SCHOOL PSYCHOLOGY ED.D. PROGRAM HANDBOOK

2019-2020
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SOCIAL ACTION THROUGH EDUCATION

The School of Education (SOE) 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 school psychology program within the SOE sees the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

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 learning 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.

Within the SOE, the school psychology program at Loyola University Chicago has developed three complementary programs: a NASP-approved M.Ed./Ed.S. in School Psychology leading to licensure as a school psychologist; an APA-accredited Ph.D. in School Psychology leading to licensure as a school psychologist and eligibility to pursue licensure for independent practice as a psychologist; and an Ed.D. in School Psychology for already credentialed school psychologists. The Ed.D. program has an emphasis on data-based decision making and evidence-based practice and interventions.

THE COHORT MODEL

Upon entry into this program, each newly-accepted class will be considered a cohort, which means that each class will experience a common core of classes presented in a specific sequence. It is very important that candidates do not experience this program as a series of disconnected courses taken on an individual basis, but rather completed as a part of a dynamic cohort that supports one another and builds strong connections with school psychology program faculty. It is important that candidates feel integrated into the Loyola University Chicago community of learners and, as such, student experiences (e.g., guest lectures/trainings from practitioners, events from the current school psychology graduate organization) will be provided specifically designed for candidates in this program and for shared experiences with candidates from Loyola University Chicago’s other graduate programs in school psychology. The cohort model allows the program to offer a 20% discount on tuition to all candidates in the program.

Academic Advising. Upon entering the EdD program, each student will be assigned an academic advisor from the core school psychology faculty. Each student will be required to meet with their academic advisor every Fall and Spring semester to discuss course selection, course planning, and completion of program milestones. The academic advisor does not have to serve as the student’s DRP chair.
**Student Sakai Site.** To ensure effective communication of program policies and procedures between advisors and students, the program has a School Psychology Student Sakai site. On this site, you will find copies of the handbook, key dates and timelines, as well as other policies and procedures. To access this site, please login to Sakai and you will see a site named “School Psychology Student”. Click on this site to find the program policies and procedures.

**Candidate Responsibilities.** The EdD 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.

**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 (APA & NASP), the [Loyola Student Code of Conduct and Community Standards, and the School of Education Electronic Communication Policies and Guidelines](https://example.com). Tips for ethical social networking:

- 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 information about clients, parents of clients, your practicum placements, or persons in the practicum community because doing so could violent 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.
GOALS AND OBJECTIVES OF THE PROGRAM

The Ed.D. program in School Psychology was developed to meet the needs of practicing school psychologists to become more informed professionals and leaders within the educational community. The specific focus of the program is to enhance understanding of systems and data-based decision making. The courses in this program have been developed to attain these objectives and provide candidates with the necessary tools to work within schools and communities. In order to accomplish these overarching objectives, there is a clear focus on assisting candidates to acquire the skills to:

1. Think systematically within the education system
2. Analyze and interpret systems-level data
3. Develop leadership potential
4. Implement and evaluate evidence-based practices
5. Further knowledge of inequity within the larger educational community and develop skills to become agents of change

PROGRAM OF STUDIES

The EdD program is a 72-credit hour program. The program includes the completion of 36 credits hours (12 courses) over a 2-year period. The remaining 36 credits hours are typically transferred in from the student’s Master’s and/or Educational Specialist program (see section on Transfer Credits for more information). In addition to the 12 courses, students must also complete the Doctoral Research Project (DRP). The DRP is an action research study that students complete as the culminating program requirement (see Doctoral Research Project below). Upon successfully completing all coursework (i.e., earn a grade of B or better) and successfully defending the Doctoral Research Project, students can graduate and earn their EdD in School Psychology.

Transfer Credits. Students can transfer up to 36 credit hours from the Masters/Educational Specialist degree towards the 72 credits. Therefore, most students will only need to complete 36 credit hours to earn the EdD. Upon acceptance into the program, the candidate and the program director will review graduate school transcripts to determine the number of transfer credits that will be applied to the Ed.D. degree. A maximum of 36 credits may be applied toward the Loyola University Chicago Ed.D. in School Psychology. Credits must be transferred from a NASP-approved graduate program.

