

**SCHOOL PSYCHOLOGY EDUCATIONAL SPECIALIST (EDS)  
STUDENT HANDBOOK**

**LOYOLA UNIVERSITY CHICAGO  
School of Education**

**LOYOLA**  
UNIVERSITY CHICAGO



**The School Psychology EdS program is fully approved by the  
[National Association of School Psychologists](#)  
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## **OBJECTIVES OF THE PROGRAM**

The Educational Specialist (Ed.S.) program of studies in school psychology at Loyola University Chicago provides a sequential set of experiences that have been carefully planned with reference to the standards of the National Association of School Psychologists (NASP) as well as the certification requirements promulgated by the Illinois State Board of Education. The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists. Although some graduates go on to obtain advanced doctoral degrees in school psychology and related areas, the majority of the specialist degree recipients obtain employment in the public schools. Therefore, the specialist degree program of studies emphasizes those skills and objectives that we believe best prepare the candidate for employment immediately upon completion of the program.

The primary goal of the Loyola University Chicago program is to train professional school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings.

An effort is made to develop an active community of learners and researchers. All candidates are strongly encouraged to become active participants on a research team. Research teams have been established and address topics such as: methodology; diversity; violence prevention; school discipline/positive behavioral policies, interventions, and supports; school-based problem solving; inclusion and school policy; mental health programming in schools and communities; instructional interventions; school reform; social justice; advocacy; outcome research; evidence-based prevention and intervention; and consultation. The specific program objectives are based upon the NASP domains. The school psychology faculty, through coursework and mentorship of students, are committed to supporting the following program objectives:

### **Domain 1: Data-Based Decision Making**

School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

### **Domain 2: Consultation and Collaboration**

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

### **Domain 3: Academic Interventions and Instructional Supports**

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional

strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

#### **Domain 4: Mental and Behavioral Health Services and Interventions**

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

#### **Domain 5: School-Wide Practices to Promote Learning**

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

#### **Domain 6: Services to Promote Safe and Supportive Schools**

School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

#### **Domain 7: Family, School, and Community Collaboration**

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

#### **Domain 8: Equitable Practices for Diverse Student Populations**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

#### **Domain 9: Research and Evidence-Based Practice**

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and

evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

### **Domain 10: Legal, Ethical, and Professional Practice**

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

### **ORGANIZATIONAL PRINCIPLES**

1. Organization and Service Delivery
2. Climate
3. Physical, Fiscal and Personnel Support Systems
4. Professional Communication
5. Supervision, Peer Consultation and Mentoring
6. Professional Development and Recognition Systems

## **LOYOLA PHILOSOPHY AND POLICIES**

### **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.

### **ALIGNMENT OF PROGRAM OBJECTIVES WITH NASP STANDARDS AND LOYOLA'S CONCEPTUAL FRAMEWORK**

The specific program objectives are met through a program designed within the context of the ten National Association of School Psychologists’ (NASP) domains of school psychology training and practice standards. The Illinois State Board of Education has developed school psychology training standards based upon the ten [NASP Domains](#), which Loyola also incorporates into its training model. Ed.S. candidates are expected to demonstrate competency in each of the ten domains of professional practice. This competency requires both the acquisition of knowledge and skills that are demonstrated during the practica and internship. The program places a heavy emphasis on disciplined methods of inquiry, data-based decision making, and accountability. All of the ten domains are interspersed throughout the program, taught at an introductory level in the earlier courses and at a more in-depth level as the candidate progresses through the program. No one course covers a NASP domain in its entirety. The program also reflects the [Loyola School of Education Conceptual Framework](#).

### **ACADEMIC ADVISING**

Each student will be assigned an academic advisor upon entering the program. Advisors will hold required advising meetings once in the Fall semester and once in Spring semester. Other advising appointments can be scheduled as needed. Advisors are responsible for supporting students in

making progress toward the completion of all degree requirements. Ultimately, it is the student's responsibility to ensure they are completing program requirements.

It is always possible to change the assigned academic advisor. If the candidate would like to change academic advisors, the candidate is responsible for scheduling a meeting with the program chair. After meeting with the program chair, the candidate will put the request in writing and send copies to the current advisor the program chair. We expect to receive such requests because when the candidate is first accepted into the program, we don't know the candidate well enough to determine the best fit. However, the school psychology program chair may determine that a student must remain with their original advisor.

**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 "SPSY Student". Click on this site to find the program policies and procedures.

<https://sakai.luc.edu/portal/site/f6cacaaa-0484-4b45-b70b-6c99b4066784>

## **CANDIDATE RESPONSIBILITIES**

The Ed.S. program of studies is administered through the office of the School of Education Dean. The candidate is responsible for staying abreast of all School of Education requirements and deadlines. In addition, it is the student's responsibility to see that all program requirements are met and accurately recorded. It is also the student's responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing. These must be made in writing from the candidate to the advisor; from the advisor to the program director; from the program director to the Dean of the School of Education.

It should be noted that all candidates 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. Unless determined otherwise, candidate's date of admission determines the rules under which the program requirements must be met. It is the candidate's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Graduate Dean of the School of Education.

