

LOYOLA
UNIVERSITY CHICAGO



LOYOLA UNIVERSITY CHICAGO SCHOOL PSYCHOLOGY PHD PROGRAM HANDBOOK

2025 – 2026

The School Psychology doctoral program at Loyola University Chicago is fully accredited by the American Psychological Association Committee on Accreditation
c/o Office of Program Consultation and Accreditation Education Directorate
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This handbook is intended for students entering the PHD program in the Fall of 2025.

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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.

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 context. 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, including service-learning projects, immersion experiences, field-based learning sequences, clinical placements, and internships. Reflection occurs in many classes, through 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 are 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 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 MEd/EdS in School Psychology leading to licensure as a school psychologist; an APA-accredited PhD in School Psychology leading to licensure as a school psychologist and eligibility to pursue licensure for independent practice as a clinical psychologist; and an EdD in School Psychology for already credentialed school psychologists.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

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

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

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM AIMS AND TRAINING MODEL

The School Psychology program has three aims:

Aim #1: To develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal principles of the profession;

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

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

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

Students enter the program and receive foundational coursework to build their core knowledge, and they take a social justice course to start the process of cultivating attitudes that are accepting of and understanding of themselves as well as the diverse populations we serve. After Year 1, students engage in their 2nd year school-based practicum while also continuing to build their knowledge and attitudes. During years 3 and 4, students complete more advanced practicum placements that are intended to expand their knowledge and skills. Throughout the training, students participate on research teams, take research courses, consume research, and use research to inform their work during their applied experiences. In addition, content on how to provide all services to a diverse population in a socially just manner is embedded throughout the curriculum. By structuring the curriculum in this manner, students complete a sequential, developmentally complex program that prepares them to provide evidence-based services to a multicultural, diverse population in a socially just manner. As a result, graduates of the School Psychology PhD program are prepared to be Health Service Psychologists in the practice area of School Psychology who can competently provide services in academic, school, and/or clinical settings.

Program Admissions and Recruitment

Given our program aims, we follow a rigorous process for selecting a diverse pool of students who are well-qualified and who have a strong fit with the aims of the School Psychology PhD program. All [application materials](#) must be submitted by 11/15. All accepted applicants will enroll the Fall semester of the next academic year. Having a diverse student population is integral to our mission; therefore, we seek out applicants from a wide range of diverse backgrounds. We believe our commitment to individual and cultural diversity from a social justice perspective is best reflected in: 1) the research we conduct to advance justice in education and/or mental health (see Faculty Research areas below); 2) infusing content on individual and cultural diversity throughout the curriculum; and 3) faculty and students engaging in service in underserved and/or marginalized communities. We also adhere to [Loyola's Non-Discrimination Policy](#) in our admissions and throughout the course of the program.

PROGRAM OF STUDIES

The Ph.D. program of studies is comprised of 99 graduate semester hours and is organized to facilitate and maximize academic, research, and clinical experiences. The program is administered through the [graduate school](#). All students begin in the first year with an introductory professional orientation course, beginning research courses, pre-requisite courses, and engagement with the community through the completion of a school-based, pre-practicum experience. In the second year of the program, students complete two semesters of a structured school-based practicum, in which they spend two days a week in a school setting and complete structured activities tied to the practicum. In the third year of the program, students complete an advanced practicum, more advanced research courses, and work on their dissertation proposals. In the fourth year of the program, students complete a second advanced practicum, apply for a calendar-year-long doctoral internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC), an APA-accredited doctoral internship match system for doctoral students in Health Service Psychology programs. In the fifth year, students are required to complete a calendar-year internship under the direction of a licensed psychologist and certified school psychologist, and students defend their dissertation (if they have not done so already).

Academic Advising

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

Student Sakai Site

To ensure effective communication of program policies and procedures between advisors and students, the program has a School Psychology Students 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 Students, linked [here](#). Click on this site to find advising resources and the grid of required courses, based on the year you entered the program.

Doctoral Residency Requirements

There is an expectation that PhD students at Loyola are full-time students. Full time study consists of 9 credit hours per semester that are completed on the Loyola campus and or enrollment in dissertation courses (CIEP 610 or CIEP 600). Once coursework is complete, students must continuously register for dissertation supervision (CIEP 600) while completing the dissertation. Students must remain continuously enrolled in the doctoral program until graduation (i.e., coursework, internship, and dissertation). ***It is critical that students remain continuously enrolled each fall and spring semester as this is a graduate school requirement. If this does not occur, students must apply to be readmitted to the program which requires administrative approval.***

Transfer Credits

In cases where students transfer credits, those credits must be graduate-level and equivalent to the rigor of the Loyola School Psychology program as well as cover the content of the Loyola courses the transfer course(s) are being substituted for. Students may transfer up to 36 graduate-level credit hours into the PhD program, which leaves 63 remaining credits hours to complete. Even with transfer credits applied, all students must complete a minimum of 3 years of graduate coursework, which include **2 years of coursework plus a pre-doctoral internship to meet the residency requirement. Potential transfer credits from another institution are evaluated by your academic advisor, who will review the syllabus to determine whether equivalent competencies and content is covered. Courses must be taken in the past five years with a grade of B or better.** The academic advisor then completes the graduate school transfer form, which is then approved by the graduate school and reflected on the student’s transcript as advanced standing.

Assistantships

PhD students are offered three years of funding as a graduate assistant (research, teaching or a combination thereof) upon entering the program, with no guarantee of fourth year funding, and the fifth year being the internship year. This funding is through the graduate school/school of education. It should be noted that the graduate assistantship does not cover all required course work or annual student fees (~500 per year). A full breakdown of tuition at Loyola can be found on the bursar’s web site, [here](#).

Students receiving a graduate assistant award must be enrolled full-time (i.e., minimum of 9 credit hours each Fall and Spring semester and/or enrollment in courses and/or doctoral study (CIEP 610) if enrolled in less than 9 credits each Fall and Spring). Tuition remission is granted only for those courses which are program requirements. In the case of resignation, the graduate candidate assistant should write a formal letter to the Program Chair as soon as possible so that a replacement may be found. Graduate assistants work a maximum of 19.5

hours a week during the academic year. Most graduate assistantships have a research component in which there is scholarly work with assigned faculty on research projects. Graduate assistants that are more advanced in the program will also typically have a teaching component as part of their workload in which program faculty are supported in their course instruction.

In addition to the graduate assistantships offered by the graduate school, students can also apply for other competitive assistantships and grant funding as it becomes available. As faculty become aware of these opportunities, they notify students about them.

Candidate Responsibilities

The PhD program is administered through the office of the Dean of the [Graduate School](#). The graduate school confers the PhD degree in School Psychology and approves all required paperwork as you progress through the program. The candidate is responsible for staying abreast of all Graduate School requirements and deadlines. In addition, it is the candidate's responsibility to see that all program requirements are met and accurately recorded. It is also the candidate's responsibility to see that any proposed exception to standard procedures is approved by both the School Psychology Program Chair and Dean of the Graduate School.

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

Social Media Policy

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

- Students are encouraged to consider setting security settings to “private” so that only approved friends can access profiles. Do not “friend” clients, parents, or children/adolescents.
- In accordance with our mission and ethics, do not post content that is disparaging to others. Do not post any material that is obscene, defamatory, or harassing. Profanity, racist, sexist, or derogatory remarks, content that incites hate/violence or encourages unethical or illegal activities are not permitted. Spam and off-topic remarks are discouraged.

- Do not post information about clients, parents of clients, your practicum placements, or persons in the practicum community because doing so could violate privacy and/or confidentiality agreements.
- Be sure that you clearly state that any views you express are your own and you are not representing Loyola University Chicago and/or the Loyola School Psychology program. Remember that you may be held personally liable (which may include consequences inside and outside of the program) for material you post.

Acknowledgement of Social Media Policy

As recommended by the Trainers of School Psychologists (Segool, Kilanowski-Press, Jantz, Deni, Hulac, 2013), the Loyola University Chicago School Psychology Program is committed to educating our students on the implications of their social media and other electronic communication behaviors and the impact such behavior may have on their professional careers. The professional work characteristics of the school psychologist, specifically the areas of professionalism, communication, and global/intercultural fluency, per our practicum and internship evaluation forms, will be considered by program faculty on a quarterly basis. Equally as important, students are not to post any information that could compromise confidentiality per NASP (2020) Ethical Standards. Individuals may be held personally liable for posting such material and these communications will be considered as a part of the ongoing evaluation of both academic and nonacademic factors that may affect a student's ability to perform appropriately as a school psychologist. As outlined and explained in this program statement, we expect our students to conduct themselves in a way that is consistent with the ethical, professional, and legal responsibilities of school psychologists. They will be made aware of our policies, and as further supported by ethical coursework, reflect on how social media behaviors may violate ethical and professional standards including discussions on multiple relationships, respecting family rights to privacy, and behaviors that could compromise their professional effectiveness. As a part of our handbook acknowledgement requirement, each student will sign a statement indicating that they have read, understand, and will abide by these requirements.

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 \(2020\)](#) and the [American Psychological Association Ethical Principles of Psychology \(2016\) and Code of Conduct \(including 2010 and 2016 Amendments\)](#), but also proactive problem-solving behaviors. Student communication (written or spoken) relating to this program is accountable to these expectations and may be considered in student evaluator processes. This statement on positive communication expectations and the guidelines herein were developed as part of our program responsibility to assist students as they adapt to distance learning program delivery while supporting their development to becoming school psychologists.

Collegiality and Cohort Impact

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

Graduate Student Progress System (GSPS)

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

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

Communication Between Students And Faculty

It is important to the program that students and faculty have multiple avenues for communication and sharing of information, questions, and concerns. First, all students have an assigned academic advisor, who is a full-time faculty member in the program. The academic advisor is the student's first point of contact for questions or concerns. The program chair is

also always available to meet with students to discuss questions or concerns. If a student does not want to go directly to a faculty member with their question or concern, they can share it with their student representative from the Loyola Association of School Psychologists (LASP) or the Student Affiliates of School Psychology (SASP), the student organizations associated with the program. A representative from LASP or SASP attends a portion of each monthly faculty meeting to share students feedback, questions and concerns, and the faculty also convey information to LASP/SASP to be shared with the student body. Students are expected to respond to faculty emails within 48 hours during the work week. Additionally, students need to make an effort to be available for requested meetings with faculty during regular business hours, when necessary, when classes are in session (including during the summer sessions). Although faculty will try their best to work with student schedules and needs, they are not obligated to work on nights, weekends, or when off-contract in the summer.

