SCHOOL PSYCHOLOGY EDUCATIONAL SPECIALIST (EDS)

STUDENT PROGRAM HANDBOOK

LOYOLA UNIVERSITY CHICAGO

School of Education

**The School Psychology EdS program is approved by the
[National Association of School Psychologists](#)
4340 East West Highway, Suite 402
Bethesda, MD 20814**

2024 -2025

**This handbook if for students that began the
MED/EDS Program in Fall 2024**

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OBJECTIVES OF THE PROGRAM

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

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

An effort is made to develop an active community of learners and researchers. All candidates are strongly encouraged to become active participants on a research team. Research teams have been established and address topics such as: school discipline/positive behavioral policies, interventions, and supports; school-based problem solving; school-based mental health training and intervention; implicit bias in education settings; social justice; early childhood assessment and intervention; bilingual school psychology evidence-based prevention and intervention; and consultation. The specific program objectives are based upon the NASP 2020 Professional Standards. The school psychology faculty, through coursework and mentorship of students, are committed to supporting students in developing knowledge and skills across all 10 of the NASP 2020 Domains of Practice:

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate effectively with others.

Domain 3: **Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; humanlearning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: **Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: **School-Wide Practices to Promote Learning**
School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: **Services to Promote Safe and Supportive Schools**
School psychologists understand principles and research related to social–emotional well-being, resilience and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies forcreating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: **Family, School, and Community Collaboration**
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: **Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 9: **Research and Evidence-Based Practice**
School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and

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

Domain 10: **Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills,respect for human diversity, and a commitment to social justice and equity.

LOYOLA PHILOSOPHY AND POLICIES

SOCIAL ACTION THROUGH EDUCATION

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

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

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any 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 withour partners in education, to understand that we must work not for communities but to be *of* those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service- learning projects, immersion experiences, field-based learning sequences, clinical placements, and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment 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 isto social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

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

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

ACADEMIC ADVISING

Each student will be assigned an academic advisor upon entering the program. Advisors will hold required advising meetings once in the Fall semester and once in Spring semester. Other advising appointments can be scheduled as needed. Advisors are responsible for supporting students in making progress toward the completion of all degree requirements. Ultimately, it is the student's responsibility to ensure they are completing program requirements.

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

Student Sakai Site. To ensure effective communication of program policies and procedures between advisors and students, the program has a School Psychology Student Sakai site. On this site, you will find copies of the handbook, key dates and timelines, as well as other policies and procedures. To access this site, please login to Sakai and you will see a site named "SPSY Student". Click on this site to find the program policies and procedures.
https://sakai.luc.edu/portal/site/f6cacaaa-0484-4b45-b70b-6c99b4066784

CANDIDATE RESPONSIBILITIES

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

It should be noted that all candidates are expected to have a strong commitment to social justice, the well-being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences. Unless determined otherwise, the candidate's date of admission determines the rules under which the program requirements must be met. It is the candidate's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Program Chair, which will then be forwarded to the School of Education Deans Office for final review and decision.

ETHICS POLICY

The Loyola School Psychology EdS program is NASP approved; therefore, all students enrolled in the program must adhere to the NASP Standards, which include the NASP Standards for Graduate Preparation of School Psychologists, Standards for Credentialing of School Psychologists, and Principles for Professional Ethics. The program also utilizes the NASP Practice Model in its coverage of all NASP Standards in the program. Students will learn about the NASP Standards in CIEP 462 in Fall semester, Year 1 of the program.

SOCIAL MEDIA POLICY

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

- Students are encouraged to set security settings to "private" so that only approved friends can access your 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 violent privacy and/or confidentiality agreements.
- Be sure that you clearly state that any views you express are your own and you are not representing Loyola University Chicago and/or the Loyola School Psychology program. 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 semester basis. Equally as important, students are not to post any information that could compromise confidentiality (NASP Principle I.2). Individuals may be held personally liable for posting such material and these communications will be considered as a part of the ongoing evaluation of both academic and nonacademic factors that may affect a student's ability to perform appropriately as a school psychologist. As outlined and explained in this program statement, we expect our students to conduct themselves in a way that is consistent with the ethical, professional, and legal responsibilities of school psychologists. They will be made aware of our policies, and as further supported by ethical coursework, reflect on how social media behaviors may violate ethical and professional standards including discussions on multiple relationships, respecting family rights to privacy, and behaviors that could compromise their professional effectiveness. As a part of our handbook acknowledgement requirement, each student will sign a statement indicating that they have read, understand, and will abide by these requirements.

