



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**SCHOOL PSYCHOLOGY  
ED.D. PROGRAM HANDBOOK**

**2020-2021**

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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 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.

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 Capstone Director.

*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](#). 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 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.

## ONLINE INSTRUCTION POLICY

Online instruction has been designed to facilitate engagement with the course material 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. This should be implemented by adding the “syllabus statement” and “privacy statement” linked below, to your course syllabus: [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 Recording Release Form](#)

### **Program Commitment to Positive Learning Environments**

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

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

## **GOALS AND OBJECTIVES OF THE PROGRAM**

The Ed.D. program in School Psychology utilizes a scientist-practitioner model as the foundation for the coursework students are asked to complete. The scientist-practitioner model is also combined with a systems change lens to enhance one's understanding of using data-based



decision-making and evidence-based practice to address issues of social justice and inequity. The courses in this program have been developed to attain these objectives and provide candidates with the necessary tools to lead for change in 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 with two tracks: Advanced Practitioner or District Administrator. The Advanced Practitioner Track coursework prepares students to become advanced in therapeutic practice, which includes obtaining a licensed professional counselor (LPC) or licensed clinical professional counselor (LCPC) credential. Students in the District Administrator Track take courses that prepare them to become district-level administrators that includes the endorsement for the Director of Special Education endorsement on their professional educator license from the Illinois State Board of Education (ISBE). It is important to note that students must have two years of experience as a school psychologist before entering the District Administrator Track with a current Illinois license. Students do have the option of taking all coursework across both tracks for a total of 78-credit hours.

Each track includes the completion of 36 credits hours (12 courses) over a 2-year period with the exception of the combined Advanced Practitioner and District Administrator Track, which is 42 credit hours (14 courses). 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 Capstone Project. The Capstone is a research-based implementation plan focused on a social justice issue that students complete as the culminating program requirement (see Capstone Project below). Upon successfully completing all coursework (i.e., earn a grade of B or better) and successfully defending the Capstone, students can graduate and earn their EdD in School Psychology with an LPC/LCPC or Director of Special Education endorsement.

**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 an online program, which means that all of the courses are offered online. The instructors for online courses may use synchronous (regular class lectures via an online platform) or asynchronous (no class meetings, students complete lectures at their own pace) formats of instruction.

Course content will be delivered via Sakai, the Loyola course management system. For more information on using Sakai, 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.

**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 Capstone Project. The course sequences for all tracks 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) or Licensed Clinical Professional Counselor (LCPC).**

Upon completion of all course requirements, students can elect to obtain either the licensed professional counselor (LPC) or the licensed clinical professional counselor (LCPC) credential. To obtain this credential, graduates must obtain a passing score on a license examination as well as complete a supervised applied experience. 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>

**Director of Special Education endorsement.** Upon completion of all course requirements, students can elect to obtain an endorsement on their current license for the Director of Special Education that is offered by ISBE. To obtain this endorsement, students must apply to the program before January 1<sup>st</sup> of their first year, obtain a passing score on ISBE's Director of Special Education test (180), and complete ISBE's verification form. More information about Loyola's Director of Special Education endorsement program can be found here: <https://www.luc.edu/education/endorsement/directorofspecialeducationendorsement/>.

ISBE's requirements for the Director of Special Education endorsement can be found here: <https://www.isbe.net/Pages/Professional-Educator-License-Administrative-Endorsements.aspx>.

## 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 Capstone Project. For some students, the final project may take one or two semesters beyond the two-year mark. Candidates who have not completed the Capstone within 2 years will enroll in CIEP 600 for each of the subsequent semesters until the project is completed to meet the university's continuous enrollment requirement. Your Capstone Director will grade your performance in making progress towards completing the project. To earn a grade of Pass (P) in CIEP 600, students must:

- Have contact with Director 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 director 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.

## CAPSTONE PROJECT

The culminating milestone for receiving the EdD degree is completion of a Capstone Project. Candidates should work with their advisor to determine their topic and the Capstone Director. The Capstone Director will guide the student through the completion of the project and is considered to be an expert in the student's selected topic. Candidates must make this determination by the end of their first year. A description of the Capstone and important dates is described further below.

## Capstone Project

### Capstone Project Description

Candidates may choose to complete a Capstone Project for their final EdD program requirement. A Capstone Project is a research-based paper on a topic that reflects a problem of practice in the school and/or district in which the candidate is currently employed. The problem of practice may be defined as:

*Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.*

*Design Concept Definitions, Carnegie Project on the Education Doctorate (CPED, 2016)*

Candidates must conduct a comprehensive, scholarly review of research on the problem and propose a robust, evidence-based plan that could feasibly be implemented at the school and/or district level to address the problem while also advancing social justice.