PROGRAM PREREQUISITES

Prerequisite Requirement

For all students entering the PhD program in School Psychology at Loyola University Chicago, one prerequisite requirement must be met. Students must provide evidence (i.e., transcript) indicating that they completed a course in statistics with a B or better (or undergraduate equivalent). If the students have not fulfilled the prerequisite, they can take an equivalent course at Loyola University Chicago (i.e., RMTD 404) or at another institution. This must be completed before their first required RMTD course (see course sequence grid in Appendix A) is taken at Loyola.

Prior to the first semester, each student will meet with their assigned advisor to verify that the prerequisite course-work has been completed. In addition, this is the time when each student and their advisor will discuss the students' plan for completing all program requirements.

PROGRAM TRAINING REQUIREMENTS

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

Masters of Educational Psychology Requirements

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

portfolio and 2) apply for graduation for the MEd in Educational Psychology through the School of Education. Each of these steps is further delineated below:

MEd Coursework

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

PSYCHOLOGICAL FOUNDATIONS (3 hours)

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

DIVERSITY (3 hours)

- ELPS 432 Multiculturalism for Social Justice in Higher Education

ASSESSMENTS AND INTERVENTION (12 hours)

- CIEP 477 Prevention, Assessment & Intervention: Academic
- CIEP 480 Assessment of School Age Children and Adults
- CIEP 482 Prevention, Assessment & Intervention: Behavior
- CIEP 409 Evidence-Based Interventions

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

- CIEP 410 Legal Issues: Educating Exceptional Students
- CIEP 462 Ethics and Professional Issues in School Psychology

RESEARCH METHODS (6 hours)

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

PRACTICA EXPERIENCES (0 hours)

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

M.Ed. Portfolio Requirements

The MEd portfolio is the culminating requirement for students to earn their Masters in Educational Psychology. The components of the portfolio are completed as part of course requirements during the first year of the program. The MEd portfolio is submitted via an online assessment system called [Digication](#). The completion instructions for submitting the MEd portfolio can be found in the School Psychology Portfolio Handbook, which is located on the [School Psychology Students Sakai Site](#).

Apply for MEd Graduation

Students who successfully complete their 1st year coursework and pass the MEd portfolio graduate with their MEd in Educational Psychology in the summer of Year 1. To graduate, all students must apply for Summer graduation by February 1st (Year 1, Spring semester). The process for applying for graduation can be found [here](#). Loyola holds one commencement

ceremony each year in May. Although MEd students graduate in the summer (August), they can elect to participate in the May commencement ceremony. Regardless of whether students actually participate in the May commencement, **all students must apply for graduation.**

Program Applied Experiences

Required Documents for Applied Experiences:

- ✓ **Student Liability Insurance.** All students must obtain student liability insurance to ensure they have adequate coverage during applied experiences. Student can obtain insurance from the National Association of School Psychologist at <https://www.nasponline.org/membership-and-community/professional-liability-insurance>. There are 2 companies listed on this site that provide student insurance. Please be sure to click on the student (or student educator) plans. We recommend the 1 year, 1-million-dollar plan, which costs ~\$25 for the year.
- ✓ **Background Check Requirement.** Every year of the program, beginning in Year 1, all students must complete all background checks and other requirements established by their practicum sites in order to begin their applied experiences. Evidence of completing all onboarding requirements set by their school site(s) for practicum or internship students will be submitted to the portal by 9/1 of each year. Students cannot begin their practicum placement until this evidence is submitted.

Doctoral Degree Requirements

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

Doctoral Course Requirements

The School Psychology PhD program is a 5-year, 99 credit hour program. The course sequence for students beginning in the Fall of 2025 is found in Appendix A. The program includes a combination of coursework, applied practicum experiences, and research training experiences. To earn a PhD in School Psychology at Loyola University Chicago, all students must complete all required learning activities, which includes:

- 99 semester hours of graduate coursework beyond the Bachelor's degree;
- a first-year pre-practicum experience in the schools;
- 600 credit hours of school-based practicum in Year 2;
- a minimum of 900 credit hours of advanced practicum (600 hours in Year 3 and 300 hours in Year 4);

- participation on a faculty research team every year for Years 1-4; and
- completion of a full-time, 1-year internship (students must participate in APPIC match and apply for APA-accredited internships)

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

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

Legal and Ethical Course Sequence (6 credits):

- CIEP 410 Legal Issues: Educating Students with Disabilities
- CIEP 462 Ethics and Professional Issues in School Psychology

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

- Foundations Course Sequence (21 credits):
 - CIEP 413 Psychopathology and Introduction to School-Based Mental Health
 - CPSY 435 (History and Systems) or PSYC 401 (History and Systems)
 - CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior
 - CIEP 466 Social Bases of Behavior: Child and Adolescent Applications (will be renumbered)
 - PSYC 475 Cognitive Development
 - ELPS 432 Multiculturalism for Social Justice in Higher Education
 - CIEP 484 Biological Foundations for Behavior in Schools
- Assessment and Intervention Course Sequence (24 credits):
 - CIEP 477 Prevention, Assessment, and Intervention: Academic
 - CIEP 480 Assessment of School-Aged Children and Adults
 - CIEP 482 Prevention, Assessment, and Intervention: Behavior
 - CIEP 474 Assessment of Bilingual Students
 - CIEP 485 Prevention, Assessment, and Intervention: Social-Emotional
 - CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills
 - CPSY 423 Theories of Counseling and Psychotherapy
 - CIEP 409 Evidence-Based Intervention
- Consultation Course Sequence (6 credits):
 - CIEP 479 School-Based Consultation

- CIEP 514 Advanced Systems Consultation and School Psychology Supervision
- Applied Practicum Sequence (21 credits):
 - CIEP 533 School Psychology Pro-Seminar/First Year Pre-Practicum (0 credits)
 - CIEP 461 Practicum in School Psychology I (3 credits)
 - CIEP 463 Practicum in School Psychology II (3 credits)
 - CIEP 546 Advanced Practicum (12 credits)
 - CIEP 586 Internship (3 credits, one in fall, one in spring and one in summer)

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

- Completion of 15 credits hours (i.e., 5 courses) in research methods and statistics
 - Twelve of the 15 credits (4 courses) are required for all students to ensure uniform foundational research knowledge, and those courses include:
 - RMTD 420 Education Research I: Building a Body of Evidence with Qualitative Methods
 - RMTD 421 Education Research II: Building a Body of Evidence with Quantitative Methods
 - RMTD 430 Psychological Measurement
 - RMTD 483 Multivariate Statistics
 - Students can select one of the following research electives to advance their skills for their dissertation or another course that is approved by their advisor
 - Discourse Analysis and Documentary Research (RMTD 401)
 - Survey Research (RMTD 403)
 - Educational Evaluation (RMTD 404)
 - Single Case Research Design (RMTD 422)
 - Case Study Research (RMTD 470)
 - Introduction to Linear Modeling (RMTD 482)
 - Hierarchical Linear Modeling (RMTD 484)
 - Factor Analysis (RMTD 487)
 - Meta-Analysis (RMTD 488)
 - Seminar in Mixed Methods Research (RMTD 590)
- RMTD 530 or CPSY 530 Research Seminar II (3 credits)
- CIEP 600 or 610 Dissertation Supervision (fee-based course)
- Faculty Research Team Participation for Years 1-4 (no credits)

In addition to these required training activities, students have an additional 3 credits as an elective. Typically, students use these credits to build content knowledge in areas related to their research interests. The selection of an elective is done in collaboration with one's academic advisor.

Field-Based Experiences

Students in the Loyola School Psychology PhD program complete 4 years of required field experiences during their time in the program. Each of these experiences is delineated below.

1st Year Field Experience

During the first year of the program, students complete a school-based experience. Students will be assigned to a Chicago Public School for 1 semester and a Catholic school in the Chicago area for 1 semester. Students will register for CIEP 533 and receive guidance in that course. Additionally, students will receive supervision from an advanced doctoral student and will receive guidance on logging activities from the clinical coordinator. In addition to getting oriented to the school environment, students will complete assignments through some of their other courses in these settings. Each of these field experiences are completed as part of course requirements, and the course instructors will guide you through the completion of these experiences. All field-based assignments will be explained during the respective course.

School-Based Practicum I & II

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

To obtain a practicum site, each student will meet with the Clinical Coordinator to discuss professional goals and interests to aid in site selection. Students are assigned to practicum sites that have been established in cooperation with the program faculty. These sites have been carefully selected because of the diversity of school psychology roles available to the candidate and because of the strong set of professional experiences and skills of the site-based school psychologist supervisor. Students should not contact any field practicum supervisors on their own.

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

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

Advanced Practicum

Students complete two year-long advanced practica. Students must complete 12 credits hours of Advanced Practicum across two academic years.

During the 3rd year, students must complete 600 hours of Advanced Practicum (~300 hours per semester). During the 4th year, students only need to complete 300 hours of Advanced Practicum (~150 hours per semester). The purpose of the lower number of hours during 4th year is to ensure that students have adequate time to complete their dissertation proposals, internship search, and final course requirements. Students typically complete the first advanced practicum in a school setting followed by a second advanced practicum that is completed in a hospital, clinic, or a second school setting.

The Clinical Coordinator will work with students to find an appropriate advanced practicum site and to facilitate the placement process. Students should not contact any potential sites on their own. Instead, they should work with the Clinical Coordinator who will select the advanced practicum site in collaboration with the students and to meet training goals.

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

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

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

Logging Field-Based Hours

Doctoral students are required to log all of the field-based hours they complete during the program (starting in Year 2). The hours log is required for the doctoral internship application process (more details on Internship are explained later), as well as application for licensure. It is the doctoral candidate's responsibility to keep track of all of the field-based hours they complete during the entire program. The program requires using [Time2Track](#) to compile hours

as it matches the clinical hour reporting categories on the APPIC internship application. Students are responsible for purchasing the software.

Applied Experiences for International Students

International students must complete the Curricular Practical Training (CPT) form before beginning each semester of practicum or internship (even if staying in the same school). This form grants the student approval to work off campus. The Curricular Practical Training (CPT) form is located on the International Student and Scholar [portal](#). In addition to this form, the student must also get a letter from their school that states the following:

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

The student should submit the completed Curricular Practical Training form and the letter to the program chair, and they will sign the form within the portal. Once it is signed, the student must wait for final approval by ISSS. ISSS usually takes 2-3 days to approve it. Once approved, the student will receive an I-20 authorization to work form. They can use the I-20 to get a background check, fingerprinting, and a social security number, if they need them.