Program Format. The EdD program is a hybrid program, which means some of the courses are offered online and some are offered in-person.

During the Fall and Spring semesters, all courses are offered fully online. Course content will be delivered via Sakai, the Loyola course management system. For more information on using Saki, please click here. In addition to Sakai, students may be asked to join video meetings using
Zoom, which is our online, video platform. For more information on how to use Zoom, please click here. The exact structure of the online courses is up to the faculty member who teaches the course. Therefore, each course may vary in the use of Zoom, Sakai, and other online interactive systems. Regardless of the course, all courses during the Fall and Spring semesters will be offered completely online (no in-person sessions).

During summer, courses can be offered in-person. For example, the group counseling course is always offered in-person during the summer. Therefore, students in the EdD program must be prepared to attend class in-person during the summer.

**Course Sequence.** The faculty has developed a sequence of courses (36 credits) that have been designed to help meet the long- and short-term goals of the program which include providing courses that will help prepare candidates for completion of the Doctoral Research Project. The course sequence can be found in Appendix A.

**Course Substitutions.** In some instances, students may have already completed courses that are equivalent to the courses required in the program (e.g., research methods, statistics, etc.). In this instance, students should contact their advisor to identify a substitute course to take instead. Ideally, the substitute course should be a more advanced course to increase students’ competence above the course that is being substituted. It is important to note that even if a student has completed a requirement that is in the program, they must find a substitute course because students must complete 36 credit hours as part of the program.

**Licensed Professional Counselor (LPC).** Upon completion of all course requirements, students can elect to obtain the licensed professional counselor (LPC) credential. To obtain this credential, graduates must complete a license examination. Instructions for obtaining the LPC can be found here: https://www.idfpr.com/renewals/apply/forms/pc.pdf.

**Licensed Clinical Professional Counselor (LCPC).** Upon completion of all course requirements, students can elect to obtain the licensed Clinical Professional Counselor (LCPC) credential. To obtain this credential, graduates must complete a license examination as well as complete a supervised applied experience. Instructions for obtaining the LCPC can be found here: https://www.idfpr.com/renewals/apply/forms/lcpc.pdf

In addition, all licensure requirements for the LPC and LCPC can be found on the Illinois Department of Financial and Professional Regulations website: http://www.idfpr.com/profs/ProfCounselor.asp

**EVALUATION OF STUDENTS**

Students are evaluated using multiple methods from multiple sources across multiple settings in order to determine their readiness for professional practice. The following tools/procedures used throughout the program to evaluate students:
Evaluation of Knowledge Acquisition:
☑️ Students must earn a grade of B or better in all required coursework in order to demonstrate they have a sufficient knowledge base.

Evaluation of Professional Dispositions:
☑️ Student professional dispositions are evaluated in each course (faculty conduct the evaluations). See Appendix B for Professional Dispositions.

Annual Review of Progress Meeting. Students also are evaluated on an annual basis as required by the CAEP, NASP and APA guidelines. Students are required to attend annual evaluation meetings with their advisor during the spring of each academic year, at which time program progress and dispositions are discussed. A copy of the evaluation is placed in the student’s academic file (located in DocFinity). See Appendix C for Annual Review of Progress Form.

TIME TO COMPLETION

The program is designed for all course work to be completed in two years. This time frame may not include the completion of the Doctoral Research Project (DRP). For some students, the final project may take one or two semesters beyond the two-year mark. Candidates who have not completed the DRP within 2 years will enroll in CIEP 600 for each of the subsequent semesters until the DRP is completed to meet the university’s continuous enrollment requirement. Your DRP Chair will grade your performance in making progress towards completing the DRP. To earn a grade of Pass (P) in CIEP 600, students must:

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

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

DOCTORAL RESEARCH PROJECT

One of the milestones for receiving the doctoral degree is completion of a doctoral research project (DRP). A doctoral research project, rather than a dissertation, is the culminating research activity required for the Ed.D. school psychology program at Loyola University Chicago. Candidates will be guided and supported through the design and completion of a DRP based on applied research. A core premise of this research perspective is that applied research should be meaningful and impactful and is a process that is often linked with social justice. To accomplish the goals of the DRP, a need(s) in the candidate’s school/district will be identified, and feedback
from the key stakeholders in the applied setting (i.e., school or district) will be solicited to move the project forward. In addition to the candidate’s own school/district, other schools/districts or community agencies cooperating with schools could be DRP sites.

The DRP project may take place within the school and/or district of employment. However, this is not a requirement and, indeed, in some cases it may make more sense for students to “trade” in terms of doing their projects in each other’s schools or districts. Although the program faculty does not require that the DRP take place in the school or district of employment, we do encourage this wherever possible, so the greatest opportunity exists for research findings to be utilized to enhance practice. It is also possible for candidates to design research projects that enact a home-school-community collaboration model that could involve a community agency whose service to the students attending a school in proximity to the agency. This type of DRP design could involve an advocacy, emancipation, or evaluative framework.

The candidate will work closely with the faculty who will provide support in creating, implementing, and evaluating a project that is evidence-based and answers practical questions. Topics as diverse as system change or student progress would be appropriate for the DRP. What follows is a description of the program’s vision for the project and specific action steps needed for you to complete the DRP in an effective and timely way.

The first requirement for all DRPs in this program is that they are applied in nature. The intent of the program is to address issues raised in the practice of school psychology, and it is required that all DRPs contribute to practice in a clear way. The second core criterion is that all DRP completed projects are consistent with the mission of the School of Education and Loyola University Chicago. The third requirement is that the DRP addresses issues of systems-level change. The program faculty sees the further development of your skills as systemic change agents as core to the mission of this program; therefore, all DRPs should be reflective in some way of this core mission. The basic premise of this project is that the candidate will utilize the research and clinical skills that are being further developed and refined in this program towards addressing some type of school and/or community need.

All Ed.D. candidates will take a series of required research courses during the first year of the program. Using a variety of applied research modalities will provide a broad framework for a practical research plan that will lead to a successful DRP. In addition to the courses focused on research methods and systemic change, many of the other courses in this program have the potential to be germane to the DRP, particularly those focused on ethics and social justice. The following list is a sample of potential projects and ideas for the DRPs—please do not take this to be an exhaustive listing of potential topics and methodologies.

Sample Projects:

1) An applied research project that involves eliciting the voice of those with less power in a school setting. For example, interviewing parents whose children have been victims
of bullying could be directed toward the creation/expansion of a school’s or district’s bullying prevention program.

2) A planned advocacy project that involves multiple stakeholders. As noted by Briggs (2012), these types of advocacy projects might involve either “advocacy with” or “advocacy on behalf of” others, depending upon the situation and needs. For example, a project could involve working with students to form a gay/straight alliance and documenting this work. Another approach would be to take a leading role in coordinating schools and community agencies to provide needed services to neighborhood students with a mechanism for evaluation embedded in this work.

3) An evaluation of an existing program or set of programs within the school or district using an emancipatory framework. For example, a project might evaluate the school’s discipline policies to see if there are racial/ethnic, socioeconomic, religious and/or other demographic disparities, such as how Latino and African American males are overrepresented in special education. A possible outcome of emancipatory research would be recommendations to remedy documented disparities.

Again, this limited list is meant as examples of types of DRPs that an Ed.D. candidate could undertake. The faculty are open to a wide range of ideas and, as described in the next section, will work with you to develop a project that has the potential for positive impact.

The DRP is a major milestone in the program that allows the candidate to bring the skills that are emphasized in classes into practice. This will allow candidates to build capacity to be an advocate for social justice and systems-level change in the field. The primary responsibility for the project lies with the candidates. However, the partnership formed between candidates and their DRP chair is an essential component of success. As such, the faculty will work with each candidate in developing his/her ideas. The school psychology faculty is committed to making sure that all candidates have options when it comes to choosing DRP chairs and committee members and to helping in the development and implementation of diverse research ideas.