## **ETHICS POLICY**

The Loyola School Psychology EdS program is NASP-approved; therefore, all students enrolled in this program must adhere to the NASP Ethical Standards. Students will learn about the NASP Standards for Professional Ethics in CIEP 462 in Fall semester, Year 1 of the program.

## **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](#). 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. [Syllabus and Privacy Statements](#)
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 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.

## **PROGRAM OF STUDIES**

In pursuing an Educational Specialist (Ed.S.) degree in School Psychology at Loyola, candidates obtain an M.Ed. degree in Educational Psychology and an Ed.S. degree in School Psychology. Completion of the M.Ed./Ed.S. degree program in School Psychology requires 66 graduate semester hours (22 courses) including an applied practicum, full-time internship, and two comprehensive portfolio examinations. No thesis is required.

To begin their program of studies, candidates are admitted to the M.Ed. program in Educational Psychology. The first 30 credit hours obtained in the school psychology program leads to the M.Ed. degree in Educational Psychology, which is typically awarded in August after completion of year one in the program. In addition to the required coursework, student must pass the M.Ed. portfolio and complete a pre-practicum experience. There will be a first-year, pre-practicum experience.

After successful completion of the M.Ed. program of studies in Educational Psychology, and with faculty approval, a candidate is admitted into the Ed.S. program of studies in School Psychology. Admission to the Ed.S. program requires completion of all required M.Ed. course work with grades of B or better and successful evaluation of dispositional readiness for the field. The Ed.S. in School Psychology is considered to be a degree between a master's degree and doctorate degree. The Ed.S. requirements include the completion of 36 credit hours, completion of a year-long practicum, and passing of the Ed.S. culminating portfolio. In addition, during the third year of the program, all candidates complete a one-year full-time internship in the schools. These requirements are completed during Years 2 and 3 of the program. The Ed.S. degree will allow candidates to be credentialed in Illinois as a certified school psychologist and will prepare candidates to seek the Nationally Certified School Psychologist (NCSP) credential.

## **COURSEWORK**

### **PREREQUISITE COURSE**

One undergraduate course is required as a prerequisite before beginning the program. The prerequisite course is Statistics. Student transcripts will be checked for evidence of successful completion ("B" or better) of the statistics prerequisite requirement. If you have not completed a statistics course prior to starting the EdS program, please inform your academic advisor. Students may be admitted who have not taken this course, but such students must complete this requirement prior to Summer Session B at the end of Year 2. Please be advised that summer courses fill up quickly and space is limited.

### **PROGRAM COURSEWORK**

The program is designed to be completed in three years. In order to accomplish this, it is necessary for all candidates to attend school during each summer. These courses are essential to the scope and sequence, and all candidates should be aware of the time commitment during Summer Sessions A and B. All required courses are listed below.

#### **PSYCHOLOGICAL FOUNDATIONS** (12 hours)

- Human Development: Cognition, Affective, and Physical Basis of Behavior (CPSY 454)
- Psychopathology and Introduction to School-Based Mental Health (CIEP 413)

- Biological Foundations of Behavior in Schools (CIEP 484)
- **THEORIES OF COUNSELING AND PSYCHOTHERAPY (CPSY 423)**

**DIVERSITY (6 HOURS)**

- Assessment of Bilingual Students (CIEP 474)
- Multiculturalism for Social Justice in Higher Education (ELPS 432)

*Note: The Impact of Diversity is integrated into all courses*

**ASSESSMENTS (12 hours)**

- Prevention, Assessment & Intervention: Academic (CIEP 477)
- Assessment of School Age Children and Adults (CIEP 480)
- Prevention, Assessment & Intervention: Behavior (CIEP 482)
- Prevention, Assessment & Intervention: Social-Emotional (CIEP 485)

**INTERVENTIONS (15 hours)**

- Prevention, Assessment & Intervention: Academic (CIEP 477)
- Prevention, Assessment & Intervention: Behavior (CIEP 482)
- Prevention, Assessment & Intervention: Social-Emotional (CIEP 485)
- Prevention, Assessment & Intervention: Advanced Skills (CIEP 544)
- Evidence-Based Interventions (CIEP 409)
- Trauma Informed Schools (CIEP 502)

*Note: Interventions are integrated into the assessment, psychological foundations, and educational foundations courses.*

**CONSULTATION (6 hours)**

- School-Based Consultation (CIEP 479)
- Advanced Systems Consultation and School Psychology Supervision (CIEP 545)

**STATISTICS AND RESEARCH DESIGN (3 hours)**

- Single Case Research Design (RMTD 422)

**PROFESSIONAL SCHOOL PSYCHOLOGY (6 hours)**

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

**PRACTICA EXPERIENCES (6 hours)**

- Practicum in School Psychology I (CIEP 461)
- Practicum in School Psychology II (CIEP 463)

**INTERNSHIP (6 hours)**

- School Psychology Internship (2 semesters of CIEP 486)

**CULMINATING PORTFOLIO EXAMINATION**

- An ongoing candidate portfolio is maintained throughout the school psychology program of studies due March 1 prior to graduation

## TRANSFER CREDIT

All candidates accepted in the School Psychology program at Loyola must complete all core courses at Loyola, unless the core courses were taken within a NASP approved program. Transfer courses MUST be graduate level courses with a grade of B or better. Transfer courses must have been taken within five (5) years prior to acceptance into Loyola's program of studies. These requirements apply to all candidates who transfer graduate course credits from another institution.