This project is a major milestone in the program that allows the candidate to integrate and apply the skills they acquire in their 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 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 a school and/or community need.

### Capstone Project Requirements

1. All Capstone Projects must be a comprehensive, scholarly review of literature relevant to a problem of practice and a robust, evidence-based plan that could feasibly be implemented to address the problem at the school and/or district level.
2. All Capstone Projects must be consistent with the mission of the School of Education

and Loyola University Chicago. Therefore, all Capstone Projects must clearly aim to advance fairness, justice, and/or equity for vulnerable, marginalized populations.

3. All Capstone Projects must address systems-level change. The program faculty see a core mission of this program as the further development of candidates as systemic change agents; therefore, all projects should reflect this core mission.

### **Capstone Project Process**

Candidates are responsible for the initiation and completion of their Capstone Project. Faculty serve as supports to help candidates complete the Capstone. Candidates are responsible for the completion of every step of the Capstone process. The process that all candidates must follow for successful completion is delineated below. All candidates must start the Capstone process during the Spring semester of Year 1.

#### **Step 1: Selecting a Capstone Project Topic**

By the Spring of the 1<sup>st</sup> year, candidates must identify a Capstone topic. The topic must reflect a practical issue occurring in schools that the candidate would like to address in order to advance social justice. Ideally, candidates will identify an issue that is occurring in the school/district in which the candidate is currently employed.

#### **Step 2: Selecting a Capstone Project Director**

Once a topic is selected, candidates should select a Capstone Director. The Director can be any full-time faculty member in the School Psychology program. Candidates should review faculty profiles (located in Appendix of Program Handbook) to identify a faculty member with whom they share interests and would be a good fit to chair the Capstone. If a candidate needs additional assistance, they can contact the program director. Once the candidate identifies a faculty member who they would like to serve as their Director, they should contact that faculty member to ask if he/she will chair the Capstone.

Once a faculty member has agreed to serve as the Capstone Project Director, the candidate must complete the Capstone Project Director form and submit it to the School Psychology Program Director.

By the end of Spring semester, Year 1, candidates must have identified a Capstone Project topic, Director, and submitted the Capstone Project Director form.

#### **Step 3: Writing the Capstone Project**

Candidates will work with their Capstone Project Director to write the Capstone Project paper. The Director will work with the candidate to determine the timeline for writing the Capstone Project paper. The Capstone Project Director must sign the Capstone Proposal Ballot and submit the signed Ballot to the School Psychology Program Director.

The Capstone Project paper must be written using APA style requirements and contain the following components:

Chapter 1: Introduction and Problem of Practice- which includes an explanation of the problem as well as the injustice that is occurring, rationale for the need to address the problem, and importance of the problem in the field of school psychology. All of these components must be supported by scholarly research.

The Problem of Practice section must include a comprehensive, data-based description of the problem of practice. In addition, this section should include data on the setting in which the problem is occurring (do not include student level identifying information). This description should include information such as aggregate student and/or staff demographics; grade level information; relevant data such as academic, behavioral, discipline data; and any data needed to validate the problem of practice. Finally, an explanation of how the problem is an injustice and, to the extent possible, evidence of the injustice according to conceptual, theoretical, and/or empirically-based research.

Chapter 2: Literature Review—Candidates will conduct a thorough review of relevant scholarly literature. The purpose of the literature review is to situate the identified problem of practice within the larger school psychology/education research to clearly communicate how addressing this problem of practice can advance the field. The review of literature should also include research on root causes of the problem at the system-level. The research should be clearly organized to clearly delineate the issues described in the problem of practice.

Chapter 3: Implementation Plan—Candidates must include an evidence-based implementation plan that could feasibly be implemented at the school and/or district level to address the identified problem of practice.

Chapter 4: Summary—The summary must include a discussion of what the candidate learned from completing the Capstone Project. In addition, candidates must explain how this project can be used to improve education and/or mental health services for children in the school and/or district.

#### Step 4: Defending the Capstone Project

Upon completion of the Capstone Project paper, the written project must be approved by the Capstone Project Director based on the rubric. If the Director approves the written Capstone Project paper, the following form must be signed and submitted to the School Psychology Program Director. The date for submitting this form is determined by the date in which the candidate would like to graduate. See the Capstone Project submission dates below to identify the date the approval must be submitted.