The student must complete this process every semester that they are in practicum and internship. It does not matter if they did this last year; it must be renewed each semester.

Obtaining a Job After Graduating

During the Spring of the Year 3 (internship), the student will need to go to ISSS to start the process of completing the **Optional Practical Training** form. The purpose of this form is to get approval to work after you graduate from Loyola. You must start this process during the Spring semester of Year 3 because it can take 3-4 months to get approval. Once you have approval, you can work in the US for 12 months only. During these 12 months, you must work with your employer to get them to sponsor you so that you can get an H1B Visa to continue working. Loyola is not involved with the process of getting the H1B Visa, but it is important that you know that you need to get it and the process is extensive. Thus, you need to start working on it during your first year of employment. It is something to ask potential employers about when you seek a position as a school psychologist after you graduate.

Research Team Requirement

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

Students are required to join at least one research team during the fall semester of the first year. During the first program orientation, faculty will describe their research teams, as well as the process for joining the research teams. Students should contact the faculty member for the team on which he/she would like to participate. There is no requirement for the length of time a student must stay on any one research team. Students can change research teams whenever he/she likes, but we encourage students to stay on a research team for at least one year in order to obtain a rich experience. Typically students meet this requirement through their assigned graduate assistantship, but in the case of not having a research-based assistantship or having only a teaching assistantship, student must ensure they are still involved in faculty research. Students must maintain active participation on at least one research team for the duration of the entire time in the program. As part of research teams, students are required to pass the Loyola University Chicago Institutional Review Board (IRB) online CITI course for the protection of human subjects. Details on completing the CITI training will be provided when you join a research team.

Students will document their research team participation each semester on their advising spreadsheet (will be shared with you by your advisor when you begin the program). Students will document whose research teams they serve on, what tasks they are responsible for as team members, etc. The students are responsible for keeping track of all of their research team participation throughout the program. To evaluate research team participation, the faculty member will evaluate each student using the Research Team Participation Rubric (see Appendix B).

Doctoral Teaching Experience

Some students will have the opportunity to serve as teaching assistants through their graduate assistantships. These opportunities are typically offered once a student enters their 3rd year in the program. Students can also volunteer as instructional assistants to support courses in the school psychology program; when volunteering, they can not provide more than 5 hours of support per week. If interested, doctoral students (EdD or PhD) who would like to gain experience in university course instruction should reach out to the PhD program chair to express interest and set up a meeting where there will be a discussion about the instructional experience desired, such as course(s) of interest, faculty potentially available to provide mentorship, and the types of instructional experiences sought. The student will then reach out to the potential faculty member to express an interest in working with them. The school psychology faculty member should then determine whether there is availability in the course and the specific parameters of the work that both the instructional assistant and faculty agree to, including responsibilities, time involved and duration. Instructional assistants are strictly volunteer and students can decide not to continue if they so choose to do so, but should commit to the semester in which they agree to support instruction. Instructional assistant roles differ from graduate assistantship duties in that they are not paid roles nor under any university contractual obligations.

Course Sequence Grid

The School Psychology PhD program at Loyola University is a 99-credit hour program that is designed to be completed in 5 years. In order to complete all of the requirements, we have created a course sequence. It is critical for students to follow the sequence of courses listed below in order to graduate within the 5 years. If students have questions about following the course sequence, please schedule a meeting with your academic advisor. **See Appendix A for the PhD Course Sequence Grid.**

EVALUATION OF STUDENTS

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

Evaluation of Knowledge Acquisition:

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

Evaluation of Applied Skills:

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

Evaluation of Research Skills:

- ✓ Research Team Participation Rubric (score of Meets Standards or better)
- ✓ Publication of Dissertation in ProQuest
- ✓ Dissertation Defense

Evaluation of Professional Dispositions:

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

Annual Review of Progress Meeting

Students also are evaluated on an annual basis as required by the APA guidelines. Students are required to attend annual evaluation meetings with their advisor (or dissertation chair once selected) during the spring/summer of each academic year, at which time program progress and dispositions are discussed. In the fall, students will set development goals for the year, which are reviewed in the spring as part of the annual evaluation process. A copy of the annual evaluation is shared with the student and placed in the student's academic file (located in DocFinity). See Appendix C for Annual Review of Progress Form.

SCHOOL PSYCHOLOGY DOCTORAL PROGRAM CULMINATING PORTFOLIO EXAMINATION

Upon completing all required coursework, students must complete a School Psychology Doctoral Program Culminating Portfolio Examination which is electronically submitted in online system called [Digication](#) by September 1st of year 4, prior to applying for internship. Most components of the portfolio are products from courses, which must be satisfactorily completed at the expected level of competency. Detailed descriptions and rubrics for each portfolio component are found in the School Psychology Portfolio Handbook, which is located on the SPSY Students Sakai site under [PHD program resources](#).

DOCTORAL DISSERTATION REQUIREMENTS

Selecting a Dissertation Chair

By the end of the 2nd year, students are encouraged to begin the process of identifying a faculty member who can serve as the dissertation chair. Typically, students select a faculty member who has research interests that are related to the dissertation topic to chair the dissertation. Once students identify a potential faculty member to chair, the student should schedule a meeting with the faculty member to discuss the topic and ask if they will chair the dissertation. The dissertation chair must be a school psychology faculty member and have graduate faculty status through the graduate school.

Completing a Concept Paper

Once students have selected a dissertation chair, and prior to applying for an internship or forming a dissertation committee, a concept paper is written. A concept paper is a 5-7-page double-spaced paper outlining the initial research idea. This concept paper must be completed and approved by the dissertation chair at the time of the PhD Portfolio submission (September 1, Year 4), as it is one of the required portfolio assignments.

Forming Dissertation Committee

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

Writing the Dissertation Proposal

Once the Dissertation Chair and the Graduate School approve the committee, the student can begin working with their dissertation chair to write the dissertation proposal. The dissertation proposal includes the following chapters:

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

Students should work closely with their dissertation chair to develop the proposal. The dissertation chair must approve the dissertation proposal before the student can propose to the committee. Students may enroll in CIEP 610 (which allows for full-time status in cases where students have less than 9 credits in any one semester) when working on their proposal and taking other course work prior and/or during internship. CIEP 610 also allows students/interns the full-time status to purchase health insurance if necessary.

Dissertation Proposal Meeting

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

IRB

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

Funding

Students may seek funding to conduct their dissertation studies from multiple sources. Information about dissertation funding at Loyola University Chicago may be found [here](#).

Dissertation Defense

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

- ❑ Chapter I: Introduction to the Topic—completed for proposal and updated

- ❑ Chapter II: Literature Review—completed for proposal and updated
- ❑ Chapter III: Method—completed for proposal and updated
- ❑ Chapter IV: Results
- ❑ Chapter V: Discussion

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

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

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

Final Format Check and Dissertation Submission

After the dissertation has been defended, and the approval ballot has been uploaded to GSPS, students must complete a format check to submit the final dissertation to the graduate school. The instructions for the format check and submission can be found [here](#). Please review the process for the format check and submission well in advance because some of these forms must be completed during the semester before you plan to graduate.

Dissertation Submission Deadlines

Please see the Graduate School web site for [academic deadlines](#) with respect to dissertation defense and submission of final copies to qualify for participating in the graduation ceremony and completing the doctoral degree.

Dissertation Supervision Credits

Once students propose their dissertation, they will obtain doctoral candidate status. Doctoral candidate status allows students to be enrolled in dissertation supervision credits. Therefore, once all course work is completed (post-internship) students must be continuously enrolled in CIEP 600 (Dissertation Supervision), with the dissertation chair as the instructor, during each semester until the dissertation is successfully defended. The Dissertation Chair will grade the student's performance in making progress towards completing the dissertation. To earn a grade of Pass (P) in CIEP 600, students must:

- Have contact with dissertation chair at least once per month (contact can be in-person, phone, or electronically) and

- Complete a draft of a chapter (or other agreed upon product) each semester
 - Notify your chair of any extenuating circumstances that can impact your ability to complete your products

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

Time Limits for the Completion of the Ph.D. Degree

Students must complete all requirements within eight years of entering the program. The eight-year limitation exists because, in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting-edge developments in their field. In conferring a doctoral degree, the Graduate School is certifying that degree holders are current in their knowledge base. Additionally, once a student advances to doctoral candidacy (dissertation proposal approved), they must defend and submit the dissertation within 5 years. Detailed information regarding the time limit policies of the Graduate School can be found [here](#).

DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY

Doctoral Internship

The Doctoral Internship must be completed as the culminating activity of the program. Currently, under the program approved by the State Teacher Certification Board, the University Training Director has the responsibility for (1) approval of internship sites, and (2) approval of intern supervisors. Loyola University is a university partner of the Illinois School Psychology Internship Consortium ([ISPIC web site](#)), which is an APA-accredited internship consortium in Illinois. Students should apply for APA-accredited internships via APPIC (Association of Psychology Postdoctoral and Internship Centers, found at [APPIC](#)). Students may only apply to APPIC internship settings that are a calendar year in duration (not nine or ten months) and have both a licensed psychologist and certified school psychologist as supervising psychologists. Any variation from these requirements must be approved in writing by the University Director of Clinical Training (DCT). Further, unless this school-based requirement has previously been met (i.e., completion of an Ed.S level internship), the internship site must provide 600 hours in a school-based setting under the supervision of a credentialed school psychologist.

Students typically apply for sites between October and December and interview in December/January. The APPIC Match process occurs in February each year. If students do not receive a match through APPIC (first or second round), they can pursue a non-APPIC internship or remain in the program for an additional year (addressing any gaps in their training) and apply in the following calendar year. If they pursue a non-APPIC internship, this second internship option needs to be an approved 12-month internship with supervision provided by a certified school psychologist and a licensed clinical psychologist (the candidate can be supervised by two individuals to meet this requirement). The university director of clinical training and the faculty member assigned to teach the internship course, assist the candidate in any way they can to obtain an internship that offers the best possible training experiences for that candidate.

