mental health service systems.	Student inconsistently identifies inequities and/or inequalities in educational and mental health service systems.	Student is not able to identify inequities and/or inequalities in educational and mental health service systems.
	N/A	Student understands that multicultural competence is aspirational and will be a life-long learning process.	N/A	Student does not understand that multicultural competence is aspirational and will be a life-long process.
	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.

			Standard.	
<b>Total Score</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>

Comments:

Signatures:

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty

\_\_\_\_\_

Date

## APPENDIX F: PROFESSIONAL DRESS CODE

(For all School Psychology candidates for visits, shadowing, practicum, and internship)

As a candidate from Loyola University School Psychology Program you serve as its representative when you are in the field. We want to assure that you are aware of some guidelines that will allow you to reflect positively on the program and yourself. It is important that you present yourself in a professional manner both in your performance and your appearance. Your clothing should be clean, pressed, and mended and should, in general, follow guidelines for business casual. This includes:

### For men:

- Pants (not denim)
- Dress shirts with collar; knit shirts (polo/golf style) with collar; or turtlenecks with full fold-over collars (shirts of all kinds must be tucked in), or sweaters worn with a shirt beneath if V-neck
- Shoes (no sneakers, flip-flops, or crocs)

### For women:

- Pants (not denim);
- Skirts or dresses of appropriate length (no more than two inches above the knee)
- Tops should be modest
- Shoes (no sneakers, flip flops, or crocs)

### NO:

- Jeans
- Low rider pants
- Tears, ragged hems, cargo pants, or decorative hardware on pants
- Gym shoes
- Athletic or athleisure wear (e.g., yoga pants)
- Tank tops
- Spaghetti straps
- Shorts
- Mini skirts
- Cleavage showing
- Underwear showing
- Midsections showing between top and pants

If you follow these guidelines, you will be treated in the schools as a professional. As you visit schools and enter the work force as a practicum student or intern, you will also need to be mindful of the rules of the schools in which you are working.

Additionally, as you plan to interview for internship and jobs, the current recommendation is to wear professional business attire, not business casual.

APPENDIX G: HANDBOOK AGREEMENT

LOYOLA  
UNIVERSITY  
CHICAGO  
SCHOOL OF  
EDUCATION

School Psychology Student Handbook and Procedures  
Acknowledgment Form

By accepting admission into the Loyola School Psychology Program, I have read, understand and agree to abide by the policies and procedures and ethical standards as stated in the Student Handbook.

---

Student Signature

---

Date

---

Student Name

Please sign and email this form to Dr. Golomb ([lgolomb@luc.edu](mailto:lgolomb@luc.edu)) and Toni Brasher-Rothschild ([tbrasherrothschild@luc.edu](mailto:tbrasherrothschild@luc.edu)) by October 1<sup>st</sup> of Year 1.