Once the Director has approved the Capstone Project paper, the candidate must sign-up for the Capstone Project Defense. The Capstone Project Director must sign the Capstone Defense Ballot and submit the signed Ballot to the School Psychology Program Director.

For the Defense, the candidate will prepare a PowerPoint presentation that will be presented to the School Psychology Program Faculty. The candidate will have 20 minutes to present their Capstone Project to the faculty, and there will be 10 minutes for questions. The School Psychology faculty will use a Capstone Project Defense rubric to evaluate the candidate. The rubric is attached to the end of this handbook. The candidate must score a Meets Standards or above in all areas in order to pass the Capstone Project Defense. Candidates will be notified immediately following the Defense if they passed the Capstone Project Defense.

If the candidate passes the Defense, the Capstone Project is complete and the student can graduate, if all other program requirements have been met.

If the candidate does not pass the Defense, the candidate must work with their chair to re-take the Defense. The Director will work with the candidate to determine a timeline for the re-take of the Defense. Candidates will only have one opportunity to re-take the Defense. If the candidate does not pass the re-take, then the candidate is subject to being exited from the program.

### **Capstone Project Submission Dates**

**August Graduation and Participate in May Commencement Year 2.** Candidates who plan to graduate at the end of summer (Year 2) must adhere to the following deadlines to graduate in August and participate in May commencement.

- Capstone Project Director Form—submitted by May 1<sup>st</sup> (Year 1)
- Apply for Graduation in LOCUS—February 1<sup>st</sup> (Year 2)
- Capstone Project Proposal Ballot (signed by Director)—submitted by April 1<sup>st</sup> (Year 2)
- Capstone Project Defense Ballot (signed)—April 15<sup>th</sup> (Year 2)

**December Graduation and Participate in May Commencement Year 3.** Candidates who go beyond Year 2 to complete the Capstone Project must register for CIEP 600 during the Fall semester of Year 3 to continue working on the Capstone Project. These candidates will be eligible for graduation in December of Year 3. Candidates must adhere to the following deadlines for December (Year 3) graduation:

- Capstone Project Director Form—submitted by May 1<sup>st</sup> (Year 1)
- Apply for Graduation in LOCUS—August 1<sup>st</sup> (Year 3)
- Capstone Project Proposal Ballot (signed by Director )—submitted by October 15<sup>th</sup> (Year 3)
- Capstone Project Defense Ballot (signed)—November 1st (Year 3)

**May Graduation and Participate in May Commencement Year 3.** Candidates who do not meet the December graduation deadlines must register for CIEP 600 for the Spring semester of Year 3

to continue working on the Capstone Project. These candidates will be eligible for graduating in May of Year 3. Candidates must adhere to the following deadline for May (Year 3) graduation:

- Capstone Project Director Form—submitted by May 1<sup>st</sup> (Year 1)
- Apply for Graduation in LOCUS—December 1<sup>st</sup> (Year 3)
- Capstone Project Proposal Ballot (signed)—submitted by February 1<sup>st</sup> (Year 3)
- Capstone Project Defense Ballot (signed)—March 1<sup>st</sup> (Year 3)

## 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 Capstone Director to determine when you should apply for graduation. Do not apply for graduation without the approval of your Capstone Director.

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 candidate's Capstone Project must be signed by the program director and submitted to the Associate Dean of the School of Education no later than April 15th 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](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 is 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](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:

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

### Financial Support Services:

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

### Health and Wellness Support Services:

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

### Personal Support Services:

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

## 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/lucedu/education/pdfs/SOE\\_Graduate\\_Academic\\_Regulations.pdf](https://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf)

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

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

**Dr. Pamela Fenning** is a Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois and co-chair of the School Psychology Program. Her teaching interests focus on positive behavioral interventions and supports, 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. Ross Pesce** is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago, a nationally certified school psychologist, and a licensed clinical psychologist. He is a recognized expert in violence prevention and uses this knowledge in his teaching. As a bilingual school psychologist, his years of experience and expertise enhance the program. He serves as the Coordinator of Clinical Training for the School Psychology Program. He serves on the National Association of School Psychologists' (NASP) National School Safety and Crisis Response Committee. His research, presentations and publications are primarily focused on school/community partnerships around mental health services and school and community crisis prevention and intervention including school-based gang prevention and

intervention programming. Service interests include involvement with the Cicero Youth Task Force, mentoring new NASP PREPaRE Workshop trainers and serving on the Illinois Children's Mental Health Partnership and its School Age Policy and Practices Committee. He is a Past President of the Illinois School Psychologists Association and a National Association of School Psychologists' School Psychologist of the year, 2001.

