PH.D. PROGRAM
IN COUNSELING PSYCHOLOGY
AN A.P.A. ACCREDITED PROGRAM

STUDENT HANDBOOK
ACADEMIC YEAR 2015-2016

1Contact information for the American Psychological Association’s Commission on Accreditation: 750 First Street, NE, Washington, DC 20002, (202) 336-5979.
PH.D. PROGRAM IN COUNSELING PSYCHOLOGY

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Rights Reserved. The president and officers of Loyola University of Chicago reserve the right to change the requirements for admission or graduation announced in this program description, and to change the arrangement, scheduling, credit, or content of courses, the books used, fees charged, regulations affecting students, and to refuse to admit or readmit and to dismiss any student at anytime, should it be deemed to be required in the interest of the student or of the university to do so.

IT IS THE PERSONAL RESPONSIBILITY OF EACH STUDENT TO ACQUIRE AN ACTIVE KNOWLEDGE OF ALL REGULATIONS SET FORTH ON THE GRADUATE SCHOOL WEBSITE. WITHIN THE GRADUATE SCHOOL, THE ONLY OFFICIAL INTERPRETATIONS OF ACADEMIC REGULATIONS ARE THOSE WHICH ARE MADE IN WRITING BY THE DEAN OF THE GRADUATE SCHOOL.
INTRODUCTION

This handbook is designed to assist you through your doctoral studies. Please learn to rely on it, especially as you move on to new stages in your academic program. The program often finds itself changing policies, procedures, and requirements as it attempts to remain current with changing training guidelines and evolving societal needs. Therefore, it is important that you keep yourself updated as to these changes because they may affect your program of studies.

Existing regulations and requirements of the program, The Graduate School, and the University, will be followed. Of course, any of these is subject to review and change. Students often suggest better ways of meeting objectives. Any changes, however, must be accomplished through established channels. Changes for all students must start with your advisor.

Individual exceptions may be sought on the basis that in a given situation, the exception will enhance the educational experience of a given student. In the case of an individual exception, the student must make the request (in writing) to his or her advisor. If the advisor supports the exception, then the advisor will forward it to the Graduate Program Director. The Director will review the proposed exception and forward it to The Graduate School with a recommendation for approval.

STUDENTS ARE RESPONSIBLE FOR SEEING THAT ALL REQUIREMENTS ARE MET AND RECORDED ON THEIR RECORDS. IT IS ALSO THEIR RESPONSIBILITY TO SEE THAT ANY PROPOSED EXCEPTION TO STANDARD PROCEDURES IS PROPERLY DOCUMENTED, AND THE EXCEPTION IS SECURED IN ADVANCE AND IN WRITING.

GENERAL OUTLINE OF DOCTORAL PROCEDURES FOR THE GRADUATE SCHOOL

Step 1  Admission and Enrollment.
Step 2  A student with a completed master's degree is admitted to advanced standing during his/her first semester. The Graduate School will notify the student by letter concerning the action taken on the advanced standing recommendation. A student matriculating on the condition of successfully completing a master's degree must provide an official transcript indicating the awarding of the master's degree. All requirements for the master's degree must be met by the beginning of the student's second semester of doctoral studies. In the event that a student has not completed the requirements for the master's degree by this time, the student may be blocked from taking further courses in the doctoral program until such time as the requirements for the master's degree have been completed.
Step 3  Prior to the Comprehensive Examination, the student must meet the Research Tool requirement (see section below on the various ways of fulfilling this requirement).
Step 4  Student informs the program that he/she will be taking the Comprehensive Exams.
Step 5  Once the student is ready to begin the dissertation process, he/she should look at the self-managed submission guidelines on The Graduate School’s website. This packet will have all the information needed throughout the process of completing the dissertation.
Step 6  Student is admitted to candidacy upon successful completion of both the written and oral portions of the Comprehensive Examination and approval of the dissertation proposal.
Step 7*  Student completes a pre-doctoral internship. All students apply for internship in the fall semester for the following year. All students must meet with the Clinical Supervisor and
must have passed comprehensive exams and have an approved dissertation proposal before applying for the pre-doctoral internship.

Step 8  
Student completes dissertation. Student must be very attentive to Graduate School deadlines for submitting the necessary documentation for a dissertation defense and application for graduation. These may vary each semester and/or academic year. IT IS THE STUDENT'S RESPONSIBILITY TO MEET ALL RELEVANT DEADLINES FOR DISSERTATION DEFENSE AND GRADUATION.