- Candidates entering the School Psychology program with a bachelor's degree may transfer in up to six (6) semester hours of graduate credits from another institution.
- With program approval, an applicant may take two courses at Loyola as an unclassified candidate prior to formal acceptance into the School Psychology program of studies. It should be noted that only six (6) semester hours taken as an unclassified candidate at Loyola may be counted towards a degree.
- When a candidate enters the School Psychology program with a master's degree, up to six (6) graduate semester hours may be transferred into the Ed.S. program from the master's degree program of studies. These candidates will not obtain the M.Ed. degree in Educational Psychology at Loyola. They will be directly admitted to the Educational Specialist level program of studies. For candidates with a preexisting master's degree, a minimum of 30 hours of graduate level coursework towards the Ed.S. degree must be completed at Loyola University.

## 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 [SOEStudentDocs@Luc.edu](mailto:SOEStudentDocs@Luc.edu) by September 1<sup>st</sup> of Year 1 (Due to COVID the date is extended to 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. 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 [SOEStudentDocs@Luc.edu](mailto:SOEStudentDocs@Luc.edu) by September 1<sup>st</sup>. 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 Liability 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.

**First Year Pre-Practicum Experience.** During the first year of the program, students complete a pre-practicum, field experience in an elementary school in the Chicago area. Students will be placed in an elementary school in the Chicago area at the beginning of the Fall semester. Students should not contact any schools. The School Psychology Clinical Coordinator and instructor for CIEP 477 will place you in a school. During this pre-practicum experience, students complete a number of applied activities that are part of courses, including 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. Therefore, course instructors will guide you through the completion of these experiences. All field-based assignments will be explained during the respective course.

*Attendance.* Students are required to attend their school site ~1 day/week. Absences from the school site must be pre-approved by the school psychology clinical coordinator, as well as the instructor for CIEP 477. Students must follow the Loyola academic calendar for holidays and breaks; however, students will stay in their school-based practicum and internship placements until the end of the school year for the school in which they are placed. Please note that K-12 schools are typically in session longer than the Loyola calendar.

**School-Based Practicum.** During Year 2, students complete their year-long, school-based practicum. In order to start the school-based practicum experience, students must earn a grade of B or better in the following courses: CIEP 410; 413; 462; 477; 480; 482; ELPS 432; and CPSY 454. In addition, students must have passed their MEd Culminating Portfolio.

The school-based practicum requires attendance at the school-based site as well as attendance to the practicum supervision class. There are two school psychology practicum courses that must be taken in sequence. The Practicum in School Psychology I course (CIEP 461) is taken during the fall semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the spring semester of the second year of study. 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 practicum instructor must be contacted before February 1 of Year 1 to apply for a special request site review. Students must complete the practicum in a setting outside of their regular employment. Students preferences for assignment location and days will be honored to the degree possible.



Each student will be assigned to a practicum site for two full school days per week. A total of 600 hours must be completed in practicum activities outside of the classroom. Candidates must record the number of supervised clinical hours accumulated during practicum using a document provided by the University (Excel Practicum Log will be provided prior to beginning each field experience). In addition, attendance at a number of specified classes held on campus is required. Additional time in which to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. In conjunction with the field placement, each candidate must also complete a series of applied practicum-based projects that are aligned with NASP standards and are designed to demonstrate the competencies gained during the practicum. These structured clinical activities provide documentation of practicum experiences and other assignments relative to Illinois rules and regulations for special education, interviews of central office administrators, and other individually determined projects.

The following overarching goals are part of the school psychology practicum:

- 1) Candidates will be exposed to school settings and/or cooperatives in an effort to give them an opportunity to observe school psychologists, to gather information about school systems, and to understand the interrelationships between the schools and the professional practice of school psychology. Activities include directed observations, attending MDC meetings, problem-solving meetings, etc. These assignments include assessments, progress-monitoring, behavioral and academic interventions, and consultations.
- 2) Candidates will have an opportunity to practice assessment, intervention, and consultation skills. A special focus is given to two specific tasks. The first of these is the completion of two complete case study evaluations, problem solving cases (or reevaluations), under the supervision of a certified school psychologist. The second is to provide opportunities to complete evaluations utilizing non-normative measures such as curriculum-based assessments and/or functional analyses of academic performance problems.
- 3) Candidates will complete TWO school-based consultation cases from beginning to end; a consultation on an individual student and a consultation case at the classroom level. The consultation case should involve consultation with the teacher or an intervention team with whom the candidate will follow-up on an ongoing basis. The emphasis is to provide the school psychology practicum candidate with some exposure to problem-solving intervention options available to them, as well as data-based decision making and other models of problem-solving. These consultations will be two of the required assignments for School-based Consultation (CIEP 479).

**Internship.** Currently, under the program approved by the State Teacher Certification Board, the university program has the responsibility for: (1) approval of internship sites, (2) approval of intern supervisors, and (3) approval of internship eligibility. The school psychology Ed.S. internship consists of 1200 hours of supervised work completed within a school setting during a nine-month school year. The site supervisor must provide two hours a week of direct supervision.