INSTRUCTION POLICY

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

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. We also model and place high expectations upon our students to engage in positive, supportive, and inclusive group communications while in the online environment. We expect and require not only ethical and professional behavior, in accordance with both the National Association of School Psychologists Principles for Professional Ethics (2010) and the American Psychological Association Ethical principles of Psychology and Code of Conduct (including 2010 Amendments), but also proactive problem-solving behaviors. Student communication (written or spoken) relating to this program is accountable to these expectations and may be considered in student evaluation processes.

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. 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 chair.

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), the student organization associated with the program. A representative from LASP attends a portion of each monthly faculty meeting to share students feedback, questions and concerns, and the faculty also convey information to LASP 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 hourss, when necessary, when classes are in session (including during the summer sessions). While 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 OF STUDIES

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

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

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

COURSEWORK

PREREQUISITE COURSE

One undergraduate course is required as a prerequisite before beginning the program. The prerequisite course is Statistics. Student transcripts will be checked for evidence of successful completion ("B" or better) of the statistics prerequisite requirement. If you have not completed a statistics course prior to starting the EdS program, please inform your academic advisor. Students may be admitted who have not taken this course, but such students must complete this requirement prior to Summer Session B at the end of Year 1. Please be advised that summer courses fill up quickly and space is limited.

PROGRAM COURSEWORK

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

PSYCHOLOGICAL FOUNDATIONS (12 hours)
- Human Development: Cognition, Affective, and Physical Basis of Behavior (CPSY 454)
- Psychopathology and Introduction to School-Based Mental Health (CIEP 413)
- Biological Foundations of Behavior in Schools (CIEP 484)
- Theories of Counseling and Psychotherapy (CPSY 423)

DIVERSITY (6 Hours)
- Assessment of Bilingual Students (CIEP 474)
- Multiculturalism for Social Justice in Higher Education (ELPS 432)

Note: The Impact of Diversity is integrated into all courses

ASSESSMENTS (15 hours)
- Prevention, Assessment & Intervention: Academic (CIEP 477)
- Assessment of School Age Students and Adults (CIEP 480)
- Prevention, Assessment & Intervention: Behavior (CIEP 482)
- Prevention, Assessment & Intervention: Social-Emotional (CIEP 485)
- Assessment of Bilingual Students (CIEP 474)

INTERVENTIONS (18 hours)
- Prevention, Assessment & Intervention: Academic (CIEP 477)
- Prevention, Assessment & Intervention: Behavior (CIEP 482)
- Prevention, Assessment & Intervention: Social-Emotional (CIEP 485)
- Prevention, Assessment & Intervention: Advanced Skills (CIEP 544)
- Evidence-Based Interventions (CIEP 409)
- Trauma Informed Schools (CIEP 502)

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

CONSULTATION (6 hours)
- School-Based Consultation (CIEP 479)
- Advanced Systems Consultation and School Psychology Supervision (CIEP 545)

STATISTICS AND RESEARCH DESIGN (3 hours)
- Single Case Research Design (RMTD 422)

PROFESSIONAL SCHOOL PSYCHOLOGY (6 hours)
- Legal Issues: Educational Disabilities (CIEP 410)
- Ethics and Professional School Psychology (CIEP 462)

PRACTICA EXPERIENCES (6 hours)
- Practicum in School Psychology I (CIEP 461)
- Practicum in School Psychology II (CIEP 463)

INTERNSHIP (6 hours)
- School Psychology Internship (2 semesters of CIEP 486)

CULMINATING PORTFOLIO EXAMINATIONS
- A MED portfolio is due July 1 after Year 1 in the program
- An ongoing candidate EDS portfolio is maintained throughout the school psychology program of studies due March 1 prior to graduation (Year 3)

TRANSFER CREDIT

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

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

PROGRAM APPLIED EXPERIENCES

Required Documents for Applied Experiences.

✓ **Background Check Requirement.** Every year of the program, beginning in Year 1, all students must complete 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 Program Coordinator by 9/1 of each year. Students cannot begin their practicum placement until this evidence is submitted.

✓ **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.

First Year Pre-Practicum Experience. During the first year of the program, students complete a pre-practicum field experience in a K-12 school in the Chicago area. Students spend one semester in a Catholic school and the other semester in a public school. Students will be placed at their sites in the beginning of the Fall and Spring semester. Students should not contact any schools. The school psychology director of clinical training and instructor for CIEP 533 will place you in a school. During this pre-practicum experience, students complete a number of applied activities that are part of courses, including implementation and/or monitoring of a problem-solving academic intervention in CIEP 477 (Prevention: Assessment and Intervention: Academic), completion of components of a functional behavioral assessment in CIEP 482 (Prevention, Assessment and Intervention: Behavior), and a community asset mapping project in CIEP 462 (Ethics and Professional School Psychology), among others. Each of these field experiences is completed as part of course requirements. Therefore, course instructors will guide you through the completion of these experiences. All field-based assignments will be explained during the respective course.