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

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

Program Requirements Prior to Submitting Internship Application

The following requirements must be met before students can submit an application for internship:

- Acceptable Annual Review of Progress during 3rd Year (Annual Review will be discussed below)
- Completion of Advanced Practicum with Supervisor Ratings of Meets Standards or Above
- Earn a score of Meets Standards or above on the Doctoral Culminating Portfolio

Program Requirements Prior to Accepting an Internship

The following requirements must be met before students can accept (i.e., enter a rank order in the APPIC Match) an internship:

- Dissertation proposal approved by committee

Internship Course

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

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

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

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

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

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

APPLICATION FOR GRADUATION

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

Loyola holds only one commencement ceremony each year, and that ceremony is held in May of each year. Although doctoral students typically graduate in Summer (August) of Year 5, students can participate in the May commencement if they defend their dissertation by the Graduate School deadlines. Please consult the academic calendar for the exact date to complete program requirements, including defense of the dissertation to “walk in graduation”, located here: [Graduate School Key Deadlines](#)).

CERTIFICATION AND LICENSURE

School Psychology Certification

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

eligible for licensure in that state. Also, it is oftentimes easier to transfer a license from one state to another instead of applying for licensure as an out-of-state applicant.

Illinois School Psychology Content Exam

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

NASP PRAXIS Exam

Loyola School Psychology candidates are required to pass the Praxis NASP Nationally Certified School Psychologist (NCSP) Exam prior to beginning the summer of Year 3. Candidates' Praxis scores must be sent to the National Association of School Psychologists (NASP). Additionally, students will be required to submit a copy of their Praxis score report to the instructor of the advanced practicum course the first week of Loyola's Fall semester. In the case that the student does not pass the Praxis on the first attempt, they will meet with the instructor for the advanced practicum course and develop a plan for studying and retaking the exam. It is recommended that you also send the scores to the state where you are considering applying for your first job. If the score is not sent to NASP, candidates will not earn the NCSP and will be required to pay an additional fee to send the score to NASP. Be sure to print hard copies of your exam scores for your own files. In addition, scores must be entered in the university's online system – Digication – as part of your PhD Culminating Portfolio. Instructions for submitting scores in Digication can be found in the School Psychology PhD Portfolio Handbook.

Candidates will submit scores to NASP using an agency code. The NASP code is 1549. These codes are subject to change. When registering online, please be sure the code is accompanied by the appropriate agency/(NASP) prior to completing your registration.

Applicants must achieve a passing score (155) on the Praxis (#5403). Test scores remain valid for ten (10) years after the testing date. Test scores older than ten (10) years are considered expired and would require the retaking of the examination. Applicants who took the 5402 version of the exam must have achieved a passing score of 147.

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

Preparation materials: [Praxis Preparation Materials](#)

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

Past students have used the following study guides:

- [The School Psychologist's Guide for the Praxis® Exam](#)
[PASS: PREPARE, ASSIST, SURVIVE, AND SUCCEED](#)

Licensure as a Psychologist

Upon obtaining the PhD degree and completing a post-doc, students can apply for licensure as a clinical psychologist. The process for becoming a licensed psychologist in Illinois can be found here <https://www.idfpr.com/profs/psych.asp>. During the internship course, students will also receive information on completing a post-doc and obtaining licensure. It is important to note that requirements vary by state, so if the doctoral student is planning to practice in another state, they should closely review the requirements in that state (primarily related to post-doctoral requirements).

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](#).

Additional Requirements

There are additional required events that students must attend. These include participation in the PhD Professional Seminar in years 1 and 2 (monthly meetings in September – May), as well as cohort meetings/brown bag events. We additionally require on-site attendance at mandatory program-related workshops that include instruction in a variety of topics pertinent to the profession, including but not limited to professional behavior, orientation to the field, and programmatic updates. **We also require attendance during interview day** for prospective students. The dates for any required workshops, seminars, and interview day are announced well in advance and attendance is required.

The School of Education and Graduate School also send graduate student newsletters that includes important information about deadlines, events, and funding opportunities, 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 D.

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

immediate dismissal for egregious acts that are harmful to clients, students, or the profession. Although the annual review of progress is the formal benchmark time during which progress is reviewed, if faculty are concerned about student progress in one or more areas, an evaluation will be conducted and a remediation plan may be initiated at any point in the year.

Extensions and Leaves of Absence

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

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

Normally, short extensions of time in which to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error made by students is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, time extensions and/or leaves of absence must be documented in writing, by completing the form, which is accessible on the graduate student progress system (GSPS) web site, which require students to log in and access, complete and obtain required approvals from the graduate program director and associate dean of the graduate school, with consultation from the dissertation chair, as necessary.

Academic Integrity/Professional Ethics

With respect to professional ethics, students must abide by the ethical guidelines within their professional discipline (i.e., the National Association of School Psychologists, American Psychological Association, American Educational Research Association) and by university policy concerning academic honesty. Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School Psychology program adheres to The School of Education Policy on Academic Integrity, here: [School of Education Policy on Academic Integrity](#) and the [Graduate School Policy on Academic Integrity](#). Failure to adhere to these standards (i.e., through cheating, misrepresentation of credentials or hours) may result in immediate dismissal from the program.

Accessibility

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

Ethics Line Reporting Hotline

Loyola University Chicago has implemented Ethics Line Reporting Hotline, through a third-party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report [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.

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.

Consistent with the program's adherence to academic integrity and electronic communication policies, the program has adopted the following policy regarding AI use.

Purpose and Scope

This policy outlines expectations for the ethical, appropriate, and legally compliant use of artificial intelligence (AI) tools by students in all School Psychology programs (MEd, EdS, PhD, EdD). These expectations apply across all domains of training, including academic work, clinical practice, and research. Although the program recognizes the educational potential of AI tools—particularly large language models (LLMs) such as ChatGPT, Claude, or Gemini—student use must reflect the professional values of school psychology and comply with ethical and legal standards, particularly those related to client confidentiality and academic integrity.

Students are responsible for the content of all academic, clinical, and research work they submit, regardless of whether AI tools were used. Any work supported by AI must be critically reviewed, edited, and appropriately attributed. AI tools must not replace the student's own academic writing, clinical reasoning, or research decision-making. Students must consult with faculty or supervisors before using AI tools in any new or uncertain context.

Confidentiality and Client Information

Under no circumstances should students enter information about real clients into AI tools that are not institutionally approved. This includes both identified and de-identified clinical material. Most publicly available AI tools (e.g., ChatGPT) are not HIPAA- or FERPA-compliant, and their use to process clinical information constitutes a serious breach of ethical and legal standards. Students may not use AI tools to draft psychological reports, treatment plans, clinical notes, or emails involving client material.

Academic Use

AI tools may be used in coursework with instructor permission and within the following guidelines:

- Permitted uses include outlining, grammar checking, brainstorming, or reviewing APA formatting.
- Students may not submit AI-generated content as their own.
- When AI tools are used to assist with academic work, students must include a brief note of disclosure indicating when and how the tools were used. For example:

"Portions of this paper were assisted using ChatGPT on July 7, 2025 for outlining and grammar checking. All written content reflects the student's own original work."

- Use of AI tools during in-class assessments or exams is not permitted unless explicitly approved by the instructor.
- Use of AI tools to prepare/complete reflection assignments is not permitted, as reflection assignments are designed to foster students' own thinking and processing, and the use of AI eliminates this learning goal.

Clinical Use

Given the ethical and legal responsibilities associated with practicum and internship placements, students may not use AI tools to support clinical casework. Specifically:

- Students may not input clinical, client-related, or school-based case material into AI tools.
- AI tools may not be used to write, revise, or summarize psychological reports or clinical notes.
- AI tools may not be used to simulate counseling, create behavior management plans, or generate diagnostic impressions, even hypothetically, unless part of a structured educational activity involving no real client data.

Students may use AI tools to explore academic content related to school psychology (e.g., reviewing intervention strategies or theoretical frameworks), provided that no client

information is included. Students may also use AI to help them improve templates or to generate suggestions related to a general referral concern (e.g., identifying evidence-based reading fluency interventions), but they must not include specific case details.

Research Use

Students may use AI tools in research for specific, transparent purposes, though they should consult with the research advisor prior to using AI on a project:

- Appropriate uses include summarizing existing literature, checking grammar, outlining ideas, or assisting with coding tasks after human review.
- Students should not replace their own critical thinking processes, including integrating content, with AI.
- AI tools must not be used to fabricate, manipulate, or analyze data.
- Any use of AI in theses, papers, or presentations must be disclosed.
- Students may not enter identifiable or sensitive data into AI systems.

Violations

Misuse of AI tools may result in remediation, academic discipline, or removal from practicum or internship settings, depending on the severity of the situation. Repeated or serious violations may lead to dismissal from the program.

Student Academic, Health, Financial, and Personal Resources

Academic Support Services:

- [Loyola Writing Center](#)
- [Academic Advising & Support Services](#)
- [Library Services](#)
- [Loyola Technology Services](#)

Financial Support Services:

- [Office of the Bursar](#)
- [Financial Aid Office](#)

Health and Wellness Support Services:

- [Loyola Wellness Center](#)
- [Student Accessibility Center](#)

Personal Support Services:

- [Loyola Campus Ministry](#)
- [Center for Student Inclusion and Belonging](#)
- [International Student and Scholar Services](#)

REMEDATION 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 (Annual Review). You will also receive a written copy of the review describing your progress in the program. Part of the performance evaluation will be an assessment of dispositions. If during this process, school psychology faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, practicum, internship, clinical components, length of time for program completion), the program chair and program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation.

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

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

Grievance Procedures

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

Step 1: Informal Problem-Solving. Your first general approach would be to approach the instructor for course concerns, university supervisor for practicum concerns, or the Program Chair for program-level concerns. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, your subsequent step would be to approach the Program Chair to discuss the concerns. If the issue cannot be resolved at that level, you can meet with the

Assistant Dean for Academic Affairs (Nancy Golderbger) to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you can file a formal grievance.

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

[School of Education Grievance Policies](#)

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

PROFESSIONAL ORGANIZATIONS AND STUDENT-LED INITIATIVES

Loyola Association of School Psychologists (LASP)

Active membership and participation in our student organization, the Loyola Association of School Psychology (LASP) is highly encouraged 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. The LASP Faculty Advisor is currently Dr. Cortney Bindrich (cbindrich@luc.edu).

Student Affiliates of School Psychology – Loyola Chapter (SASP)

SASP is a student organization designed to specifically support the needs of our doctoral students (PHD and EDD). SASP holds elections for officer positions each spring. SASP coordinates social events, philanthropy, professional development opportunities, and other activities that are deemed helpful to progression through the doctoral programs, particularly in years 3-5 (for PhD students). The SASP Faculty Advisor is currently Dr. Ashley Mayworm (amayworm@luc.edu).