**Doctoral Research Project (DRP) Process**

**Forming the DRP Committee:** Ed.D. candidates will start forming their DRP committee during the Spring semester of the 1st year.

1. Identify a topic of interest that you would like to study.
2. Review faculty profiles below to identify a faculty member with whom you share interests and think would be a good fit to chair your DRP. If you need additional assistance, feel free to contact the program director.
3. Contact that faculty member to ask if he/she would chair your DRP. Once you have a chair, then you can work together to identify 2 additional committee members who would be a good fit for your committee based on your topic. One member must be a faculty member in the SOE (does not have to be a school psychology faculty member). The other committee member may be someone from your school or
district who has a doctoral degree and some connection to the project. If you do not select a committee member from your school or district who meets these requirements, you may choose an additional committee member from the SOE.

4. Once you and your DRP chair identify committee members, then you all decide how you want to contact those individuals to ask them to serve on your committee.

5. Once you and your DRP chair determine who will be on your committee, then you will complete the Ed.D. Dissertation Committee Recommendation Form. This form is to formally establish your committee for the DRP. If you have a person from your district on your committee, then that person is referred to as an “outside committee member.” This means this member does not work at Loyola University Chicago, and you will submit his/her CV with this form. Here’s the link for the form: http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_comm-rec-form.pdf

Your DRP chair will send this form to SOE Associate Dean. You will receive a letter confirming your committee. Please submit this form as soon as everyone has agreed to be on the committee.

**DRP Proposal Structure.** After your committee is established, you will work with your DRP chair on completing your DRP proposal. A proposal usually contains the following three components:

1. An introduction section that clearly states the goal of the proposed research and its importance to the field of school psychology.
2. A literature review section that provides an integrated and comprehensive review of all relevant research. The review should include a clear statement of the relationship of the proposed study to past research.
3. A method section that describes the research questions and the methods that will be employed. Full descriptions of the following should be included: method of choosing subjects, measures to be administered, type of research design, and proposed statistical analyses.

**Proposing your DRP:** You will work closely with your DRP chair to determine when you are ready to propose your DRP. The purpose of the DRP proposal is for your committee to review your proposed study and determine if you are ready to move forward with conducting the study. Ideally, you will propose your DRP during the Fall of your second year in the program. Once your proposal document is complete, you and your DRP chair will schedule a proposal meeting date. You will need to bring the following forms to the proposal meeting so that your committee members can sign them after the proposal meeting:

- Ed.D. Dissertation Proposal Ballot—This is the form committee members sign to approve/reject your proposal. **After this form is signed, please send the original to Hannah Luchtenberg, Lewis Tower, Room 1008.** The form can be found at this link: http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_prop-ballot.pdf
- Ed.D. Dissertation Proposal Approval for IRB—This form is to document to the IRB
committee that your DRP committee approved your proposal. **This form must be submitted with your IRB application.** Link: [http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT%20edd_IRB_prop-appov.pdf](http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT%20edd_IRB_prop-appov.pdf)

After the proposal is approved by the committee and is defended by the candidate, an Institutional Review Board (IRB) application must be submitted and approved by the IRB before any data can be collected (if human participants are involved). The IRB should be consulted to determine level of approval necessary. The instructions for submitting a proposal to IRB are located at: [Investigator's Guide](http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_IRB_prop-appov.pdf). The IRB application is submitted to the DRP chair, who reviews the IRB proposal and then submits the proposal through the IRB Compliance Approval Portal (CAP) system. Once IRB approval is granted, submit the IRB approval letter to the SOE.