Attendance. Students are required to attend their school site for 6 hours (about 1 day) a week. Absences from the school site must be pre-approved by the school psychology director of clinical training. Students may follow the Loyola academic calendar for holidays and breaks in their 1st year pre-practicum. In Year 1, students do *not* need to follow their school placement's calendar.

School-Based Practicum. During Year 2, students complete their year-long, school-based practicum. To start the school-based practicum experience, students must earn a grade of B or better in their Year 1 courses and have passed their MEd Culminating Portfolio.

The school-based practicum requires attendance at the school-based site and practicum supervision class. There are two school psychology practicum courses that must be taken in sequence. The Practicum in School Psychology I course (CIEP 461) is taken during the fall semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the spring semester of the second year of study. Students are assigned to practicum sites 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 psychologistsupervisor. If a candidate wishes to pursue a practicum experience in a specific setting that has not been pre-approved by the program faculty, the practicum instructor must be contacted before February 1 of Year 1 to apply for a special request site review. Students must complete the practicum in a setting outside of their regular employment. Student preferences for assignment location and days will be honored to the degree possible, but not guaranteed.

Each student will be assigned to a practicum site for two full school days per week. Six hundred (600) hours must be completed in practicum activities outside the classroom. Candidates must record the number of supervised clinical hours accumulated during practicum using a document provided by the University (Excel Practicum Log will be provided prior to beginning each field experience). In addition, attendance at CIEP 461/463 (Practicum Course) is required. Additional time in which to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. In conjunction with the field placement, each candidate must also complete a series of applied practicum-based projects that are aligned with NASP standards and the 10 domains of professional practice and are designed to demonstrate the competencies gained during the practicum.

Internship. Currently, under the program approved by the State Teacher Certification Board, the university program has the responsibility for: (1) approval of internship sites, (2) approval of intern supervisors, and (3) approval of internship eligibility. The school psychology Ed.S. internship consists of 1200 hours of supervised work completed within a school setting during a nine-month school year. The site supervisor must provide two hours a week of direct supervision. It should be noted that a candidate will not be approved to pursue an internship unless they havean overall 3.00 GPA and have earned grades of "B" or better in the programmatic courses. Candidates must have completed all coursework and the 2nd year practicum with satisfactory performance, including professional dispositions, prior to final approval for the internship.

The University or, more specifically, the faculty member assigned to teach the internship courses (CIEP 486) assumes the responsibility for: (1) review and approval of individual internship plans (2) periodic evaluation of the intern's progress during the internship; and (3) final certification recommendation, in conjunction with the program chair, internship site supervisor, and other University supervisors.

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

Internship Requirements. During each semester of his/her internship experience, the school psychology candidate enrolls in CIEP 486 (3 credit hours), for a total of 6 credit hours in Year 3. There are specific course requirements during the internship that are considered an integral part of the internship experience. The internship class meets monthly during the course of the internship, and these classes have required attendance. School psychology interns are also strongly encouraged to attend and participate in the regularly scheduled student, faculty, administrator, and staff conversations, and workshops or other presentations held on campus.

The evaluation procedures for the internship course include but are not limited to the following:
- Visits to the internship site once or twice each semester by the course instructor. These visits include:
    - Collaborative consultation with the internship supervisor
    - Collaborative consultation with the intern
- Periodic telephone or ZOOM conferences among the site supervisor, intern, and course instructor are interspersed between the site visits and the CIEP 486 seminar discussions;
- Evaluation reports from the internship site supervisor are sent directly to the internship course instructor at the end of each semester;
- Periodic evaluation reports from the intern are sent to the course instructor;
- Attendance at required class meetings;
- Weekly reflective logs; and
- Daily Excel logs.

Internship Grading. Grading in the internship course is on a pass-fail basis. However, University regulations require the assignment of a grade in all graduate-level courses. If the final internship site supervisor's evaluation indicates all 3's or above on the evaluation criteria and the internship course instructor agrees that the internship has been successfully completed, a passing grade (A or B) is assigned each semester and the intern receives six hours of academic credit. If the final internship site supervisor's evaluation letter has some 2's, the course instructor will have a conversation with the site supervisor and determine if the student has met expectations to pass the course and complete internship. If the student receives any 1s, or in the conversation with the field-based supervisor it is determined that they have not met expectations and are not ready for independent practice, and the course instructor agrees, a failing grade (F) will be assigned for both semesters and no credit hours will be earned.