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. Cortney Bindrich is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois. Dr. Bindrich earned a doctoral degree in School Psychology with an emphasis in Neuropsychology as well as an Education Specialist degree in School Psychology from The Chicago School of Professional Psychology, following the receipt of her Bachelor's degree in Psychology from the University of Wisconsin- Milwaukee. She completed her APA-approved clinical internship in Illinois, and her two-year post- doctoral fellowship in pediatric neuropsychology in Wisconsin. Dr. Bindrich specializes in the neuropsychological assessment of brain injury and concussions, as well as neurodevelopmental disorders, such as intellectual impairment, learning disorders (e.g., dyslexia), attention-deficit disorders (ADHD), and autism spectrum disorder. She takes a multidisciplinary and culturally sensitive approach to assessment and intervention, utilizing the most current evidence-based practices in the fields of neuropsychology and education. Dr. Bindrich's research interests include the relationship between attention, effort, and motivation and their impact on learning in the classroom. Additionally, she is an active participant of the American Academy of Pediatric Neuropsychology (AAPdN) and the National Academy of Neuropsychology (NAN); to which she is also a member of their Women in Leadership Committee.



Dr. Gina Coffee is a Clinical Assistant Professor in the School Psychology Program at Loyola University Chicago and the School Psychology Program Chair. She earned her PhD at the University of Wisconsin-Madison and is a Nationally Certified School Psychologist and published author with over 20 years of experience in school psychology practice, training, supervision, and research. As a Mexican American woman who grew up in Germany (and was considered a Third Culture Kid, TCK), Dr. Coffee has a particular interest in identity development, as well as evaluating the effectiveness of school-based interventions, developing and evaluating competence in school-based consultation, school psychology supervision, and comprehensive sexuality education. She is currently co-editing a school-based consultation book with Dr. Markeda Newell and has co-authored several peer-reviewed articles and chapters, as well as two books: [Early Childhood Education: A Practical Guide to Evidence-Based, Multi-Tiered Service Delivery](#) and [Promoting Youth Sexual Health: Home, School, and Community Collaboration](#). Dr. Coffee has taught extensively at multiple universities and previously served as a tenured Associate Professor, School Psychology Program Chair, and Director of Clinical Training within the School Psychology Program at Loyola University Chicago. She has also practiced in multiple states - most recently in Colorado and remotely with a school telehealth practice - and draws on her diverse experiences to serve the program, university, and school psychology profession.



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 authored/co-authored and/or co-edited -five books on a range of topics, including youth sexual health, support of military students, discipline disparities and inequities, child psychopathology and systems consultation. She is the editor of *School Psychology* and has previously served as the chair of the NASP Professional Positions Committee, was the 2013 chair of the Council of Directors of School Psychology Programs (CDSPP), and previous president of Trainers of School Psychologists. She currently serves on the NASP Program Approval Board, which approves/accredits graduate training programs in school psychology.



Dr. Patrice Leverett is an Associate Professor in the School Psychology program at Loyola University Chicago. She conducts research on the impact of implicit bias on school-based decision-making, particularly pertaining to discipline practices. She conducts program evaluations pertaining to equitable training practices and the support of a socially just learning culture. Dr. Leverett is committed to the well-being of the whole student and reflects those beliefs in her work as a mentor and educator. Her teaching interests include consultation, assessment,

crisis management, and culturally responsive practice. Her research is a product of community partnerships for symbiotic success. Patrice Leverett received her Ph.D. at the University of Wisconsin Madison in educational psychology. Prior to completing this degree, Dr. Leverett served as a public-school special education teacher and as a school psychologist. She completed her M.S. in education at Queens College of New York and her B.A. at the University of Pittsburgh. Dr. Leverett is the sub-committee chair for the National Association of School Psychologist Graduate Education Committee - Equity and Justice committee and is on the Division 16 APA convention chair committee.



Dr. Leah Marks is a Clinical Assistant Professor in the School Psychology program at Loyola University Chicago. Dr. Marks is a nationally certified school psychologist as well as a licensed clinical psychologist in the state of Illinois. She completed her PhD in School Psychology at Illinois State University. Prior to joining the faculty at Loyola, Dr. Marks worked in school and clinical settings, including outpatient clinics, primary care, and a hospital-based

multidisciplinary developmental center. Dr. Marks' research has focused on young children's self-regulation and how it relates to school readiness. Dr. Marks is passionate about early intervention, and appropriate preventive and responsive services for the youngest learners. She has experience and training in mental health consultation with the preschool population, as well as assessment and intervention for those with developmental concerns and autism spectrum disorders. Dr. Marks is also interested in helping graduate students to utilize supervision effectively and train to be supervisors themselves. Dr. Marks seeks to help school psychologists collaborate effectively with providers in medical settings. Dr. Marks also currently serves as chair of the Early Career Committee of NASP. In her spare time Dr. Marks enjoys playing violin in a community orchestra and exploring local coffee shops.



Dr. Ashley Mayworm is an Associate 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/UMB Psychology Consortium and a postdoctoral fellowship at the University of Maryland School of

Medicine National Center for School Mental Health. She is a nationally certified school psychologist (NCSP) and licensed clinical psychologist in the state of Illinois. Dr. Mayworm is the Co-Project Director for a 4.5 million dollar Mental Health Service Professional Demonstration grant through the Department of Education which has established the Puentes Fellowship and the Loyola-Cicero Community School Mental Health partnership. Her scholarly work explores what school-based factors contribute to or perpetuate educational and mental health disparities for historically marginalized populations and how evidence-based, equity-explicit interventions, policies, and practices can be successfully implemented in schools to reduce or eliminate these injustices, with the ultimate goal of supporting the mental and behavioral health of all students. The disparities that she is particularly interested in addressing are access to quality, evidence-based mental health supports in schools, perceptions of school climate, and experience of exclusionary school discipline (suspensions and expulsions). Some of the larger questions that she is pursuing through her work include: What practices, policies, and interventions reduce these disparities in schools? How can those strategies that reduce disparities be successfully implemented and sustained by schools and educators?



Dr. Amy Nelson Christensen is a Clinical Associate 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.

The School Psychology Program at Loyola is also greatly 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: COURSE SEQUENCE GRID (2025 COHORT)

Loyola University Chicago School Psychology PhD Course Sequence Grid

STUDENTS WHO ENTERED IN FALL 2025

YEAR 1			
Term	Course Number and Title	Number of Credits	Program Requirements
Year 1 Fall	CIEP 462 Ethics and Professional Issues in School Psychology	3	<ul style="list-style-type: none"> ✓ Complete all required paperwork for 1st year practicum (9/1) ✓ Obtain Student Insurance from APA or NASP (10/1)
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	RMTD 420 Educational Research I: Building an Evidence-Based with Qualitative Methods	3	
	CIEP 533: Proseminar	0	
Year 1 Spring	CIEP 410 Legal Issues: Educating Exceptional Students	3	<ul style="list-style-type: none"> ✓ Complete Statistics prerequisite by end of Spring semester ✓ Apply for MEd August Graduation (2/1)
	CIEP 480 Assessment of School-Age Children and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 533 Proseminar in School Psychology	0	
	RMTD 421 Educational Research II: Building a Body of Evidence with Quantitative Methods	3	
Year 1 Summer	CIEP 409 Evidence-Based Interventions	3	<ul style="list-style-type: none"> ✓ Submit MEd Portfolio (7/1) ✓ MEd in Educational Psychology Degree Conferred (Aug)
	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	
Year 1 Total Credits		30	

YEAR 2			
Term	Course Number and Title	Number of Credits	Program Requirements
Year 2 Fall	CIEP 461 Practicum in School Psychology I	3	✓ Apply for Advanced Practicum (into spring semester)
	CIEP 485 Prevention, Assessment, and Intervention: Social-Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	CIEP 479 School-Based Consultation	3	
Year 2 Spring	CIEP 463 Practicum in School Psychology II	3	✓ Finalize Advanced Practicum placement
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
	CIEP 484 Biological Foundations for Behavior in Schools	3	
	RMTD 483 Multivariate Statistics	3	
Year 2 Summer	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior*	3	✓ Pass IL Content Exam ✓ Pass Praxis Exam
	CIEP 474 Assessment of Bilingual Students* This summer course is taken with EDS students	3	
Year 2 Total Credits		30	

*Indicates courses that do not have to be taken in the year/semester suggested in this sequence; these courses can be completed at any point in the student's program or when it is offered (this may vary for some courses, especially those outside SPSY).

** Elective should be selected in collaboration with academic advisor.

The timeline of courses outlined here was thoughtfully designed to attempt to be the most balanced (based on workload and other program requirements), as well as utilize funding offered through graduate assistantships to their fullest degree. However, students may work with their advisor to make changes to this sequence as needed/appropriate.

YEAR 3			
Term	Course Number and Title	Number of Credits	Program Requirements
Year 3 Fall	CIEP 546 School Psychology Advanced Practicum	3	<ul style="list-style-type: none"> ✓ Select dissertation chair ✓ Start work on dissertation concept paper ✓ Apply for Advanced Practicum (into spring semester)
	CIEP 514 Advanced Systems Consultation and School Psychology Supervision	3	
	RMTD 430 Psychological Measurement* This course typically offered every other year OR CPSY 530/RMTD 530 Research Seminar in Counseling Psychology* This course prepares you to write your dissertation proposal	3	
Year 3 Spring	CIEP 546 School Psychology Advanced Practicum	3	<ul style="list-style-type: none"> ✓ Finalize Advanced Practicum placement ✓ Continue/finish dissertation concept paper
	CPSY 435/PSYCH 401 (History and Systems) OR Elective**	3	
	CIEP 466 (will be renumbered) Social Bases of Behavior: Child and Adolescent Applications*	3	
	RMTD elective**	3	
	If not already taken, CIEP 474 Assessment of Bilingual Students can be taken here (online course with EDD students)*	(3)	
Year 3 Summer	CPSY 435/PSYCH 401 (History and Systems) OR Elective**	3	<ul style="list-style-type: none"> ✓ Prepare materials for PhD portfolio
Year 3 Total Credits		24	

YEAR 4 and Year 5			
Term	Course Number and Title	Number of Credits	Program Requirements
Year 4 Fall	PSYCH 475 Cognitive Development*	3	<ul style="list-style-type: none"> ✓ PhD Portfolio (including Dissertation Concept Paper) due 9/1 ✓ Apply for APPIC Internships
	CIEP 546 School Psychology Advanced Practicum	3	
	RMTD 430 Psychological Measurement* This course typically offered every other year -OR- CPSY 530/RMTD 530 Research Seminar in Counseling Psych* <i>This course prepares you to write your dissertation proposal</i>	3	
Year 4 Spring	Doctoral Study (CIEP 610) [If you do not have enough courses to achieve full time status, you will enroll in this course]	Fee based course	<ul style="list-style-type: none"> ✓ Pass Dissertation Proposal prior to APPIC ranking due date ✓ APPIC Match Day in February ✓ Dissertation IRB submitted ✓ Collect dissertation data/work on dissertation
	CIEP 546 School Psychology Advanced Practicum	3	
	RMTD Elective or another required course not yet completed can be taken here if needed*	(3)	
Year 4 Total Credits		12	
Year 5 Fall	CIEP 586 Doctoral Internship	1	<ul style="list-style-type: none"> ✓ Apply for Jobs and/or Post-docs ✓ Apply for PhD Summer Graduation by 2/1 ✓ Participate in May commencement ✓ Complete dissertation defense
Year 5 Spring	CIEP 586 Doctoral Internship	1	
Year 5 Summer A	CIEP 586 Doctoral Internship	1	<ul style="list-style-type: none"> ✓ August Degree Conferral if all program requirements met, including dissertation
Year 5 Total Credits		3	
Program Summary	All required courses, program requirements and dissertation completed	99 credits	If dissertation supervision is required past year 5, enroll in CIEP 600 (Dissertation Supervision) in Fall and Spring Semesters until dissertation completed; must maintain continuous enrollment.