When the IRB formally approves the proposal, you begin the research project. You will consult with your DRP chair regularly during the course of the research project and contact your DRP chair for advice and direction as needed. You will conduct the research project by implementing the methods proposed, collecting the data, analyzing the data, and writing the results and discussion. When your DRP chair approves the draft of the written DRP, you distribute to the remainder of the committee for evaluation. The various committee members may request changes via email communication, in-person meetings, or phone meetings depending upon the preferences of the committee. After the document meets the committee's stated expectations, you will be allowed to progress to the final oral defense of the DRP, which is known as the final oral examination.

**Defending Your DRP:** After you conduct your study, then you will work with your DRP chair to schedule a defense. If you want to graduate during Summer (end of Year 2), then you must defend your DRP by April 15th (of Year 2) or sooner. However, you may need more time, so please check the [Defense and Graduation Timelines](http://www.luc.edu/media/lucedu/education/forms/disrtn/DROP_defense-ballot.pdf) and work with your Chair to identify your dissertation defense date. You must work with your Chair to identify a defense date as well as to determine your timeline for gradation. Please bring the following form to the defense meeting:

- **Ed.D Text and Oral Defense Ballot**—This is the form committee members sign to approve/reject your defense. **After this form is signed, please send the original to Hannah Luchtenberg, Lewis Tower room 1008.** Link: [http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_text_and_oral-defense-ballot.pdf](http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_text_and_oral-defense-ballot.pdf)
- Please note that your committee is likely to have changes for you to make to your DRP. You must make all of these changes to your DRP, and these changes must be approved by your DRP chair.

**Submitting Your DRP to the School of Education:** After you successfully defend your DRP, you must format your DRP for submission for the SOE: [http://luc.edu/media/lucedu/education/forms/disrtn/edd_format-guidelines.pdf](http://luc.edu/media/lucedu/education/forms/disrtn/edd_format-guidelines.pdf).

If you have questions about formatting or would like assistance with formatting, please contact
Valerie Collier, the School Psychology Senior Program Coordinator: vcollie@luc.edu. The Format Check must be completed by April 30th (Spring of Year 2) in order to participate in the May commencement ceremony.

Your DRP must be submitted to the SOE for format check by a specific date relative to when you plan to graduate. Please check the Deadlines to identify when your format check is due. In addition to formatting guidelines, this document also contains instructions on setting up your UMI account. All Ed.D. candidates must set up a UMI account. After you have formatted your DRP, please upload the formatted document to the UMI account. The SOE will check the format of the DRP to make sure it is correct. If the format is correct, then you will receive notification via your Loyola University Chicago account that the format is correct. Once you receive this notification, you have completed the submission process. **Note: If you are unable to complete your DRP by the specified deadlines, then you must enroll in CIEP 600 with your DRP chair for the following semester. You must enroll in this course each semester until you complete your DRP.**

Please note that your DRP will not be published in the UMI database; however, it will be submitted to the Loyola University Chicago Library e-Commons.

**GRADUATION**

The program is designed to be completed in 2 years; therefore, students graduate in August of Year 2, if all program requirements have been completed. You must work with your DRP Chair to determine when you should apply for graduation. Do not apply for graduation without the approval of your DRP Chair.

To graduate, students must apply for graduation the semester before the semester in which they plan to graduate. Thus, if you are graduating in August (summer), you should apply for graduation by February 1 of Year 2. The Application for Graduation is at the following link: [http://luc.edu/regrec/graduation_diplomas.shtml#d.en.82041](http://luc.edu/regrec/graduation_diplomas.shtml#d.en.82041). It should be noted that the last day for filing applications to graduate is strictly enforced.

Loyola University Chicago only has one commencement ceremony per year that occurs each May. In order to walk across the stage in the graduation ceremony, a final approved copy of the candidates Doctoral Research Project (DRP) must be signed by the program director and submitted to the Associate Dean of the School of Education no later than April 15 of the graduation year. The student must also complete their final two courses in the subsequent summer session. The degree will be conferred in August (summer) and you will participate in the May commencement.