It should be noted that a candidate will not be approved to pursue an internship unless they have an overall 3.00 GPA and have earned grades of "B" or better in the programmatic courses. Candidates must have completed all coursework and the practicum prior to final approval for the internship.

The University or, more specifically, the faculty member assigned to teach the internship courses (CIEP 486) assumes the responsibility for: (1) review and approval of individual internship plans (see the School Psychology website under "Forms" for the Internship Plan); (2) periodic evaluation of the intern's progress during the internship; and (3) final certification recommendation, in



conjunction with the program coordinator, internship site supervisor, and other University supervisors.

A candidate endorsed for internship by the program director may contract for an internship in any district or community in the state of Illinois that has program approval from the University. A student may complete an internship in the same district or co-op as their practicum, but it must be in a different school and with a different supervisor. Program faculty, including the coordinator 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. However, it is the student's ultimate responsibility to obtain the internship. Students cannot accept an internship offer before a state approved date, usually around March 15. Candidates must record the number of supervised clinical hours accumulated during internship using a document provided by the University (Excel Internship Log will be provided prior to beginning each field experience). Candidates should request that two or three professors and/or supervisors write letters in support of their applications for a school psychology internship.

*Internship Requirements.* During each semester of his/her internship experience, the school psychology candidate enrolls in CIEP 486 for three semester hours of credit. There are specific course requirements during the internship that are considered an integral part of the internship experience. The internship class meets monthly during the course of the internship and these classes have required attendance. School psychology interns are also strongly encouraged to attend and participate in the regularly scheduled student, faculty, administrator, and staff conversations, the on-going colloquium series, and the workshop presentations held on campus. The evaluation procedures for the internship course include but are not limited to the following:

- Visits to the internship site once or twice each semester by the course instructor. These visits include:
  - Collaborative consultation with the internship supervisor
  - Collaborative consultation with the intern
- Periodic telephone or ZOOM conferences among the site supervisor, intern, and course instructor are interspersed between the site visits and the CIEP 486 seminar discussions;
- Evaluation reports from the internship site supervisor are sent directly to the internship course instructor;
- Periodic evaluation reports from the intern are sent to the course instructor;
- Attendance at required class meetings;
- Weekly reflective logs; and
- Daily Excel logs.

*Internship Grading.* Grading in the internship course technically is on a pass-fail basis. However, University regulations require the assignment of a grade in all graduate-level courses. If the final internship site supervisor's evaluation letter is favorable and the internship course instructor agrees that the internship has been successfully completed, a passing grade (A or B) is assigned each semester and the intern receives six hours of academic credit. If the final internship site supervisor's evaluation letter is unfavorable and the course instructor agrees with its contents, a failing grade (F) will be assigned for both semesters, and no credit hours will be earned.

*Exceptions to Complete Internship outside of IL.* EdS students are not allowed to take out-of-state internships. There are two exceptions for this policy: 1) student and/or family health reasons and 2) student and/or family military service. Students must submit a letter explaining the request for the exception and submit documentation of the health issues and/or military service

requirements. The letter must be submitted to the School Psychology Program Chair as soon as the student becomes aware of the need to take an out-of-state internship. The student is responsible for getting the internship requirements from the other state as well as ensuring that the internship will meet all Loyola University Chicago internship requirements. Students will receive a written response from the Program Chair indicating approval or disapproval of the request for an exception.

*Internship Certification.* 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:

1. Unconditional recommendation for endorsement,
2. Conditional recommendation for endorsement (e.g., upon completion of an additional semester of internship), or
3. 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 course instructor and program faculty concur on the supervisor's recommendation to deny certification and the intern is in disagreement, appeal procedures as specified in University and School of Education regulations may be initiated by the intern. If the intern supervisor and course instructor and/or program faculty are in disagreement as to the recommendation for certification, a school psychology representative from ISBE and/or DUSPP will be asked to serve as mediator in an attempt to settle the dispute.

If the internship site supervisor, course instructor, and program faculty are in agreement that a candidate should be certified, the course instructor and/or the program coordinator make(s) the final recommendation with respect to the certification process.

*Continuous Enrollment.* At times, a student may take a leave prior to beginning an internship. If a candidate has not attended any classes for over a year prior to applying to the internship, then the candidate's skills will need to be assessed by the faculty prior to beginning the internship and remediation may be required.

*Out-of-State Interns.* Loyola is supportive of candidates coming from out of state who wish to complete their internship in Illinois. These candidates should register for their internship courses at their home university. Loyola needs to receive a letter from the candidate's home university program director making the request to complete the internship in Illinois and verifying the candidate's status in their respective program. The candidate must apply to Loyola as a student at large and enroll in CIEP 486 at Loyola. If the candidate wishes to be certified in Illinois, then the candidate must utilize the Loyola Internship Plan.

*Health insurance during internship:* Loyola University Chicago's Board of Trustees requires that all undergraduate students enrolled for 12 or more credit hours, all graduate and professional students enrolled for 8 or more credit hours or students registered for Thesis or Dissertation Supervision at the start of the Fall and Spring terms have health care insurance.