APPENDIX B: RESEARCH TEAM PARTICIPATION RUBRIC

Student Name: _____ Year in Program: _____ Date of Rating: _____

Faculty Member Name: _____ Research Team Name: _____

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

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

Skills	Advanced	Intermediate	Emerging	Not Yet Developed
Critical Thinking	Effectively searches for and identifies information, demonstrates critical thinking skills, critically evaluates information, and integrates feedback, without faculty support.	Effectively searches for and identifies information, demonstrates critical thinking skills, critically evaluates information, and integrates feedback, with minimal faculty support	Inconsistently searches for and identifies information in an effective manner, demonstrates critical thinking skills, critically evaluates information, and/or integrates feedback. Requires consistent faculty support to demonstrate these skills.	Does not effectively search for and identify information, demonstrate critical thinking skills, critically evaluate information, and/or integrate feedback.
Use of Literature	Consistently and clearly demonstrates an awareness of the works of others and shows understanding of information from multiple literature sources. Use of	Clearly demonstrates an awareness of the works of others and establishes a context for the project. Shows an understanding of information from	Shows limited understanding of the work in the field. Knowledge is primarily from faculty provided materials.	Does not have an awareness of the works of others and the significance of their work.

	literature to inform research ideas is consistent with that expected of a professional school psychology researcher.	multiple literature sources.		
Methodological Skills	Has in-depth understanding of different methodological approaches and is able to select the appropriate research methods for different projects without faculty support.	Understands different methodological approaches and is able to select the appropriate research methods for different projects with minimal faculty support.	Has some understanding of different methodological approaches but has difficulty applying that knowledge to the development of research projects.	Has limited or no understanding of different methodological approaches.
Data Analysis	Excels in analyzing data and interpreting findings. Has advanced data analysis skills and can implement them independently.	Can conduct thorough and correct analysis of data. Interprets findings accurately.	Demonstrates some or partially correct analysis of data. Needs significant support in interpreting findings accurately.	Little meaningful analysis of data or incorrect. Interpretation of data is consistently inaccurate.
Writing Skills	Writing is independently at scholarly level for publication with no to limited support from faculty.	Writing is at a scholarly level for publication with support of faculty.	Writing is marginal; student demonstrates adequate written communication skills, but is not yet at a scholarly level for publication.	Writing is unclear and difficult to follow; lacks organization.
Oral Communication	Oral communication skills are consistent with those expected of a professional school psychologist and researcher. Student	Oral communication skills are strong. Student can express research ideas and questions clearly in research team	Oral communication skills are generally appropriate. Student has some	Shows consistent difficulty expressing research ideas and questions clearly.

	can express ideas and questions very clearly.	meetings and/or with research partners.	difficulty expressing research ideas or questions clearly in research meetings and/or with research partners.	
Time Management	Consistently meets deadlines and exceeds expected time management skills. Supports the research team in managing time and project expectations.	Consistently meets deadlines. Shows expected time management skills.	Misses some deadlines despite reasonable effort.	Routinely misses deadlines or asks for extensions.
Organization	Can organize project tasks independently, without faculty support. Excels in this area.	Effectively organizes project tasks.	Identifies project tasks but may struggle with setting priorities and planning.	Has difficulty converting broad objectives to specific tasks.
Ability to Collaborate with Others	Demonstrates collaboration skills consistent with a professional school psychologist and researcher. Excels in interactions with team members, faculty, and research partners.	Effectively collaborates with all team members, faculty, and research partners. Has not had any difficulty collaborating with others.	Generally collaborates well with team members, faculty, and research partners, but has had one or two incidences of collaboration difficulties.	Has had three or more instances of collaboration difficulty with research team members, faculty, and/or research partners.
Professionalism	Behaves in a way consistent with a professional school psychologist and researcher. Demonstrates readiness to work independently in a	Consistently behaves in a professional manner. Learns from mistakes and integrates constructive feedback into future behavior.	Usually behaves in a professional manner. Has some difficulty integrating constructive feedback into future behavior.	Frequently behaves in an unprofessional manner.

	professional environment.			
Leadership	Has taken a significant leadership role on one or more projects; demonstrates ability to lead a research project with very minimal faculty support.	Has taken a leadership role on one or more projects; demonstrates ability to lead portions of a research project with faculty support.	Has taken a leadership role on one or more specific research tasks, but not on larger projects.	Has not taken a leadership role on any projects.
Overall Assessment	In this section, please write if the student's overall performance is Advanced, Intermediate, Emerging, or Not Yet Developed (see scoring instructions below).			

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

Overall Assessment Scoring Instructions

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

- Instructions for Year 2 Students:
 - Advanced Standards:
 - All skills rated Advanced
 - Intermediate Standards:
 - All skills rated Advanced or Intermediate
 - All areas rated Intermediate or Emerging
 - Emerging Standards:
 - All skills rated Emerging or Not Yet Developed (most skills rated Emerging)
 - Not Yet Developed Standards:
 - All skills rated Not Yet Developed

- Instructions for Year 3 Students:
 - Advanced Standards:
 - All skills rated Advanced
 - Intermediate Standards:
 - All skills rated Advanced or Intermediate
 - All areas rated Intermediate or Emerging (most skills are rated Intermediate)
 - Emerging Standards:
 - All skills rated Intermediate or Emerging (most skills are rated Emerging)
 - Not Yet Developed Standards:
 - All skills rated Emerging or Not Yet Developed
 - All skills rated Not Yet Developed

- Instructions for Year 4 Students:
 - Advanced Standards:
 - All skills rated Advanced
 - Intermediate Standards:
 - All skills rated Advanced or Intermediate (most skills are rated Intermediate)

- Emerging Standards:
 - All skills rated Intermediate or Emerging (most skills are rated Emerging)
- Not Yet Developed Standards:
 - All skills rated Emerging or Not Yet Developed
 - All skills rated Not Yet Developed

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

APPENDIX C: ANNUAL REVIEW OF PROGRESS FORM

Loyola SPSY Program - Student Annual Review - Self-Evaluation Version

[PHD Student]

Q1 Dear SPSY Student,

Thank you for taking the time to complete this Annual Review Self-Evaluation.

Purpose: This evaluation is intended to facilitate student self-reflection, student-advisor discussion, future academic planning, and finally, serve as a summative evaluation regarding student progress and academic standing in the program. Data gathered via this process are also used when the program participates in APA and NASP accreditation activities.

Instructions: At the culmination of each full academic year (August), we require that you complete this self-evaluation. It is an opportunity for you to reflect on your accomplishments, progress, growth, and areas for continued improvement or experience. Your self-reflections, coupled with feedback from your instructors, grades, course dispositions, program progress, and field-based supervisor evaluations, are then compiled to inform your overall annual review evaluation. By October 15th, you will meet with your academic advisor to review this feedback and set goals for the current academic year. Final copies of your evaluations will be provided to you, as well as saved by the program and uploaded to DocFinity, our internal management system for student education records.

This self-evaluation is **due by September 5th**.

Please indicate below that you understand the purpose of this self-evaluation and agree to answer all questions honestly and thoughtfully.

Yes, I understand this program requirement and agree to answer all questions honestly and thoughtfully.

Q3 Select your LUC email from the list of current students.

Q8 What is your name?

Q82 What is your Loyola student ID#?

Q10 We will now ask you to self-report on a number of demographic identifiers. These are used when we submit reports to our accrediting bodies (APA, NASP) regarding student demographics. You can select "prefer not the answer" for any items.

What is your gender identity?

- Male (1)
- Female (2)
- Non-binary / third gender (3)
- Other (4) _____
- Prefer not to answer (5)

Q11 Which racial designations best describe you? (select all that apply)

- Black or African American (1)
- White (2)
- American Indian or Alaska Native (3)
- Asian (4)
- Native Hawaiian or Pacific Islander (5)
- Other (6)
- Prefer not to answer (7)

Q12 Are you of Hispanic or Latino origin?

- Yes (1)
- No (2)
- Prefer not to answer (3)

Q13 When did you begin your current SPSY program?

Q6 Are you in the EdS or PhD program?

Q65 Are you currently on a formal remediation plan in the school psychology program?