Exceptions to Complete Internship outside of IL. EdS students are not allowed to take out-of-state internships. There are three exceptions for this policy: 1) student and/or family health reasons, 2) student and/or family military service, or 3) a different exceptional circumstance approved by

the program faculty. Students must submit a letter explaining the request for the exception and submit documentation of the health issues and/or military service requirements. The letter must be submitted to the School Psychology Program Chair as soon as the student becomes aware of the need to take an out-of-state internship. The student is responsible for locating and understanding the internship requirements from the other state and ensuring that the internship will meet all Loyola University Chicago internship requirements. Students will receive a written response from the Program Chair indicating approval or disapproval of the request for an exception.

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

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

In each instance in which there is to be conditional endorsement or no endorsement, it is assumed that the intern and course instructor would be aware of this fact some weeks prior to the submission of the final report, and a special effort would have been made to help the intern successfully complete the internship. If the course instructor and program faculty concur on the supervisor's recommendation to deny certification and the intern is in disagreement, appeal procedures as specified in University and School of Education regulations may be initiated by the intern. If the intern supervisor and course instructor and/or program faculty disagree as to the recommendation for certification, a school psychology representative from ISBE and/or DUSPP will be asked to serve as mediator in an attempt to settle the dispute.

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

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

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

Health insurance during internship: Loyola University Chicago's Board of Trustees requires that all undergraduate students enrolled for 12 or more credit hours, all graduate and professional students enrolled for 8 or more credit hours or students registered for Thesis or Dissertation Supervision at the start of the Fall and Spring terms have health care insurance. All students meeting the above eligibility requirements will automatically be billed for Student Health Insurance by the University on their student account and be enrolled in the plan if a waiver is not submitted before the deadline date.

In the event that a student does not meet the eligibility requirements to be automatically billed by the University for Loyola's Student Health Insurance, but is enrolled in six or more credit hours and

would like to purchase coverage, he or she can do so by visiting United Healthcare Student Resources website at http://www.uhcsr.com/luc.

Applied Experiences for International Students. International students must complete the Curricular Practical Training (CPT) form before beginning each semester of practicum or internship (even if staying in the same school). This form grants the student approval to work off campus. The Curricular Practical Training (CPT) form is located on the "Forms" page of the International Students & Scholars website (Forms). 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 bring the completed Curricular Practical Training form and the letter to the program chair, and they will sign the form. Once it is signed, the student must take the form to the International Student and Scholar Office (https://www.luc.edu/isss/index.shtml) for final approval. The International Office usually takes 2-3 days to approve it. Once approved, the student will receive an I-20 authorization to work form. 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 3rd year (internship), the student will need to go to the International Office to start the process of completing the **Optional Practical Training** form. The purpose of this form is to get approval to work after you graduate from Loyola. You have to start this process during the Spring semester of 3rd year because it can take 3-4 months to get approval. Once you have approval, you can work in the US for 12 months only. During these 12 months, you must work with your employer to get them to sponsor you so that you can get an H1B Visa to continue working. Loyola does not have anything to do with the process of getting the H1B Visa, but it 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 1st year of employment. It is something to ask potential employers about when you seek a position as a school psychologist after you graduate.

SEQUENCE OF PROGRAM REQUIREMENTS

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

ILLINOIS EXAM REQUIREMENTS FOR LICENSURE

With respect to certification in Illinois to practice as a school psychologist, formal recommendation (i.e., completion of ISBE Form 73-03) for school psychology endorsement is emailed to the Illinois State Board of Education (ISBE) after all coursework, practica, internship, and portfolio examinations have been successfully completed. In addition, the candidate must have earned a passing score on the Illinois School Psychology Content Area Exam and the NCSP PRAXIS Exam. If you are planning to obtain licensure out of state it is still important to take the Illinois Content Exam; states request verification of licensure from the University that a candidate is eligible for licensure in Illinois.

Illinois requires passage of the Content Exam and it is therefore necessary for the University to complete these forms. We encourage you to get IL licensure because in many cases other states require that you are eligible to receive your license in the state in which you received your degree in order to be eligible for licensure in that state. Also, it is oftentimes easier to transfer a license from one state to another instead of applying for licensure as an out-of-state applicant.

Praxis: Nationally Certified School Psychologist (NCSP) Exam. Loyola school psychology candidates are required to pass the Praxis NASP Nationally Certified School Psychologist (NCSP) Exam prior to beginning your internship; most students use the summer before internship to complete this requirement. Candidate's Praxis scores must be sent to Loyola University – Chicago AND the National Association of School Psychologists (NASP). It is recommended that you also send the scores to the state where you are considering applying for your first job. If the score is not sent to NASP, candidates will not 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 EdS Culminating Portfolio. Instructions for submitting scores in Digication can be found in the School Psychology EDS Portfolio Handbook.

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

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

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

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

EVALUATION OF CANDIDATES

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

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

Professional Exams. The NASP NCSP Exam (Praxis) must be taken prior to beginning internship and a passing score is required at the time of submission of the EdS portfolio (March 1, Year 3). Students are encouraged to take the Illinois content exam in order to get licensed in Illinois. However, most states require verification from programs that their graduates are eligible for licensure in Illinois. It is therefore important that even graduates applying for out of state licensure consider the benefits of taking the Illinois state exam.