All students meeting the above eligibility requirements will automatically be billed for the Student Health Insurance by the University on their student account and enrolled in the plan, if a waiver is not submitted before the deadline date.

In the event that a student does not meet the eligibility requirements to be automatically billed by the University for Loyola's Student Health Insurance, but is enrolled in six or more credit hours and would like to purchase coverage, he or she can do so by visiting United Healthcare Student Resources website at <http://www.uhcsr.com/luc>.

**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 Student and Scholar Office (<https://www.luc.edu/iss/index.shtml>) 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 3rd year (internship), the student 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 3rd 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 it during your 1st year of employment. It is something to ask potential employers about when you seek a position as a school psychologist after you graduate.

## **SEQUENCE OF PROGRAM REQUIREMENTS**

To facilitate the completion of all of the aforementioned coursework and applied experiences, we have a developed a sequence of course requirements grid. The purpose of the grid is to help students organize all course requirements so that they can plan accordingly for important dates, timelines, and milestones. Please see Appendix B for the Sequence of Program Requirements grid.

## **ILLINOIS EXAM REQUIREMENTS FOR LICENSURE**

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 emailed 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. If you are planning to obtain licensure out of state it is still important to take the Illinois Content Exam. States request verification of licensure from the University that a candidate is eligible for licensure in Illinois. Illinois requires passage of the Content exam and is therefore necessary for the University to complete these forms. 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 Licensure Testing System (ILTS): School Psychology Content Exam.** Loyola school psychology candidates are required to pass the ILTS School Psychology Content Exam no later than the summer and semester prior to internship year. Register for the School Psychology Content Exam on the ILTS website (<http://www.il.nesinc.com/>). Candidate's School Psychology Content Exam scores must be sent to Loyola University – Chicago.

Scoring Qualifications from the Illinois Licensure Testing System (ILTS) website:

- Scores for the content-area tests are reported on a scale from 100 to 300. A total test scaled score of 240 or above is required to pass these tests. Candidates with a total test score below 240 do not pass the test.

Study resources can be found on the ILTS website: [ILTS Study Guide – School Psychology \(237\)](#).

**Praxis: Nationally Certified School Psychologist (NCSP) Exam.** Loyola school psychology candidates are required to pass the Praxis NASP Nationally Certified School Psychologist (NCSP) Exam prior to summer before your internship. Candidate's Praxis scores must be sent to Loyola University – Chicago AND the National Association of School Psychologists (NASP). It is recommended that you also send the scores to the state where you are considering applying for your first job. **If the score is not sent to NASP, candidates will not become NCSP and will be required to pay an additional fee to send the score to NASP. Be sure to print hard copies of your exam scores for your own files. In addition, scores must be entered in Digitation Instructions for entering scores in Digitation can be found in the School Psychology Portfolio Handbook.**

Candidates will submit scores to NASP and Loyola University – Chicago using agency/university codes. The NASP code is 1549. The Loyola University – Chicago code is 1412. **These codes are subject to change. When registering online, please be sure the code is accompanied by the appropriate agency/university name (Loyola or NASP) prior to completing your registration.**

Applicants must achieve a passing score (147) on the Praxis. Test scores remain valid for ten (10) years after the testing date. Test scores older than ten (10) years are considered expired and would require the retaking of the examination. Applicants who took the exam between 2008 and 2014 must have achieved a passing score of 165. Those who took the exam prior to its revision in September 2008 must have achieved a passing score of 660 or higher.

Information regarding the exam: [Overview of the National Association of School Psychologists \(NASP\) Nationally Certified School Psychologist \(NCSP\) Requirements](#)

Information regarding qualifying scores: [NASP NCSP Exam Qualifying Score Information](#)

Preparation materials: [Praxis Preparation Materials](#)

Register for the Praxis NASP NCSP Exam here: [Praxis Registration](#)

Past students have used the following study guides:

[The School Psychology Licensure Exam Guide, Second Edition](#)

[PASS: Prepare, Assist, Survive, and Succeed: A Guide to PASSing the Praxis Exam in School Psychology](#)

## **EVALUATION OF CANDIDATES**

School psychology students are evaluated in several ways to ensure their readiness for professional practice. During the program, students' academic performance, applied skills, and professional dispositions are assessed to evaluate their readiness for practice. The assessments are explained below.

*Course Grades.* The candidate must remain in good standing with respect to meeting the personal and professional standards set by the program faculty. Candidates must receive a grade of B or better in the program required courses. If a candidate receives a grade of B- or lower in a core course, the course must be repeated. The candidate may not receive more than two grades of C or lower throughout the program. Finally, it should be noted that, should a candidate receive a grade of C or lower in either practicum core course, the candidate will not be granted permission to pursue an internship. Such a candidate will only be given an additional opportunity to enroll in another practicum at the discretion of the school psychology program director and in consultation with the other program faculty. Should the candidate continue not to distinguish himself/herself in the practicum, the candidate will be counseled out of the program.

*Professional Exams.* Students must pass the IL School Psychology Content Exam and the NASP NCSP Exam before beginning internship.

*Supervisor Evaluation Rating.* During practicum and internship, supervisors rate each student's applied skills. Students must earn a score of Meets Standard or higher on their practicum and internship supervisor rating to successfully pass practicum and internship.