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



**APPENDIX A: EDD COURSE SEQUENCE GRIDS**  
**District Administrator**

|                                | Course Number and Title   | Number of Credits | Program Requirements   |  |
|--------------------------------|---|-------------------|--|--|
| <b>Year 1 Fall Semester</b>    | RMTD 400: Introduction to Research Methods                        | 3                 | <ul style="list-style-type: none"> <li>✓ Complete transfer of credits</li> <li>✓ Meet with advisor to determine track</li> <li>✓ Apply to Director of Special Education Endorsement Program</li> </ul> |  |
|                                | CIEP 545: Advanced Systems Consultation and Supervision           | 3                 |  |  |
| <b>Year 1 Spring Semester</b>  | RMTD 406: Program Evaluation                                      | 3                 | <ul style="list-style-type: none"> <li>✓ Select Capstone topic and Director</li> </ul>   |  |
|                                | CIEP 548: Family/School Collaboration                             | 3                 |  |  |
| <b>Year 1 Summer Session A</b> | CIEP 409: Evidence-based Interventions                            | 3                 | <ul style="list-style-type: none"> <li>✓ Start working on Capstone with Director</li> </ul>  |  |
|                                | CIEP 466: Capstone Preparation                                    | 3                 |  |  |
| <b>Year 1 Summer Session B</b> | ELPS 408: Leadership for Diversity                                | 3                 |  |  |
|                                | CIEP 526: Assessment of Linguistically Diverse Populations        | 3                 |  |  |
| <b>Year 1 Total Credits</b>    |   | <b>24</b>         |  |  |
| <b>Year 2 Fall Semester</b>    | CIEP 527: Ethics and the practice of school psychology            | 3                 |  |  |
|                                | ELPS 468: Problems in Finance and Business Management             | 3                 |  |  |
| <b>Year 2 Spring Semester</b>  | ELPS 472: Administration of Special Education and Pupil Services  | 3                 | <ul style="list-style-type: none"> <li>✓ Apply for August Graduation by February 1st</li> <li>✓ Defend Capstone by April 15th</li> <li>✓ May Commencement</li> </ul>                                   |  |
|                                | ELPS 510: Assessing and Adapting the General Education Curriculum | 3                 |  |  |
| <b>Year 2 Summer A</b>         | No Courses  | 0                 | End of Program   |  |
| <b>Year 2 Summer B</b>         | No Courses  | 0                 |  |  |
| <b>Year 2 Total Credits</b>    |   | <b>12</b>         |  |  |
| <b>Total EdD Credits</b>       |   | <b>36</b>         |  |  |

### Advanced Practitioner

|                                | Course Number and Title                                    | Number of Credits | Program Requirements   |
|--------------------------------|--|-------------------|--|
| <b>Year 1 Fall Semester</b>    | RMTD 400: Introduction to Research Methods                 | 3                 | ✓ Complete transfer of credits   |
|                                | CIEP 545: Advanced Systems Consultation and Supervision    | 3                 | ✓ Meet with advisor to determine track   |
| <b>Year 1 Spring Semester</b>  | RMTD 406: Program Evaluation                               | 3                 | ✓ Select Capstone topic and Director   |
|                                | CIEP 548: Family/School Collaboration                      | 3                 |  |
| <b>Year 1 Summer Session A</b> | CIEP 409: Evidence-based Interventions                     | 3                 | ✓ Start working on Capstone with Director  |
|                                | CIEP 466: Capstone Preparation                             | 3                 |  |
| <b>Year 1 Summer Session B</b> | CPSY 444: Family Therapy                                   | 3                 |  |
|                                | CPSY 426: Group Counseling                                 | 3                 |  |
| <b>Year 1 Total Credits</b>    |  | <b>24</b>         |  |
| <b>Year 2 Fall Semester</b>    | CIEP 527: Ethics and the practice of school psychology     | 3                 |  |
| <b>Year 2 Spring Semester</b>  | CIEP 526: Assessment of Linguistically Diverse Populations | 3                 | ✓ Apply for August Graduation by February 1st<br>✓ Defend Capstone by April 15th<br>May Commencement |
| <b>Year 2 Summer A</b>         | No Courses   | 0                 |  |
| <b>Year 2 Summer B</b>         | CPSY 424: Lifestyle Career Development                     | 3                 | End of Program   |
|                                | CPSY 437: Substance Abuse                                  | 3                 |  |
| <b>Year 2 Total Credits</b>    |  | <b>12</b>         |  |
| <b>Total EdD Credits</b>       |  | <b>36</b>         |  |