Supervisor Evaluation Rating. During practicum and internship, supervisors rate each student's applied skills. During 2nd year practicum, the Practicum Evaluation is completed by each student's field-based supervisor. The goal of the evaluation is to assess each student's knowledge and demonstration of skills across all 10 NASP domains at the end of the practicum year as they transition to internship; a less detailed evaluation is also completed by the supervisor at the end of the fall semester. Supervisors are encouraged to evaluate students relative to their current level of training, reflecting a developmental/formative evaluation process.

Field-based Supervisors used the following scale (with associated points) when evaluating the students. Students are expected to earn ratings of 3 or above in all areas; a rating of 2 or below will initiate a conversation between the student and field and university-based supervisors to determine readiness to go on to internship.

1. Does Not Meet Standard: Demonstrates minimal knowledge/skill as required at this training level
2. Partially Meets Standard: Basic knowledge/skill attained and demonstrated routinely as required at this training level
3. Meets Standard: Uses knowledge/skill flexibly as part of repertoire required at this training level
4. Exceeds Standard: Demonstrates more advanced knowledge/skill than is typical at this training level

The field supervisor ratings of internship are completed by each student's field-based internship supervisor on their internship year. Called the "Internship Plan" this evaluation is completed three times throughout the internship year, with the final evaluation occurring at the end of the internship and serving as a summative evaluation. Field Based Supervisors use the following scale (with associated points) when evaluating the students.

> *Fails to Meet Standard* – Consistently demonstrates a lack of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation. (1)
> *Below Standard* – Requires improvement in the demonstration of knowledge and skills relative to the standard and examples provided. Intern is not ready for licensure recommendation. (2)
> *Meets Standard* – Demonstrates sufficient knowledge and skills relative to the standard and examples provided. Intern is ready for licensure recommendation. (3)
> *Above Standard* – Demonstrates knowledge and skills relative to the standard and examples provided that is decidedly better than most interns. Intern is ready for licensure recommendation. (4)

Students must earn a score of **Meets Standard or Higher** on their internship supervisor ratings for each of the NASP Standards to successfully pass internship. See further details about requirements for passing internship above (p. 14-16 above).

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

Professional Dispositions. Professional school psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional school psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to:

a) evaluate the interpersonal competence and emotional wellbeing of student trainees who are under their supervision and who provide services to clients and consumers, and

b) ensure – insofar as possible – that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner.

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

Each student's professional dispositions are assessed in every course throughout the program using the Professional Disposition Rubric (see Appendix B). Every spring semester, student dispositions across all courses will be reviewed by program faculty and feedback will be provided in the Annual Review form. If any disposition area falls below Meets Standards, students are subject to a remediation plan to address the area of concern.

Annual Review of Performance. Candidates also are evaluated on an annual basis as required by CAEP and NASP guidelines. The professional school psychologist must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice. Every spring, the program faculty meets to conduct a performance assessment of all current Ed.S. students in school psychology. This assessment is based on multiple aspects of development and function inclusive of course-work, applied supervised clinical work, and dispositions. The Annual Review of Progress Form can be found in Appendix D. At that meeting, the findings from the performance assessment are used to make a program faculty decision as to whether the student is meeting benchmarks in the program and is ready to move toward the next phase of training (e.g., second year practicum, third year internship). If it is determined during this annual evaluation, or at any time within the program, that students are not meeting proficiency in one or more areas and are not ready to move to the next level of training, then a remediation plan is developed with the student.

REMEDIATION

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

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

With regard to practicum, it should be noted that should a candidate receive a grade of "C" or lower in any practicum course, the candidate would not be granted permission to pursue an internship. At the discretion of the School Psychology Program Chair and in consultation with the other program faculty, such a candidate will be given an additional opportunity to enroll in another practicum. Should the candidate's performance continue to fall below expectations (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 they are perhaps better suited.

GRIEVANCE

Grievance Procedures. If, as a student in the program, you have any concerns about your experiences, coursework 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 Student Academic Affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you can file a formal grievance.

Step 2. Formal Remediation and Grievance Procedures. To file a formal grievance, students should follow the School of Education Grievance procedures, which can be found on the SOE Student Community Site.

APPEAL TO CHANGE ACADEMIC RECORD

A student's appeal to change an academic record (e.g., withdrawal date) must be submitted using the Appeal for Change of Academic Record form to describe mitigating circumstances as to why the academic record should be changed. An appeal to change an academic record must be submitted within one calendar year after the last day of the academic term in question. Appeals for summer terms must be received by June 1 of the following calendar year.