*Portfolios.* Students complete an MEd portfolio at the end of Year 1 (July), and they complete an EdS portfolio at the end of Year 3 (March 1). The requirements and timelines for the MEd and EdS portfolios can be found in the School Psychology Portfolio Handbook.

*Professional Dispositions.* Professional school psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional school 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 school 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 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.

Each student’s professional disposition is assessed in every course throughout the program using the Professional Disposition Rubric (see Appendix C). Each spring semester, each student will meet with their advisor to discuss their disposition rating from every course completed during the previous academic year. If any disposition area falls below Meets Standards, students are subject to a remediation plan to address the area of concern. As part of professional dispositions, students will also be expected to dress in accordance with the School Psychology Professional Dress Code (see Appendix D).

*Annual Review of Performance.* Candidates also are evaluated on an annual basis as required by the CAEP and NASP guidelines. An annual letter is sent regarding this evaluation at the end of each summer. The professional school psychologist must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice. Every spring, the program faculty meets to conduct a performance assessment of all current Ed.S. students in school psychology. This assessment is based on multiple aspects of development and function inclusive of course-work, applied supervised clinical work, and dispositions. The Annual Review of Progress Form can be found in Appendix E.

At that meeting, the findings from the performance assessment are used to make a program faculty decision as to whether 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 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.

## **REMEDICATION**

**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 the Annual Review of Progress during an individually scheduled meeting. Part of the Annual Review of Progress 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 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**

**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.** To file a formal grievance, students should follow the School of Education Grievance procedures, which can be found on the SOE Student Community Site.

## **TIME LIMITS FOR THE COMPLETION OF THE ED.S. PROGRAM OF STUDIES**

Regulations for Ed.S. candidates stipulate that candidates **must complete all Ed.S. requirements within five years**. The five-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 an educational specialist degree, the program is certifying that degree holders are current in their knowledge base. If a candidate goes beyond the time limit, it is difficult for the faculty to provide this certification.

**Extensions and Leave of Absences.** It is recognized that some candidates may have a legitimate reason for not completing their degree requirements within the five-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:

- 1) Submit a formal request in writing to your advisor.
- 2) The letter should specify the reasons for the request and should include the specific timetable the candidate intends to follow.
- 3) The advisor will send your letter and his/her recommendation regarding your request to the program director.
- 4) The program director will make recommendations to the appropriate dean regarding such requests. Normally, the dean follows the program director's recommendations.

The candidate will be notified in writing by the appropriate dean who will indicate whether the student's request has been approved. The candidate will also be informed of the length of the time extension and/or leave of absence. Normally, short extensions of time 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 candidates make 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.**

## **GRADUATION**

**Masters of Education (MEd) Graduation.** Students who successfully complete their 1<sup>st</sup> year coursework and pass the MEd portfolio graduate with their MEd in Educational Psychology at the end 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**. You must apply for graduation in order to officially receive your MEd and begin the EdS program.

**Educational Specialist (EdS) Graduation.** Students who successfully completed their 2<sup>nd</sup> year coursework, pass their EdS portfolio, and successfully complete their internship graduate with their EdS in School Psychology at the end of Year 3. To graduate, all students must apply for Spring graduation by December 1<sup>st</sup> (Year 3, Fall semester). The process for applying for graduation can be found here: [Graduation Application Process](#). Loyola holds one commencement ceremony each year



in May. 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**. You must apply for graduation in order to officially receive your EdS degree.

## **STUDENT RIGHTS**

**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:

[https://www.luc.edu/its/aboutits/itspoliciesguidelines/policy\\_email\\_general.shtml](https://www.luc.edu/its/aboutits/itspoliciesguidelines/policy_email_general.shtml)

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. 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.

**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's 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 Student Accessibility Center (SAC). To request accommodations, students must schedule an appointment with an SAC coordinator. Students should contact the SAC 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: [Student Accessibility Center](#)

**ETHICSLINE REPORTING HOTLINE.** Loyola University Chicago has implemented EthicsLine 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 [online](#) 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.

([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 can be found at: [Loyola Electronic Communication Policies](#).

### **STUDENT ACADEMIC, HEALTH, FINANCIAL, AND PERSONAL RESOURCES.**

Academic Support Services are available to assist in many areas, below are several of those resources you may access directly. If you need further assistance please contact your academic advisor.

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

Financial Support Services:

- 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/sac/>)

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://www.luc.edu/iss/>)

### **PROFESSIONAL ORGANIZATIONS AND OPPORTUNITIES**

**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, NASP, AND ISPA.** 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. Courtney Bindrich** is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois. Dr. Bindrich earned a doctoral degree in School Psychology with an emphasis in Neuropsychology as well as an Education Specialist degree in School Psychology from The Chicago School of Professional Psychology, following the receipt of her Bachelor's degree in Psychology from the University of Wisconsin-Milwaukee. She completed her APA-approved clinical internship in Illinois, and her two-year post-doctoral fellowship in pediatric neuropsychology in Wisconsin.