**Combined District Administrator and Advanced Practitioner**

|                                | <b>Course Number and Title</b>                                    | <b>Number of Credits</b> | <b>Program Requirements</b>  |  |
|--------------------------------|---|--------------------------|--|--|
| <b>Year 1 Fall Semester</b>    | RMTD 400: Introduction to Research Methods                        | 3                        | <ul style="list-style-type: none"> <li>✓ Complete transfer of credits</li> <li>✓ Meet with advisor to determine track</li> <li>✓ Apply to Director of Special Education Endorsement Program</li> </ul> |  |
|                                | CIEP 545: Advanced Systems Consultation                           | 3                        |  |  |
| <b>Year 1 Spring Semester</b>  | RMTD 406: Program Evaluation                                      | 3                        | <ul style="list-style-type: none"> <li>✓ Select Capstone topic and Director</li> </ul>   |  |
|                                | CIEP 548: Family/School Collaboration                             | 3                        |  |  |
| <b>Year 1 Summer Session A</b> | CIEP 409: Evidence-based Interventions                            | 3                        | <ul style="list-style-type: none"> <li>✓ Start working on Capstone with Director</li> </ul>  |  |
|                                | CIEP 466: Capstone Preparation                                    | 3                        |  |  |
| <b>Year 1 Summer Session B</b> | CPSY 444: Family Therapy  | 3                        |  |  |
|                                | CPSY 426: Group Counseling  | 3                        |  |  |
| <b>Year 1 Total Credits</b>    |   | <b>24</b>                |  |  |
| <b>Year 2 Fall Semester</b>    | CIEP 527: Ethics and the practice of school psychology            | 3                        |  | <ul style="list-style-type: none"> <li>✓ Apply for August Graduation by February 1st</li> <li>✓ Defend Capstone by April 15th</li> <li>✓ May Commencement</li> </ul> |
|                                | ELPS 468: Problems in Finance and Business Management             | 3                        |  |  |
| <b>Year 2 Spring Semester</b>  | ELPS 472: Administration of Special Education and Pupil Services  | 3                        |  |  |
|                                | ELPS 510: Assessing and Adapting the General Education Curriculum | 3                        |  |  |
| <b>Year 2 Summer A</b>         | No Courses  | 0                        |  |  |
| <b>Year 2 Summer B</b>         | CPSY 424: Lifestyle Career Development                            | 3                        | End of Program   |  |
|                                | CPSY 437: Substance Abuse   | 3                        |  |  |
| <b>Year 2 Total Credits</b>    |   | <b>18</b>                |  |  |
| <b>Total EdD Credits</b>       |   | <b>42</b>                |  |  |



**APPENDIX B: 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                          | Student responds to communication from faculty, supervisors, employers, and fellow students in a timely       | Student does not consistently respond to communication from faculty, supervisors, employers, and fellow students in a timely    | 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). |

|  |   |   |  |  |
|--|---|---|--|--|
|  | manner (i.e., under 2 business days).   | manner (i.e., no longer than 2 business days).  | 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   | Student readily accepts supervision and feedback. Student is able   | Student has difficulty accepting feedback, supervision, and/or has difficulty incorporating  | Student does not accept feedback, supervision, and/or does not incorporate feedback to improve performance.                    |

|                       |   |   |   |  |
|-----------------------|---|---|---|--|
|                       | feedback to improve performance.  | to incorporate feedback to improve performance.   | 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

\_\_\_\_\_

Date

\_\_\_\_\_

Faculty

\_\_\_\_\_

Date



**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.

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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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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: CAPSTONE PROJECT RUBRIC