Please check the School of Education website for specific deadlines related to required tuition payments and degree conferral.
STUDENT RIGHTS AND RESPONSIBILITIES

Program Communication. E-mail is our primary means of communication and it is critical that you regularly check and respond to your Loyola e-mail. Many students choose to have their Loyola e-mails forwarded to another account. However, because we communicate important program-related information via e-mail, it is critical that you have a system for regularly accessing your Loyola e-mail accounts. All students must adhere to Loyola's policy on use of email, which can be found here:
https://luc.edu/its/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. For students who live more than 2 hours outside of downtown Chicago, we will either provide video transmission of the event or your attendance will not be required.

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

Dispositions. Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied
professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional school psychologist and researcher must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research. The evaluation form for assessing dispositions in located in Appendix B. During the spring Annual Review of Progress, students meet individually with their advisor for an annual review meeting (as described earlier), at which time the results of the performance assessment are shared.

**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 and the Graduate School Policy on Academic Integrity. Failure to adhere to these standards (i.e., through cheating, misrepresentation of credentials or hours) may result in immediate dismissal from the program.

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

**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 on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning,
justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

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

**Financial Support Services:**
- Graduate School ([https://www.luc.edu/gradschool/gradstudentfinance/](https://www.luc.edu/gradschool/gradstudentfinance/))

**Health and Wellness Support Services:**
- Loyola Wellness Center ([https://www.luc.edu/wellness/](https://www.luc.edu/wellness/))
- Services for Students with Disabilities ([https://www.luc.edu/diversityandinclusion/programs/servicesforstudentswithdisabilitiesswd/](https://www.luc.edu/diversityandinclusion/programs/servicesforstudentswithdisabilitiesswd/))

**Personal Support Services:**
- Loyola Campus Ministry ([https://www.luc.edu/campusministry/faithprograms/index.shtml](https://www.luc.edu/campusministry/faithprograms/index.shtml))
- Student Diversity and Multicultural Affairs Office ([https://www.luc.edu/diversity/programs/](https://www.luc.edu/diversity/programs/))
- International Students and Scholars office ([https://luc.edu/iss/](https://luc.edu/iss/))
REMEDIATION AND GRIEVANCE PROCEDURES

Remediation Procedures. School psychology core faculty discuss student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. Part of the performance evaluation will be an assessment of dispositions. If during this process, school psychology faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, 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. 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, etc.).

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 first follow the School of Education Grievance procedures, which can be found here: https://www.luc.edu/media/luceedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf.

PROFESSIONAL ORGANIZATIONS

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

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

**PROGRAM FACULTY**

**Dr. Pamela Fenning** is a Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois. 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 a Clinical Assistant Professor 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 is currently working on research related to the synergy between University training programs and school district expectations for intern school psychologists. Her team has 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.
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. In honor of her work in establishing trauma sensitive schools and her advocacy for the needs of all students being met in the classroom, she was awarded School Psychologist of the Year in the state of Wisconsin in 2015. 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 firmly believes in the power of community and collaboration and is interested in how collective responsibility of educators can lead to the transformation of 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. One of the major challenges facing the competency-based movement in psychology is the evaluation of competence. Thus, her research is designed to study new techniques such as computer-simulation to examine how well school psychologists have developed and integrated the knowledge, attitudes, and skills needed to serve all students and families.