Dr. Bindrich specializes in the neuropsychological assessment of brain injury and concussions, as well as neurodevelopmental disorders, such as intellectual impairment, learning disorders (e.g., dyslexia), attention-deficit disorders (ADHD), and autism spectrum disorder. She takes a multidisciplinary and culturally-sensitive approach to assessment and intervention, utilizing the most current evidence based practices in the fields of neuropsychology and education. Dr. Bindrich's research interests include the relationship between attention, effort, and motivation and their impact on learning in the classroom. Additionally, she is an active participant of the American Academy of Pediatric Neuropsychology (AAPdN) and the National Academy of Neuropsychology (NAN); to which she is also a member of their Women in Leadership Committee.

**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, 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 and has a second book under contract related to school supports among military youth. She currently chairs the NASP Professional Positions Committee, was the 2013 chair of the Council of Directors of School Psychology Programs (CDSPP) and 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. Don Sibley** is a Clinical Assistant Professor in the School Psychology program at Loyola University. Dr. Sibley recently completed his EdD in School Psychology at Loyola University, having previously earned his BA in Psychology from the University of New Hampshire and his MS in Clinical Psychology from DePaul University. Dr. Sibley joined the Loyola School of Education faculty as an adjunct in 2011, following 34 years as district-level school psychologist in Arlington Heights SD 25. Dr. Sibley has focused the bulk of his practice and teaching on best practices around the implementation of MTSS. Research interests have focused on best practices in assessment and intervention for reading disabilities. Dr. Sibley is a Charter and Lifetime Member of the Illinois School Psychologists Association, where he has served as a regional director and president and currently serves as one of three co-chairs of the Governmental Affairs Committee. Dr. Sibley is also a long-time member of NASP, a Nationally Certified School Psychologist, and currently serves as co-chair of the NCSP Board.

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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 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 Nancy Goldberger, Assistant Dean, Student Academic Services ([ngoldberger@luc.edu](mailto:ngoldberger@luc.edu)) 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 [SOEStudentDocs@Luc.edu](mailto:SOEStudentDocs@Luc.edu)

**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 ([SOEStudentDocs@Luc.edu](mailto:SOEStudentDocs@Luc.edu)) 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: SEQUENCE OF PROGRAM REQUIREMENTS-2019 ENTRY****MEd Degree Requirements Checklist**

	<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 NASP</li> </ul>
	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	<ul style="list-style-type: none"> <li>✓ Apply for MEd Graduation (2/1)</li> <li>✓ Apply for MEd Comprehensive Assessment (2/1)</li> <li>✓ Complete Statistics prerequisite</li> <li>✓ May Commencement</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	
	Elective (consult with advisor; can be taken in summer)	3	
Year 1 Summer Session A	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	✓ Submit MEd Portfolio (7/1)
Year 1 Summer Session B	RMTD 422 Single Case Research Design	3	✓ None
	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	
<b>MEd Total Credits</b>		<b>30</b>	



## EdS Degree Requirements Checklist

	Course Number and Title	Number of Credits	Program Requirements
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ None
	CIEP 485 Prevention, Assessment, and Intervention: Social Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	CIEP 466 Evidence-Based Interventions (Online)	3	
Year 2 Spring Semester	CIEP 463 Practicum in School Psychology II	3	<ul style="list-style-type: none"> <li>✓ Apply for Internship</li> <li>✓ Pass IL Content Exam</li> <li>✓ Pass Praxis NCSP Exam</li> </ul>
	CIEP 479 School-Based Consultation	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
Year 2 Summer Session	CIEP 474 Assessment of Bilingual Students	3	✓ None
	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	
	CIEP 484 Biological Foundations of Behavior	3	
Year 3 Fall Semester	CIEP 486 School Psychology Internship	3	<ul style="list-style-type: none"> <li>✓ Apply for EdS Graduation (12/1)</li> <li>✓ Apply for EdS Comprehensive Exam (12/1)</li> </ul>
Year 3 Spring Semester	CIEP 486 School Psychology Internship	3	✓ Submit EdS Portfolio (3/1)
<b>EdS Total Credits</b>		<b>36</b>	

*Note: Students must earn a grade of B or better in all courses.*

**APPENDIX B: SEQUENCE OF PROGRAM REQUIREMENTS-2020 ENTRY****MEd Degree Requirements Checklist**

	<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 NASP</li> </ul>
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> <li>✓ Apply for MEd Graduation (2/1)</li> <li>✓ Apply for MEd Comprehensive Assessment (2/1)</li> <li>✓ Complete Statistics prerequisite</li> <li>✓ May Commencement</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	
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> </ul>
	CIEP 409 Evidence-Based Interventions (online)	3	
Year 1 Summer Session B	RMTD 422 Single Case Research Design	3	<ul style="list-style-type: none"> <li>✓ None</li> </ul>

<b>MEd Total Credits</b>	<b>30</b>
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### EdS Degree Requirements Checklist

