

SCHOOL PSYCHOLOGY (PHD)

Work directly with students, while also publishing change-making research that will help disrupt inequities in our education system with a PhD in School Psychology.

Accreditation

Loyola's PhD in School Psychology has been accredited by the **American Psychologist Association (APA)** and approved by the **National Association of School Psychologists (NASP)**.

Curriculum

The PhD in School Psychology requires 99 credit hours, 600 hours of school-based practicum, a minimum 900 hours of advanced practicum, a Doctoral Culminating Portfolio (which serves as the major comprehensive exam), a dissertation, and completion of a full-time yearlong APA-accredited internship. The PhD in School Psychology is organized to facilitate and maximize academic, research, and clinical experiences.

Required Coursework

Code	Title	Hours
Psychological Foundations		21
CIEP 413	Psychopathology & School Mental Health	
CIEP 466	School Psychology Special Topics	
CIEP 484	Biological Foundation: Behavior in Schools	
CPSY 435	Selected Topics in Counseling or PSYC 401 History & Systems of Psychology	
CPSY 454	Human Development: Cognitive, Aff & Phys Bases	
ELPS 432	Multiculturalism for Social Justice in Higher Education	
PSYC 475	Cognitive Development	
Assessment and Intervention		30
CIEP 409	Evidence Based Interventions	
CIEP 474	Assessment of Bilingual Students	
CIEP 477	Prevention, Assessment & Intervention: Academic	
CIEP 480	Assessment School-Age Students & Adults	
CIEP 482	Prevention, Assessment & Intervention: Behavior	
CIEP 485	Prevention, Assessment & Intervention: Social-Emotional	
CIEP 544	Prevention, Assessment & Intervention: Advanced Skills	
CPSY 423	Theory Counseling & Psychotherapy	
CIEP 479	School-Based Consultation	
CIEP 514	Advanced Systems Consultation	
Professional, Legal and Ethical		6
CIEP 410	Legal Issues - Educating Exceptional Children	
CIEP 462	Ethics and Professional School Psychology	
Research Methods and Statistics ¹		18
RMTD 420	Educational Research I: Building a Body of Evidence With Qualitative Methods*	
RMTD 421	Educational Research II: Building a Body of Evidence With Quantitative Methods	
RMTD 430	Psychological Measurement	
RMTD 483	Multivariate Statistics	

RMTD 530	Seminar in Tests & Measurements or CPSY 530 Research Seminar in Counseling Psychology	
CIEP 600	Dissertation Supervision or CIEP 610 Doctoral Study	
Research Methods Elective		
Select one of the following:		
RMTD 401	Discourse Analysis and Documentary Research	
RMTD 403	Survey Research	
RMTD 404	Introduction to Educational Statistics	
RMTD 422	Single Subject Design	
RMTD 470	Case Study Research	
RMTD 482	Introduction to Linear Models	
RMTD 484	Hierarchical Linear Models	
RMTD 487	Factor Analysis	
RMTD 488	Meta-Analysis	
RMTD 590	Seminar: Advanced Mixed Methods	
Advanced Practicum		21
CIEP 461	Practicum in School Psychology I	
CIEP 463	Practicum Schl Psychology II	
CIEP 533	Proseminar: Educational Psychology/School Psychology	
CIEP 546	School Psychology Advanced Practicum	
CIEP 586	Doctoral Internship: School Psychology	
One Graduate Level Elective		3
Total Hours		99

¹ Students must have previously completed an undergraduate or graduate level course in statistics with a grade of B or better, or take such a course before entering the program or in Fall of the first semester.

All PhD students and students in thesis-based Master's degree programs must successfully complete UNIV 370 Responsible Conduct in Research and Scholarship or other approved coursework in responsible conduct of research as part of the degree requirements. It is strongly recommended that students complete this two-day training before beginning the dissertation/thesis stage of the program.

Students must also participate in a faculty research team during years one through four.

Practicum and Internship

In the second year of the program, students complete two semesters of a structured school-based practicum, in which they spend two days a week in a school setting and complete structured activities under the supervision of a credentialed school psychologist. In the third and fourth years of the program, students complete two advanced practica in a school or clinical setting while working on the dissertation proposal. In the fourth year of the program, students apply for a calendar-year-long doctoral APA-accredited internship in health service psychology through the Association of Psychology Postdoctoral and Internship Centers (APPIC) matching system. The internship must be under the direction of a licensed psychologist and certified school psychologist. The Director of Clinical Training approves internship applications submitted by doctoral students

Candidates in all programs leading to Illinois certification are required to pass an Illinois State Criminal Background Check.

Comprehensive Assessment

Doctoral students complete their major comprehensive examination (Doctoral Culminating Portfolio) prior to accepting an internship and typically during the fourth year of study.

Dissertation

A dissertation and oral defense is required. Upon completion, the dissertation is submitted for publication in a publicly accessible database per Graduate School policy.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/graduate-professional-academic-standards-regulations/>) under their school. Any additional University Policies supercede school policies.

Learning Outcomes

The School Psychology PhD program has three aims:

- Aim #1: To develop scientist-practitioners who have a professional identify as socially just school psychologists who are guided by the ethical and legal principles of the profession;
- Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and
- Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

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