- No, I am not on a formal remediation plan and have never been on one (in this program). (1)
- No, I am not currently on a plan but I was previously. It was successfully completed. (2)
- Yes, I am currently on a formal remediation plan. (3)
- I am not sure. (4)

Q21 For each required course in your program of study, indicate which you have already completed and the final grade earned. [PHD Program]

	A	A-	B+	B	B-	C or Lower	Incomplete	Have not taken yet	Other
CIEP 462 Ethics and Professional School Psychology (1)									

CIEP 477 Prevention, Assessment, and Intervention: Academic (2)									
ELPS 432 Multiculturalism for Social Justice in Higher Education (3)									
RMTD 420 Educational Research I: Building an Evidence-Based with Qualitative Methods (4)									
CIEP 533 Proseminar in School Psychology (Fall) (5)									
CIEP 410 Legal Issues: Educational Disabilities (6)									
CIEP 480 Assessment of School-Age Students and Adults (7)									
CIEP 482 Prevention, Assessment, and Intervention: Behavior (8)									
RMTD 421 Educational Research II: Building a Body of Evidence with Quantitative Methods (9)									
CIEP 533 Proseminar in School Psychology (Spring) (10)									
CIEP 409 Evidence-Based Interventions (11)									
CIEP 413 Psychopathology and Introduction to									

School-Based Mental Health (12)									
CIEP 461 Practicum in School Psychology I (13)									
CIEP 485 Prevention, Assessment, and Intervention: Social Emotional (14)									
CPSY 423 Theories of Counseling & Psychotherapy (15)									
CIEP 479 School-Based Consultation (16)									
CIEP 463 Practicum in School Psychology II (17)									
CIEP 484 Biological Foundations of Behavior in Schools (18)									
CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills (19)									
RMTD 483 Multivariate Statistics (20)									
CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior* (21)									
CIEP 474 Assessment of Bilingual Students* (22)									
CIEP 546 School Psychology Advanced Practicum (Yr 3, Fall) (23)									
CIEP 514 Advanced Systems Consultation									

and School Psychology Supervision (24)									
RMTD 430 Psychological Measurement* (25)									
CIEP 502 Trauma Informed Schools* (26)									
CPSY 530/RMTD 530 Research Seminar in Counseling Psychology* (27)									
CIEP 546 School Psychology Advanced Practicum (Yr 3, Spring) (28)									
CPSY 435/PSYCH 401 (History and Systems) (29)									
CIEP 466 (will be renumbered) Social Bases of Behavior: Child and Adolescent Applications* (30)									
RMTD elective* (31)									
Elective* (32)									
PSYCH 475 Cognitive Development* (33)									
CIEP 546 School Psychology Advanced Practicum (Yr 4, Fall) (34)									
CIEP 546 School Psychology Advanced Practicum (Yr 4, Spring) (35)									
CIEP 586 Doctoral Internship (1) (36)									
CIEP 586 Doctoral Internship (2) (37)									

CIEP 586 Doctoral Internship(3) (38)									
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Q24 Program Milestones: For each program milestone, indicate if it was completed. If not already completed, indicate when you plan to complete it. [PHD]

	Completed?		If not completed, date of anticipated completion.
	Yes (1)	No (2)	
Have professional liability insurance for the current academic year (1)			
Completion of statistics pre-requisite with grade of B or better (2)			
Set-up ISBE account (ELIS) (3)			
Complete ISBE Safety Modules (required before graduation) (4)			
MED Portfolio (Summer Year 1) (5)			
PRAXIS Exam (recommended in Year 2, required before Year 4) (6)			
Illinois Content Exam (recommended in Year 2) (7)			
PHD Portfolio (September Year 4) (8)			
Approved Dissertation Concept Paper (required as part of PhD Portfolio, recommended in Year 3) (9)			
Dissertation Proposal (recommended prior to applying for internship) (10)			
Dissertation Defense (11)			
Apply for APPIC Internship (recommended in Fall Year 4) (12)			
Complete Internship (13)			

Q64 Please reflect on anything related to your completion of program milestones that you need to plan for and/or need support from your advisor on. For example,

- Do you have portfolio assignments that need to be revised or completed and you would benefit from a plan for completion?
- Do you feel unsure of the timeline for your dissertation and need support?
- Are you unsure what one of the items listed above is?

Q68 Please provide information on your practicum sites to date.

	Sites (1)	Supervisors (2)	Supervisor Credentials (3)
1st Year Practicum (1)			
2nd Year Practicum (2)			
3rd Year Advanced Practicum (3)			
4th Year Advanced Practicum (4)			
Approved Supplemental Practica (5)			
Internship (6)			

Q72 Please self-evaluate your current performance in each of the **professional disposition areas** below. The open text box should be used to provide examples of strengths and areas for growth. Your rating should reflect the expectations for someone in your current year in the program.

The rating scale is as follows:

- o (4) **Exceeds Standard:** Demonstrating exceptional skill and progress for year in program and performance above that expected in the profession.
- o (3) **Meets Standard:** Demonstrating satisfactory progress for year in program and performance expected in the profession. This encompasses successfully completing professional and academic responsibilities that fall within program requirements.
- o (2) **Partially Meets Standard:** Demonstrating inadequate progress for year in program and performance below that expected in the profession in some areas.
- o (1) **Does Not Meet Standard:** Demonstrating little to no progress for year in program and inadequate performance expected in the program.

Please provide examples of how this professional disposition has been exhibited over the last academic year, including any areas of challenge. When self-evaluating, please offer reflections on additional ways in which you hope to grow or further develop in this area. [Mark Grid]

Q54 Please rate yourself on the following **APA profession-wide competency areas** using the following scale.

- o **1 = Improvement Needed:** Not reaching competence (not gained knowledge and skills in this area, even though had the opportunity); Trainee's performance is significantly below what would be expected for level of training.

- o **2 = Beginning Proficiency:** Emerging competence (have built some, but limited knowledge and skills in this area). Trainee demonstrates foundational knowledge. Performance is slightly below what would be expected for level of training.
- o **3 = Intermediate Proficiency:** Foundational competence (have gained foundational knowledge and skills in this area). Trainee demonstrates a moderate and increasing level of competency.
- o **4 = Proficiency:** Advanced competence (have emerging advanced knowledge and skills in this area. Trainee demonstrates competency.
- o **5 = Advanced Proficiency:** Professional competence (have early career doctoral professional knowledge and skills in this area). Trainee is functioning at the level expected of a professional health service provider.
- o **N/A =** Unable to rate in this area due to insufficient information.

	1 - Improvement Needed	2 - Beginning Proficiency	3 - Intermediate Proficiency	4 - Proficiency	5 - Advanced Proficiency	N/A	Share specific examples of students' accomplishments, growth, or areas for growth related to building competency in each profession-wide competency this past year:
Research (1)							
Ethical and legal standards (2)							
Individual and cultural diversity (3)							
Professional values, attitudes, and behaviors (4)							
Communication and interpersonal skills (5)							
Assessment (6)							
Intervention (7)							
Supervision (8)							
Consultation and interprofessional/interdisciplinary skills (9)							

Additional: Teaching (10)							
Additional: Advocacy and Social Justice (11)							

Q59 Were you an author on a published, peer-reviewed article or book chapter in the last academic year (i.e., in press or published (not accepted) between Aug 1 of last year and July 30th of this year)? If so, how many?

Q77 Were you an author on a non-peer reviewed publication, such as a newsletter article, book chapter, or research report in the last academic year (i.e., between Aug 1 of last year and July 30th of this year)? If so, how many?

Q60 Were you an author on a paper, poster, symposium or other presentation at an academic or professional conference (e.g., NASP, APA, ISPA) during the last academic year (between Aug 1 of last year and July 30th of this year)? If so, how many?

Q61 Please describe the current status of your dissertation. Also describe the specific plans you have for your dissertation *during the upcoming year*. If you need assistance related to your dissertation, please indicate that here.

Q44 Please indicate your current progress on each **NASP domain of practice**. You should be answering relative to expectations for someone beginning your current year in the program. [Mark Grid]

Q45 If any NASP Domains above were ranked below "meets standard," please provide information about the areas of concern.

Q58 Which of the following service and leadership related activities were you involved with in the past academic year? (Select all that apply)

- o Served as an officer/leadership position in a student organization (e.g., SASP, LASP, other Loyola org). (1)
- o Served as an officer/leadership position in a state or national professional organization (e.g., NASP committee, SASP Div 16). (2)
- o Helped plan or organize a student event (e.g., career panel, social gathering). (3)
- o Attended student events planned by a student org or faculty (e.g., didactic seminars, community potluck, career panel). (4)
- o Contributed to a community-oriented service or philanthropy activity (e.g., helped plan a community event, organized students to raise funds for a cause). (5)
- o Presented on an educational or psychology-related topic to a community audience. (6)
- o Volunteered at a school, non-profit or other community servicing organization (unpaid, not part of a practicum experience). (7)

- o Other (8) _____

Q46 What were your goals from last year when you had your annual review meeting (if applicable)? What has your progress towards those goals been?

Q48 What are some areas of practice (NASP competencies, experience with specific populations) you'd like to explore or gain exposure to this year? For PHD students, also share some areas of research (e.g., survey design, qualitative analysis) you would like to gain exposure to this year.

Q62 Looking back on the last academic year, how well did you do in terms of maintaining your well-being as a whole person (self-care, wellness, work-life-balance, etc.)?

- o Not well at all (1)
- o Slightly well (2)
- o Moderately well (3)
- o Very well (4)
- o Extremely well (5)

Q47 Please provide 3 goals for the current academic year. One goal should be centered on your well-being as a whole person. For each goal listed, please also state ~3 benchmarks or strategies that will help you meet that goal.

Q50 Consider potential roadblocks or barriers to meeting your goals. In anticipation of these barriers, what are some proactive strategies to help you succeed? For example...

- Who is in your support network who you might call on?
- What University resources might you seek out?
- When will you know it is time to reach out to your advisor for support?

Q51 Please provide feedback to the faculty about your experience in the program. What has gone well this year? What do you appreciate about the program?

Q53 What did not go well this year? What do you hope could be done differently?

Q52 What additional ideas or suggestions do you have for the program? Feel free to also share any other comments that you would like to offer but did not have a place for earlier.

Loyola SPSY Program - Faculty Reporting of Student Annual Review

Q1.1 This is the **Annual Review Evaluation that should be completed by each student's faculty advisor**. Please complete this **by September 15th**. You will then review your evaluation and the student's self-evaluation in a one-on-one advising meeting between September 22nd and October 15th. Reach out to the Program Chair with any questions.

Select your name (faculty member completing this form).

Q1.2 Select the LUC email for the student you are completing this form for.

Q1.3 Select the program this student is in.

EDS (1)

PHD (2)

EDS and PHD Students

Q2.1 Academic Performance and Program Milestones

- The student has received a grade of B or better in all courses to date and is on track for program milestones. (1)
- The student is generally on track but has one or more unresolved Incomplete grades. (2)
- The student has a grade below B in one or more courses and/or is off track for completing program milestones. (3)

Q2.2 Please elaborate on any concerns related to academic performance or completion of program milestones.

Q2.3 Faculty: Please provide a rating for the student in each **professional disposition area** below based on feedback from faculty and informed by field-based supervisor evaluations, course instructor disposition ratings, and other collected information. The rating should reflect expectations for the student within their current year in the program.