	<b>Course Number and Title</b>	<b>Number of Credits</b>	<b>Program Requirements</b>
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ None
	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	✓ Apply for Internship ✓ Pass IL Content Exam ✓ Pass Praxis NCSP Exam
	CIEP 474 Assessment of Bilingual Students	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
Year 2 Summer Session	CIEP 502 Trauma Informed Schools	3	✓ None
	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	
	CIEP 484 Biological Foundations of Behavior	3	
Year 3 Fall Semester	CIEP 486 School Psychology Internship	3	✓ Apply for EdS Graduation (12/1) ✓ Apply for EdS Comprehensive Exam (12/1)
Year 3 Spring Semester	CIEP 486 School Psychology Internship	3	✓ Submit EdS Portfolio (3/1)
<b>EdS Total Credits</b>		<b>36</b>	

*Note: Students must earn a grade of B or better in all courses.*

**APPENDIX B: SEQUENCE OF PROGRAM REQUIREMENTS-2021 ENTRY****MEd Degree Requirements Checklist**

	<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 NASP</li> </ul>
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> <li>✓ Apply for MEd Graduation (2/1)</li> <li>✓ Apply for MEd Comprehensive Assessment (2/1)</li> <li>✓ Complete Statistics prerequisite</li> <li>✓ May Commencement</li> </ul>
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 409 Evidence-Based Interventions (online)	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> </ul>
Year 1 Summer Session B	RMTD 422 Single Case Research Design	3	<ul style="list-style-type: none"> <li>✓ None</li> </ul>
<b>MEd Total Credits</b>		<b>30</b>	

**EdS Degree Requirements Checklist**

	<b>Course Number and Title</b>	<b>Number of Credits</b>	<b>Program Requirements</b>
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ None
	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	<ul style="list-style-type: none"> <li>✓ Apply for Internship</li> <li>✓ Pass IL Content Exam</li> <li>✓ Pass Praxis NCSP Exam</li> </ul>
	CIEP 484 Biological Foundations of Behavior	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
Year 2 Summer Session	CIEP 502 Trauma Informed Schools	3	✓ None
	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	
	CIEP 484 Biological Foundations of Behavior CIEP 474 Assessment of Bilingual Students	3	
Year 3 Fall Semester	CIEP 486 School Psychology Internship	3	<ul style="list-style-type: none"> <li>✓ Apply for EdS Graduation (12/1)</li> <li>✓ Apply for EdS Comprehensive Exam (12/1)</li> </ul>
Year 3 Spring Semester	CIEP 486 School Psychology Internship	3	✓ Submit EdS Portfolio (3/1)
<b>EdS Total Credits</b>		<b>36</b>	

*Note: Students must earn a grade of B or better in all courses.*

**APPENDIX B: SEQUENCE OF PROGRAM REQUIREMENTS-2021 ENTRY****MEd Degree Requirements Checklist**

	<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 NASP</li> </ul>
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> <li>✓ Apply for MEd Graduation (2/1)</li> <li>✓ Apply for MEd Comprehensive Assessment (2/1)</li> <li>✓ Complete Statistics prerequisite</li> <li>✓ May Commencement</li> </ul>
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 409 Evidence-Based Interventions	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
Year 1 Summer Session A	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	✓ Submit MEd Portfolio (7/1)
Year 1 Summer Session B	RMTD 422 Single Case Research Design	3	✓ None
<b>MEd Total Credits</b>		<b>30</b>	

### EdS Degree Requirements Checklist

	Course Number and Title	Number of Credits	Program Requirements
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ None
	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	<ul style="list-style-type: none"> <li>✓ Apply for Internship</li> <li>✓ Pass IL Content Exam</li> <li>✓ Pass Praxis NCSP Exam</li> </ul>
	CIEP 484 Biological Foundations of Behavior	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
Year 2 Summer Session	CIEP 502 Trauma Informed Schools	3	✓ None
	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	
	CIEP 474 Assessment of Bilingual Students	3	
Year 3 Fall Semester	CIEP 486 School Psychology Internship	3	<ul style="list-style-type: none"> <li>✓ Apply for EdS Graduation (12/1)</li> <li>✓ Apply for EdS Comprehensive Exam (12/1)</li> </ul>
Year 3 Spring Semester	CIEP 486 School Psychology Internship	3	✓ Submit EdS Portfolio (3/1)
<b>EdS Total Credits</b>		<b>36</b>	





**APPENDIX C: SCHOOL PSYCHOLOGY PROFESSIONAL DISPOSITIONS**



**PROFESSIONAL DISPOSITIONS**

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Professionalism</b>	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).

	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.

<b>Inquiry</b>	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.
<b>Social Justice</b>	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 written and oral communication.	Student consistently uses person-first, bias-free language in written and oral communication.	Student does not consistently use person-first, bias-free language in written and oral communication.	Student does not use person-first, bias-free language in written and 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 Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet 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

Faculty

\_\_\_\_\_

\_\_\_\_\_

Date

Date

## **APPENDIX D: 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 E: ANNUAL REVIEW OF PROGRESS FORM**



**School Psychology Annual Review of Progress**

**Student ID:** \_\_\_\_\_ **Year of Entry:** \_\_\_\_  
 (Ask Student to Give You ID Number During Meeting)

**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.

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**Part II. 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.

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- 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

**Part III. 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. \_\_\_\_\_

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**Part IV. 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?

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

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

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**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 F: HANDBOOK AGREEMENT FORM**

**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 ([SOEStudentDocs@Luc.edu](mailto:SOEStudentDocs@Luc.edu))**