| Criteria   | Meets Expectations   | Partially Meets Expectations  | Does Not Meet Expectations   |
|--|--|---|--|
| <p><i>Introduction:</i><br/>the setting for the project is described comprehensively, including the student, staff, and community demographics and current systemic practices.</p> | The author shares demographic data and reviews the overall systemic practices of the site of focus.  | The author shares demographic data but does not review the overall systemic practices of the site of focus, or vice versa.                                    | The author does not share demographic data nor reviews the overall systemic practices of the site of focus.                        |
| <p><i>Problem of Practice:</i><br/>the Problem is clearly stated.</p>  | The author clearly and concisely states the Problem.   | The author states the Problem, but it is not clear and concise.   | The author does not state a Problem to be solved.  |
| <p><i>Problem of Practice:</i><br/>the Problem is a social justice issue at the setting.</p>   | The author clearly identifies how the Problem relates to social justice.   | The author's argument is unclear as to how the Problem is a social justice issue.   | The author does not make an argument for how the Problem is a social justice issue, or the Problem is not a social justice issue.  |
| <p><i>Problem of Practice:</i><br/>the Problem is supported by research that indicates its significance.</p>   | The author provides a scholarly summary of research that validates the author's assertion of the Problem.                                      | The author provides a summary of sources, but the sources are not scholarly, or the summary does not logically validate the Problem.                          | The author does not provide a scholarly review of research as it relates to the Problem.   |
| <p><i>Problem of Practice:</i><br/>a systematic analysis of the factors contributing to the Problem is conducted.</p>  | The author shares specific facilitators and barriers that should be considered in solving the Problem, including identifying key stakeholders. | The author shares specific facilitators and barriers that should be considered in solving the Problem, but does not describe key stakeholders, or vice versa. | The author does not share specific facilitators and barriers that should be considered in solving the Problem or key stakeholders. |

|  |   |  |  |
|--|---|--|--|
| <p><i>Literature Review:</i><br/>a comprehensive review (breadth and depth) of current empirical studies and theory is provided on possible solutions to the identified Problem.</p>     | <p>The author provides a review of peer-reviewed sources that comprehensively examines the Problem.</p>   | <p>The author provides a review of peer-reviewed sources, but the review requires more breadth or depth of the Problem or there are not enough peer-reviewed sources reviewed.</p> | <p>The author does not provide a review of sources that are peer-reviewed.</p>   |
| <p><i>Literature Review:</i><br/>the evidence is organized to set the stage for change and made clear how specific articles influenced conceptualization of the solution.</p>            | <p>The author's review of the literature is organized, and it is clear how the research will inform the solution for change.</p>                        | <p>The author's review of the literature is organized but how the research will inform change is unclear, or the review of literature is not well organized.</p>                   | <p>The author's review of the literature is not organized, and it is unclear how the research will inform the solution for change.</p> |
| <p><i>Literature Review:</i><br/>a solution to the identified Problem clearly demonstrates evidence-based practice that is supported by research.</p>                                    | <p>The author identifies a clear research-based solution that will meet the need(s) identified in the Problem of practice.</p>                          | <p>The author identifies a solution, but it is unclear how it will meet a need, or the solution is not research-based.</p>   | <p>The author does not identify a solution to the Problem of practice.</p>   |
| <p><i>Implementation Plan:</i><br/>a plan for implementation of the solution incorporates a research-based framework.</p>  | <p>The author's plan clearly incorporates all aspects of an identified research-based framework.</p>  | <p>The author's plan does not incorporate all aspects of an identified research-based framework or the framework is unclear.</p>   | <p>The author's plan does not incorporate a research-based framework.</p>  |
| <p><i>Implementation Plan:</i><br/>a plan for implementation of the solution clearly identifies the activities, outputs, and necessary inputs for success.</p>                           | <p>The author provides a logic model that includes appropriate activities, outputs, and inputs.</p>   | <p>The author provides a logic model, but the activities, outputs, or inputs are unclear or inappropriate.</p>   | <p>The author does not provide a logic model, or the activities, outputs, and inputs are missing.</p>                                  |
| <p><i>Implementation Plan:</i><br/>a plan for implementation of the solution clearly identifies short-term, intermediate, and long-term outcomes and a plan for progress monitoring.</p> | <p>The author provides a logic model that includes appropriate short-term, intermediate, and long-term outcomes and a plan for progress monitoring.</p> | <p>The author provides a logic model, but the outcomes and plan for progress monitoring are unclear or inappropriate.</p>  | <p>The author does not provide a logic model, or the outcomes and progress monitoring plan are missing.</p>                            |

|   |  |   |  |
|---|--|---|--|
| <p><i>Professionalism:</i><br/>work is professionally composed and formatted in compliance with APA guidelines.</p> | <p>The author's work does not contain significant grammatical or typographical errors and was formatted accurately using APA guidelines.</p> | <p>The author's work contains significant grammatical or typographical errors or significant APA format errors.</p> | <p>The author's work contains significant grammatical, typographical, and APA format errors.</p> |
|---|--|---|--|

**APPENDIX E: 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.

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**Student Signature**

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**Date**

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**Student Name**

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