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

Regulations for Ed.S. candidates stipulate that candidates **must complete all Ed.S. requirements within five years**. The five-year limitation exists because in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting-edge developments in their field. In conferring an educational specialist degree, the program certifies that degree holders are current in their knowledge base. If a candidate goes beyond the time limit, itis difficult for the faculty to provide this certification.

Extensions and Leaves of Absence. It is recognized that some candidates may have a legitimate reason for not completing their degree requirements within the five-year time span (illness, family commitments, a major job change, etc.). With sufficient reason, a candidate can request a **short time extension and/or leave of absence**. The latter, in effect, "stops the clock". This is done in the following manner:
1) Submit a formal request in writing to your advisor.
2) The letter should specify the reasons for the request and should include the specific timetable the candidate intends to follow.
3) The advisor will send your letter and his/her recommendation regarding your request to the program chair.
4) The program chair will make recommendations to the appropriate dean regarding such requests. Normally, the dean follows the program chair's recommendations.

The candidate will be notified in writing by the appropriate dean who will indicate whether the student's request has been approved. The candidate will also be informed of the length of the time extension and/or leave of absence. Normally, short extensions of time to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error candidates make is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, **time extensions and/or leaves of absence must be documented in writing**.

GRADUATION

Masters of Education (MEd) Graduation. Students who successfully complete their 1st year coursework and pass the MEd portfolio graduate with their MEd in Educational Psychology at the end of Year 1. To graduate, all students must apply for Summer graduation by February 1st (Year 1, Spring semester). The process for applying for graduation can be found here: Graduation Application Process. Loyola holds one commencement ceremony each year in May. Although MEd students graduate in the summer (August), you can elect to participate in the May commencement ceremony. Regardless of whether you actually participate in the May commencement, **all students must apply for graduation**. You must apply for graduation in order to officially receive your MEd and begin the EdS program.

Educational Specialist (EdS) Graduation. Students who successfully complete their 2nd year

coursework, pass their EdS portfolio, and successfully complete their internship graduate with their EdS in School Psychology at the end of Year 3. To graduate, all students must apply for Spring graduation by December 1st (Year 3, Fall semester). The process for applying for graduation can be found here: Graduation Application Process. Loyola holds one commencement ceremony each year in May. You can elect to participate in the May commencement ceremony. Regardless of whether you actually participate in the May commencement, **all students must apply for graduation**. You must apply for graduation in order to officially receive your EdS degree.

STUDENT RIGHTS

PROGRAM COMMUNICATION. E-mail is our primary means of communication, and it is critical that you regularly check and respond to your Loyola e-mail. Many students choose to have their Loyola e-mails forwarded to another account. However, because we communicate important program-related information via e-mail, it is critical that you have a system for regularly accessing your Loyola e-mail accounts. All students must adhere to Loyola's policy on use of email, which can be found here: https://sakai.luc.edu/portal/site/093bb87f-8722-45ea-897f-6e3379935dab/tool/15bbbc7f-3cfe-4221-b7c4-62bf021e223f

The School Psychology Program also maintains a Sakai site "School Psychology Student" where we provide pertinent program materials, including the program handbook, portfolio handbook, links to key forms and materials, and a program calendar. It is important that you look for resources and information here prior to emailing your advisor. If you are unable to find the answer to your question in these resources, then your advisor will be the next point of contact for most questions.

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

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

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

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

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

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

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES. The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: Loyola Electronic Communication Policies.

STUDENT ACADEMIC, HEALTH, FINANCIAL, AND PERSONAL RESOURCES

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

- Loyola Writing Center (https://www.luc.edu/writing/)
- Library Services (http://libraries.luc.edu/students)
- Loyola Technology Services (https://www.luc.edu/digitalmedia/digitalmedialabs/lablocations/).

Financial Support Services:
- Bursar's office (https://www.luc.edu/bursar/index.shtml)
- Loyola Financial Aid office (https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html)

Health and Wellness Support Services:
- Loyola Wellness Center (https://www.luc.edu/wellness/)
- Student Accessibility Center (https://www.luc.edu/sac/)

Personal Support Services:
- Loyola Campus Ministry (https://www.luc.edu/campusministry/faithprograms/index.shtml)
- Center for Diversity and Inclusion (https://www.luc.edu/diversity/programs/).
- International Students and Scholars office: (https://www.luc.edu/isss/)

PROFESSIONAL ORGANIZATIONS AND OPPORTUNITIES

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

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

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 who earned her PhD at the University of Wisconsin-Madison. She is a published author and Nationally Certified School Psychologist with over 20 years of experience in school psychology practice, training, supervision, and research. Dr. Coffee has taught extensively in the School Psychology Program for the last 17 years, and previously served as the School Psychology Program Chair and Director of Clinical Training. Most recently, she practiced in Denver Public Schools and remotely with a school telehealth practice and looks forward to bringing these experiences to training, supervision, and research at Loyola University Chicago.