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

The School Psychology Program at Loyola is also enhanced by part-time faculty who bring a wide range of diverse experiences to the program and add their clinical expertise to the academic setting.
<table>
<thead>
<tr>
<th>Year 1 Fall Semester</th>
<th>Course Number and Title</th>
<th>Number of Credits</th>
<th>Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RMTD 400 Introduction to Research Methods</td>
<td>3</td>
<td>✓ Complete transfer of credits</td>
</tr>
<tr>
<td></td>
<td>CIEP 545: Advanced Systems Consultation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 1 Spring Semester</td>
<td>RMTD 404 Introductory Statistics</td>
<td>3</td>
<td>✓ Select Doctoral Research Project (DRP) Chair and Form Committee</td>
</tr>
<tr>
<td></td>
<td>CIEP 548: Family/School Collaboration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 1 Summer Session A</td>
<td>No courses</td>
<td>0</td>
<td>✓ Start working on DRP with Chair</td>
</tr>
<tr>
<td>Year 1 Summer Session B</td>
<td>CPSY 426: Group Counseling</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CPSY 444: Family Therapy I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 1 Total Credits</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Year 2 Fall Semester</td>
<td>CIEP 466: Evidence based Interventions</td>
<td>3</td>
<td>✓ Propose DRP</td>
</tr>
<tr>
<td></td>
<td>CIEP 466: Developing Applied Research Skills</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Spring Semester</td>
<td>CIEP 527: Ethics and the practice of school psychology</td>
<td>3</td>
<td>✓ Apply for Summer Graduation (2/1)</td>
</tr>
<tr>
<td></td>
<td>CIEP 526: Assessment of Linguistically Diverse Populations</td>
<td>3</td>
<td>✓ Defend DRP (4/15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>✓ Submit DRP for Format Check (4/30)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>✓ May Commencement</td>
</tr>
<tr>
<td>Year 2 Summer A</td>
<td>No Courses</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Year 2 Summer B</td>
<td>CPSY 424: Lifestyle Career Development</td>
<td>3</td>
<td>End of Program</td>
</tr>
<tr>
<td></td>
<td>CPSY 437: Substance Abuse</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year 2 Total Credits</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Total EdD Credits</td>
<td></td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX B: DISPOSITIONS

## PROFESSIONAL DISPOSITIONS

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student often meets deadlines early.</td>
<td>Student meets all deadlines.</td>
<td>Student inconsistently meets deadlines.</td>
<td>Student consistently does not meet deadlines.</td>
</tr>
<tr>
<td></td>
<td>Student works collaboratively with peers on assignments and shows strong problem-solving skills to resolve conflicts when they arise.</td>
<td>Students works collaboratively with peers on assignments.</td>
<td>Student sometimes works well with peers on assignments.</td>
<td>Student does not work well with peers on assignments.</td>
</tr>
<tr>
<td>N/A</td>
<td>Student attends class, maintains professional appointments, and is punctual for all professional obligations.</td>
<td>Student inconsistently attends class, maintains professional appointments, and/or is punctual for all professional obligations.</td>
<td>Student does not attend class, maintain professional appointments, and/or is punctual for all professional obligations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student responds to communication from faculty, supervisors, employers, and fellow students in a very timely manner (i.e., under 2 business days).</td>
<td>Student responds to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td></td>
<td>than 2 business days)</td>
<td>than 2 business days)</td>
<td>than 2 business days)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>Student clearly exhibits honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Student does not consistently exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td>Student does not exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.</td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>Student use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).</td>
<td>Student sometimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).</td>
<td>Student oftentimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
<td>Student dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)</td>
<td>Student inconsistently dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)</td>
<td>Student does not dress in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)</td>
<td></td>
</tr>
<tr>
<td>Student has exceptional oral expression skills and can express themselves across multiple settings and with multiple audiences.</td>
<td>Student effectively expresses themselves orally with peers and faculty, and within the schools.</td>
<td>Student has difficulty expressing themselves orally with peers and faculty and/or in schools.</td>
<td>Student does not effectively express themselves orally with peers and faculty and/or in schools.</td>
<td></td>
</tr>
<tr>
<td>Student seeks our feedback, supervision, and quickly incorporates feedback to improve performance.</td>
<td>Student readily accepts supervision and feedback. Student is able to incorporate feedback to improve performance.</td>
<td>Student has difficulty accepting feedback, supervision, and/or has difficulty incorporating feedback to improve performance.</td>
<td>Student does not accept feedback, supervision, and/or does not incorporate feedback to improve performance.</td>
<td></td>
</tr>
</tbody>
</table>
### Inquiry