The rating scale is as follows:

(4) **Exceeds Standard**: Demonstrating exceptional skill and progress for year in program and performance above that expected in the profession.

(3) **Meets Standard**: Demonstrating satisfactory progress for year in program and performance expected in the profession. This encompasses successfully completing professional and academic responsibilities that fall within program requirements.

(2) **Partially Meets Standard**: Demonstrating inadequate progress for year in program and performance below that expected in the profession in some areas.

(1) **Does Not Meet Standard**: Demonstrating little to no progress for year in program and inadequate performance expected in the program.

	4- Exceeds Standard	3 - Meets Standard	2 - Partially Meets Standard	1 - Does Not Meet Standard	Please provide examples of how this professional disposition has been exhibited over the last academic year, including any areas of challenge.
<p>Initiative – independently engages in activities when appropriate; proactive - does not wait to be asked or told when to begin tasks; demonstrates drive/motivation; seeks learning opportunities (1)</p>					
<p>Responsibility – demonstrates dependability, time management, and work organization; follows through on tasks; completes and submits assignments in accordance with stated parameters; punctual for classes/meetings; present and engaged in class and meetings and uses technology appropriately in those settings (2)</p>					
<p>Inquiry - demonstrates skills in seeking out relevant content/information; demonstrates critical thinking and is able to</p>					

<p>evaluate information from reliable sources relevant to the profession; asks thoughtful questions and contributes meaningfully to class discussion and activities while also allowing space for others to contribute (3)</p>					
<p>Respect for Human Diversity – exhibits awareness of and sensitivity to race/ethnicity, culture, socioeconomics, religion, gender-identity, sexual orientation, dis/ability, and other human differences; seeks out further understanding and skills needed to work with diverse populations; understands that multicultural competence is aspirational and will be a lifelong learning process (4)</p>					
<p>Social Justice Advocacy - is able to reflect on their own thoughts and feelings; is aware of one's own biases, stereotypes, and prejudices and is able to monitor those beliefs so they do not impact decision-making; shows respect for other points of view and is able to integrate new viewpoints into their own thinking; can identify inequities in educational and other social service systems and develop novel strategies</p>					

for addressing social justice issues in their work (5)					
Ethical Conduct – responds appropriately to interpersonal and professional legal and ethical challenges; adheres to professional codes of ethics; uses evidence-based practices; maintains confidentiality according to policies, procedures, and guidelines; clearly exhibits honesty/integrity and ethical behavior in all professional and graduate student work (6)					
Adaptability/Flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change; views challenges as opportunities; values the process; resourceful (7)					
Written Communication – uses clear, organized, and professional writing to express thoughts, present ideas and share information (8)					
Oral Communication – uses spoken word in a clear, organized, and professional manner to convey thoughts, present ideas and share information (9)					
Responsible and Effective Communication - responds to					

<p>communications from faculty, supervisors, and fellow students in a timely and professional manner; listens attentively; engages in active listening; reframes and clarifies in conversations; is sensitive to non-verbal cues (10)</p>					
<p>Interpersonal Skills – engages effectively with peers, colleagues, faculty, supervisors and clients/students/families; demonstrates verbal and non-verbal behaviors that promote collaboration and engenders trust; works collaboratively on assignments and shows strong problem-solving skills to resolve conflicts when they arise; shows respect for differences of opinions (11)</p>	○	○	○	○	
<p>Growth/Learner Mindset – seeks feedback and is open to constructive criticism; self-reflects on personal strengths and weaknesses; seeks out help when needed; solution-oriented and active problem solver; acknowledges mistakes and commits to self-improvement (12)</p>	○	○	○	○	

Q3.1 Please indicate the student's current progress on each **NASP domain of practice**. The student should be evaluated relative to the expectations of a student in their current year in the program.

	4 - Above Standard (1)	3 - Meets Standard (2)	2 - Below Standard (3)	1 - Fails to Meet Standard (4)	No opportunity
Domain 1: Data-Based Decision Making (1)					
Domain 2: Consultation and Collaboration (2)					
Domain 3: Academic Interventions and Instructional Supports (3)					
Domain 4: Mental and Behavioral Health Services and Interventions (4)					
Domain 5: School-Wide Practices to Promote Learning (5)					
Domain 6: Services to Promote Safe and Supportive Schools (6)					
Domain 7: Family, School, and Community Collaboration (7)					
Domain 8: Equitable Practices for Diverse Student Populations (8)					
Domain 9: Research and Evidence-Based Practice (9)					
Domain 10: Legal, Ethical, and Professional Practice (10)					

Q3.2 If any NASP Domains above were ranked below "meets standard," please provide information about the areas of concern.

PHD STUDENTS ONLY

Q4.1 Please rate the student on the following **APA profession-wide competency** areas using the following scale.

1 = Improvement Needed: Not reaching competence (not gained knowledge and skills in this area, even though had the opportunity); Trainee’s performance is significantly below what would be expected for level of training.

2 = Beginning Proficiency: Emerging competence (have built some, but limited knowledge and skills in this area). Trainee demonstrates foundational knowledge. Performance is slightly below what would be expected for level of training.

3 = Intermediate Proficiency: Foundational competence (have gained foundational knowledge and skills in this area). Trainee demonstrates a moderate and increasing level of competency.

4 = Proficiency: Advanced competence (have emerging advanced knowledge and skills in this area. Trainee demonstrates competency.

5 = Advanced Proficiency: Professional competence (have early career doctoral professional knowledge and skills in this area). Trainee is functioning at the level expected of a professional health service provider.

N/A = Unable to rate in this area due to insufficient information.

	1 - Improvement Needed	2 - Beginning Proficiency	3 - Intermediate Proficiency	4 - Proficiency	5 - Advanced Proficiency	N/A	Share specific examples of students' accomplishments, growth, or areas for growth related to building competency in each profession-wide competency this past year:
Research (1)							
Ethical and legal standards (2)							
Individual and cultural diversity (3)							
Professional values, attitudes, and behaviors (4)							

Communication and interpersonal skills (5)							
Assessment (6)							
Intervention (7)							
Supervision (8)							
Consultation and interprofessional/ interdisciplinary skills (9)							
Additional: Teaching (10)							
Additional: Advocacy and Social Justice (11)							

PHD AND EDS STUDENTS

Q5.1 Please share a brief summary of the student's current strengths and successes.

Q5.2 Based on this evaluation, this school psychology student is currently...

- o in good standing in their program. (1)
- o at risk of not meeting their program's expectations/milestones. (2)
- o not in good standing in their program. (3)

Q5.3 If the student is at-risk or not in good standing, please elaborate on the reasons for this and identify next steps.

APPENDIX D: DISPOSITION FORM



PROFESSIONAL DISPOSITIONS

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professionalism	Student often meets deadlines early.	Student meets all deadlines.	Student inconsistently meets deadlines.	Student consistently does not meet deadlines.
	Student works collaboratively with peers on assignments and shows strong problem-solving skills to resolve conflicts when they arise.	Students works collaboratively with peers on assignments.	Student sometimes works well with peers on assignments.	Student does not work well with peers on assignments.
	N/A	Student attends class, maintains professional appointments, and is punctual for all professional obligations.	Student inconsistently attends class, maintains professional appointments, and/or is punctual for all professional obligations.	Student does not attend class, maintain professional appointments, and/or is punctual for all professional obligations.
	Student responds to communication from	Student responds to communication from	Student does not consistently respond to	Student does not respond to communication from faculty,

	faculty, supervisors, employers, and fellow students in a very timely manner (i.e., under 2 business days).	faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).
	N/A	Student clearly exhibits honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not consistently exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.
	N/A	Student use of technology in the classroom is limited to the current assigned task (e.g., note-taking during class lectures).	Student sometimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).	Student oftentimes inappropriately uses technology in the classroom (e.g., social media, other class work, email, etc.).
	N/A	Student dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student inconsistently dresses in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)	Student does not dress in an appropriate manner for a professional setting (e.g., class, meetings, school-based setting, etc.)
	Student has exceptional oral expression skills and can express themselves across multiple settings	Student effectively expresses themselves orally with peers and	Student has difficulty expressing themselves orally with peers and	Student does not effectively express themselves orally with peers and faculty and/or in schools.

	and with multiple audiences.	faculty, and within the schools.	faculty and/or in schools.	
	Student seeks our feedback, supervision, and quickly incorporates feedback to improve performance.	Student readily accepts supervision and feedback. Student is able to incorporate feedback to improve performance.	Student has difficulty accepting feedback, supervision, and/or has difficulty incorporating feedback to improve performance.	Student does not accept feedback, supervision, and/or does not incorporate feedback to improve performance.
Inquiry	Student demonstrates exceptional skills in seeking out relevant content/information.	Student demonstrates the skill to seek out relevant content/information.	Student has limited skills in seeking out relevant content/information.	Student does not demonstrate the skills needed to seek out relevant content/information.
	Student demonstrates exceptional critical thinking skills.	Student demonstrates critical thinking skills.	Student demonstrates limited critical thinking skills.	Student demonstrates little to no critical thinking skills.
	Student demonstrates exceptional skills in critically evaluating information from reliable sources relevant to the profession.	Student critically evaluates information from reliable sources relevant to the profession.	Student demonstrates limited skills in critically evaluating information from reliable sources.	Student demonstrates little to no skills in critically evaluating information from reliable sources.
Social Justice	Student deeply reflects on their own thoughts and/or feelings to	Student reflects on their own thoughts and/or	Student has limited reflection on their own thoughts and/or	Student does not reflect on their own thoughts and/or

	understand their decision-making.	feelings to understand their decision-making.	feelings to understand their decision-making.	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	Student is indifferent and/or dismissive when learning about difficult life experiences of clients, peers, and others with whom they interact.

			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	All sections rated as Exceeds Standard or Meets Standard. No	Any Partially Meets Standard rating will result in an overall	Any Does Not Meet Standard rating will result in

	rated as Partially Meets Standard or Does Not Meet Standard.	section rated as Partially Meets Standard or Does Not Meet Standard.	rating of Partially Meets Standards. No section rated as Does Not Meet Standard.	an overall rating of Does Not Meet Standard.
Total Score	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard

APPENDIX E: HANDBOOK AGREEMENT

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

School Psychology Student Handbook and Procedures Acknowledgment Form

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

Student Signature

Date

Student Name

Please sign this form within the portal. Contact Matt Flanagan if you have questions about submitting within the portal. (SPSYLoyola@luc.edu).