Dr. Pamela Fenning is a Professor in the School Psychology program at Loyola University Chicago and a licensed school and clinical psychologist in Illinois and co-chair of the School Psychology Program. Her teaching interests focus on positive behavioral interventions and supports, the development of proactive discipline policies, as well as prevention and intervention strategies for children and youth who exhibit high-risk behavior. She teaches courses in school-based counseling, systems level consultation, and school-based mental health and psychopathology. She is conductingresearch 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 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 Assistant 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 Assistant Professor in the School Psychology program at Loyola University Chicago and the current School Psychology Program Chair. Dr. Mayworm earned her PhD in Counseling, Clinical and School Psychology from the University of California-Santa Barbara. She then completed an APA-accredited pre- doctoral internship in the School Mental Health track of the VAMHCS/University of Maryland- Baltimore Psychology Consortium and a postdoctoral fellowship at the Center for School Mental Health within the University of Maryland School of Medicine. She earned her B.A in Psychology and Peace Studies from the University of Notre Dame. 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 Dmeonstration 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 Assistant Professor in the School Psychology program at Loyola University Chicago and licensed school psychologist. She completed her PhD in Urban Education at the University of Wisconsin-Milwaukee where she specialized in School Psychology. Dr. Nelson Christensen served as a school psychologist and researcher for Milwaukee Public Schools for 9 years, working with students enrolled in alternative high school and developing a framework for trauma sensitive schools in the district. As a researcher, Dr. Nelson Christensen led the development of a district-wide framework for school culture and climate and supported the work of the district's Department of Black and Latino Male Achievement in evidence-based practice. Dr. Nelson Christensen's passion is to create welcoming environments for students and families, and she is driven to inspire others to do the same. Her main interest lies in how spaces for learning can be created that value identity, calling upon its relevance, and how critical reflection can transform the practice of educators, which ultimately leads to systems change. Dr. Nelson Christensen is especially interested in how empowerment of student voice in K-12 settings can lead to transformative change in schools that leads to more equity, critical whiteness studies and culturally responsive practices in the field of school psychology, identity affirming school-based philosophies and practices, and the process of iteration and data feedback systems to implement change in schools.

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

APPENDIX A: COURSE SEQUENCE GRID

FOR STUDENTS WHO ENTERED SCHOOL PSYCHOLOGY MED/EDS PROGRAM IN 2024

MEd Degree Requirements Checklist

	Course Number and Title	Credits	Program Requirements
Year 1 Fall Semester	CIEP 462 Ethics and Professional School Psychology	3	✓ Complete all paperwork requirements to begin at practicum site (9/1) ✓ Obtain Student Insurance from NASP (10/1)
	CIEP 477 Prevention, Assessment, and Intervention: Academic	3	
	ELPS 432 Multiculturalism for Social Justice in Higher Education	3	
	CPSY 454 Human Development: Cognition, Affective, and Physical Basis of Behavior	3	
	CIEP 533 Proseminar in School Psychology	0	
Year 1 Spring Semester	CIEP 410 Legal Issues: Educational Disabilities	3	✓ Apply for MEd Graduation (2/1) - for summer degree conferral ✓ Complete Statistics prerequisite ✓ May Commencement
	CIEP 480 Assessment of School-Age Students and Adults	3	
	CIEP 482 Prevention, Assessment, and Intervention: Behavior	3	
	CIEP 409 Evidence-Based Intervention	3	
	CIEP 533 Proseminar in School Psychology	0	
Year 1 Summer Session A	CIEP 413 Psychopathology and Introduction to School-Based Mental Health	3	✓ Submit MEd Portfolio (7/1) ✓ Documentation of statistics prerequisite must be submitted
Year 1 Summer Session B	RMTD 422 Single Case Research Design	3	✓ MED Degree Conferral in August
MEd Total Credits		**30**	

EdS Degree Requirements Checklist

	Course Number and Title	Credits	Program Requirements
Year 2 Fall Semester	CIEP 461 Practicum in School Psychology I	3	✓ None
	CIEP 485 Prevention, Assessment, and Intervention: Social Emotional	3	
	CPSY 423 Theories of Counseling & Psychotherapy	3	
	CIEP 479 School-Based Consultation	3	
Year 2 Spring Semester	CIEP 463 Practicum in School Psychology II	3	✓ Apply for Internship
	CIEP 484 Biological Foundations of Behavior in Schools	3	
	CIEP 544 Prevention, Assessment, and Intervention: Advanced Skills	3	
Year 2 Summer Sessions	CIEP 474 Assessment of Bilingual Students*	3	✓ Pass IL Content Exam ✓ Pass Praxis NCSP Exam
	CIEP 545 Advanced Systems Consultation and School Psychology Supervision	3	
	CIEP 502 Trauma Informed Schools*	3	
	Course Number and Title	Credits	Program Requirements
Year 3 Fall Semester	CIEP 486 School Psychology Internship	3	✓ Apply for EdS Graduation (12/1)
Year 3 Spring Semester	CIEP 486 School Psychology Internship	3	✓ Submit EdS Portfolio (3/1) ✓ May EDS Degree Conferral ✓ May Commencement
EdS Total Credits		**36**	