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Student demonstrates exceptional skills in seeking out relevant content/information.</th>
<th>Student demonstrates the skill to seek out relevant content/information.</th>
<th>Student has limited skills in seeking out relevant content/information.</th>
<th>Student does not demonstrate the skills needed to seek out relevant content/information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student demonstrates exceptional critical thinking skills.</td>
<td>Student demonstrates critical thinking skills.</td>
<td>Student demonstrates limited critical thinking skills.</td>
<td>Student demonstrates little to no critical thinking skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates exceptional skills in critically evaluating information from reliable sources relevant to the profession.</td>
<td>Student critically evaluates information from reliable sources relevant to the profession.</td>
<td>Student demonstrates limited skills in critically evaluating information from reliable sources.</td>
<td>Student demonstrates little to no skills in critically evaluating information from reliable sources.</td>
<td></td>
</tr>
</tbody>
</table>

### Social Justice

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Student deeply reflects on their own thoughts and/or feelings to understand their decision-making.</th>
<th>Student reflects on their own thoughts and/or feelings to understand their decision-making.</th>
<th>Student has limited reflection on their own thoughts and/or feelings to understand their decision-making.</th>
<th>Student does not reflect on their own thoughts and/or feelings to understand their decision-making.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td>Student is aware of and reflects on their own biases, stereotypes and prejudices.</td>
<td>Student has limited awareness of their own biases, stereotypes, and prejudices.</td>
<td>Student is not aware of their own biases, stereotypes, and prejudices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student demonstrates respect for other points of view.</td>
<td>Student demonstrates respects other points of view similar to their</td>
<td>Student respects points of view similar to their</td>
<td>Student shows disrespect for points of view different from</td>
<td></td>
</tr>
<tr>
<td>Student always uses person-first, bias-free language in written and oral communication.</td>
<td>Student consistently uses person-first, bias-free language in written and oral communication.</td>
<td>Student does not consistently use person-first, bias-free language in written and oral communication.</td>
<td>Student does not use person-first, bias-free language in written and oral communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is empathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.</td>
<td>Student is sympathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.</td>
<td>Student has difficulty being sympathetic and/or understanding when learning about difficult life experiences of clients, peers, and others with whom they interact.</td>
<td>Student is indifferent and/or dismissive when learning about difficult life experiences of clients, peers, and others with whom they interact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Student is aware of cultural differences and is able to translate that awareness in their academic and practical work.</td>
<td>Student is aware of cultural differences but is not able to translate that awareness in their academic and/or practical work.</td>
<td>Student demonstrates little to no awareness of cultural differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to identify inequities and/or inequalities in educational and mental health service systems as well as other social and service systems.</td>
<td>Student is able to identify inequities and/or inequalities in educational and mental health service systems.</td>
<td>Student inconsistently identifies inequities and/or inequalities in educational and mental health service systems.</td>
<td>Student is not able to identify inequities and/or inequalities in educational and mental health service systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student understands that</td>
<td>N/A</td>
<td>Student does not understand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
multicultural competence is aspirational and will be a life-long learning process.

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Partially Meets Standard</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</td>
<td>All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.</td>
<td>Any Partially Meets Standard rating will result in an overall rating of Partially Meets Standards. No section rated as Does Not Meet Standard.</td>
<td>Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Signatures:

__________________________________________________  __________________
Student
__________________________________________________  __________________
Faculty
APPENDIX C: 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.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

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.

__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________

☐ 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.

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<th>Exceeds Standards</th>
<th>Meets Standards</th>
<th>Partially Meets Standards</th>
<th>Does Not Meet Standards</th>
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<td>Professionalism</td>
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<td>Inquiry</td>
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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?
____________________________________________________________________________________________________
____________________________________________________________________________________________________

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

Additional Comments: _______________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Annual Review or Progress Summary (Check One):

Student is making adequate progress: ____

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

Student Signature: ___________________________ Date: ______________

Faculty Signature: ___________________________ Date: ______________
APPENDIX D: HANDBOOK AGREEMENT

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

School Psychology Student Handbook and Procedures 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 return this form to the School Psychology Program Chair, Dr. Newell. Form can be submitted via email or paper. Forms are due by October 1st of Year 1.