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

*If a student elects to attend the Rome Study Abroad Program in the Summer of Year 1 or Year 2, they may substitute one Rome course for one of these required courses (Assessment of Bilingual Students or Trauma Informed Schools) .

APPENDIX B: SCHOOL PSYCHOLOGY PROFESSIONAL DISPOSITIONS

PROFESSIONAL DISPOSITIONS

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Professionalism	Student often meetsdeadlines early.	Student meets alldeadlines.	Student inconsistently meets deadlines.	Student consistently does not meet deadlines.
	Student works collaboratively with peerson 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 wellwith peers on assignments.
	N/A	Student attends class, maintains professional appointments, and is punctual for all professional obligations.	Student inconsistently attends class, maintains professional appointments, and/or is punctual for all professional obligations.	Student does not attend class,maintain professional appointments, and/or is punctual for all professional obligations.
	Student responds to communication from faculty, supervisors, employers, and fellow students in a very timely manner (i.e., under 2 business days).	Student responds to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not consistently respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).	Student does not respond to communication from faculty, supervisors, employers, and fellow students in a timely manner (i.e., no longer than 2 business days).
	N/A	Student clearly exhibits honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not consistently exhibit honesty/integrity/values and ethical behavior in all professional and graduate student work.	Student does not exhibit honesty/integrity/values andethical behavior in all professional and graduate student work.

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

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

Social Justice	Student always uses person-first, bias-free language in written and oral communication.	Student consistently uses person-first, bias-free language in written and oral communication.	Student does not consistently use person-first, bias-free language in written and oral communication.	Student does not use person-first, bias-free language in written and oral communication.
	Student is empathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is sympathetic when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student has difficulty being sympathetic and/or understanding when learning about difficult life experiences of clients, peers, and others with whom they interact.	Student is indifferent and/or dismissive when learning about difficult life experiences of clients, peers, and others with whom they interact.
	Student demonstrates an awareness of a wide-range of cultural differences and is able to translate that awareness in their academic and practical work in novel ways.	Student is aware of cultural differences and is able to translate that awareness in their academic and practical work.	Student is aware of cultural differences but is not able to translate that awareness in their academic and/or practical work.	Student demonstrates little to no awareness of cultural differences.
	Student is able to identify inequities and/or inequalities in educational and mental health service systems as well as other social and service systems.	Student is able to identify inequities and/or inequalities in educational and mental health service systems.	Student inconsistently identifies inequities and/or inequalities in educational and mental health service systems.	Student is not able to identify inequities and/or inequalities in educational and mental health service systems.
	N/A	Student understands that multicultural competence is aspirational and will be a life-long learning process.	N/A	Student does not understand that multicultural competence is aspirational and will be a life-long process.

	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as PartiallyMeets Standard or Does Not Meet Standard.	Any Partially Meets Standard rating will result in an overall rating of Partially MeetsStandards. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
Total Score	**Exceeds Standard**	**Meets Standard**	**Partially Meets Standard**	**Does Not Meet Standard**

APPENDIX C: ANNUAL REVIEW OF PROGRESS FORM

Chicago's Jesuit University
**LOYOLA
UNIVERSITY
CHICAGO**

**Annual Review of Progress
School Psychology MED/EDS Student**

Student Name: Current Year in Program:

Student ID: Year of Entry:

Faculty Name: Date:

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

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

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

☐ The following tasks should be discussed during the annual review meeting:
- Registered for summer classes (check course grid to ensure student is in correct courses)
- Registered for fall classes (check course grid to ensure student is in correct courses)
- Review overall course sequence to ensure the student is on-track to complete all requirements by graduation

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

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

Please enter any disposition comments here.

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

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

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

Additional Comments:

Annual Review or Progress Summary (Check One):

Student is making adequate progress: _____

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

Student Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

APPENDIX D: HANDBOOK AGREEMENT FORM

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

School Psychology Student Handbook and Procedures Acknowledgment Form

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

_____   _____
Student Signature   **Date**

_____
Student Name

Please sign and email this form to Anna McCue at (SPSYLoyola@luc.edu).