Step 9  
Student should submit an electronic copy of his/her public defense announcement prior to the oral defense to the program office approximately 10-14 days prior to the oral defense.

Step 10  
The Graduate School sends letters to prospective graduates after the Associate Dean has accepted the final copy of the dissertation.

*Students must have filed an approved dissertation proposal with The Graduate School before applying to pre-doctoral internship. The dissertation itself may be completed prior to, or during, internship.
CURRICULUM

Overview and Philosophy
The philosophical model of the Counseling Psychology Doctoral Program at Loyola University Chicago reflects a commitment to the Scientist-Practitioner tradition, the latest articulation of which emerged from the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Gainsville, 1990). Hence, the program is committed to teaching our students how to (a) think scientifically about human development, (b) make contributions to the field through research and scholarship, and (c) provide psychological services that adhere to the highest ethical and professional standards and that are empirically-grounded.

Within this scientist-practitioner tradition, we emphasize the development of a professional identity in our students that is grounded in the basic psychological sciences and in counseling psychology’s core tenets. As such, our program attempts to produce students who focus on client assets and strengths, and who are committed to fostering optimal development in clients across the lifespan. While we recognize that the identification and treatment of abnormality is a necessary skill set, students are exposed to theory and intervention approaches that are both preventive and remedial.

As is consistent with the mission of our University and the School of Education, in which our program is housed, our program also embodies a commitment to social justice and that emphasis runs throughout our training program. Our commitment to social justice emphasizes both the importance of understanding a person’s development within a larger cultural context and an acknowledgement that the interaction between people and their larger contexts is essential to the conceptualization of normal and abnormal development. Because each individual’s relationship to the socio-cultural context is unique, our program is grounded in a commitment to diversity that is found throughout our coursework, practice, and research opportunities.

Finally, we are committed to providing training for our students that is of the highest quality that follows a sequential, comprehensive plan. Coursework, practicum opportunities, and research experiences are designed to promote a graduated series of learning tasks. While our students are trained in a generalist model that prepares them to function as counseling psychologists in a variety of employment settings, we expect them to gain a firm grounding in the basic psychological sciences and in our areas of counseling specialization—vocational psychology, prevention and psychoeducational interventions, and multicultural psychology.

We have four goals that are a direct reflection of this philosophy: To prepare professional counseling psychologists who (a) are knowledgeable consumers of psychological science and can conduct independent research that is both ethical and methodologically sound; (b) are skilled practitioners who behave in a professional manner in their workplaces and apply the knowledge base of their discipline in a scientifically-based, theoretically-driven, ethical, and culturally-responsive manner; (c) are knowledgeable of the basic psychological sciences and research and theory on vocational psychology, prevention and psychoeducational interventions, and multicultural psychology; and (d) are committed to social justice in science and practice.

The Counseling Psychology Doctoral Program at Loyola University Chicago is invested in training psychologists who are committed to cultural diversity and social justice issues. Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in service of humanity. We endeavor to advance professional psychology in the service of social justice, engaged in Chicago, the nation, and the world. To achieve this vision, we encourage the discovery, development,
demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. The Doctoral Program in Counseling Psychology reflects this philosophy in our training model. We provide our students with exposure to the fundamental knowledge base in psychology, counseling psychology, and our areas of professional and scholarly specialization (i.e., Multicultural Psychology, Vocational Psychology, and Prevention), with an equal emphasis on research and practice competencies.

The Counseling Psychology doctoral program is fully accredited by the American Psychological Association. Graduates of the program are making significant contributions to the field of counseling psychology through research, teaching, and clinical practice. Drawing its faculty and resources primarily from Counseling Psychology, the program also depends on the Department of Psychology and other areas of the School of Education to provide additional coursework relevant to the scientist-practitioner model. It is the intent of the program to educate and train professional psychologists who are well grounded in psychological science and counseling psychology, and who have special expertise multicultural, preventive, and vocational psychology. To this end, we subscribe to the following:

1. The student is the program's highest priority. We are committed to providing students with high quality education and training. The program focuses on psychology as a science and a profession. We promote mentoring relationships between faculty and students aimed at developing professional and scientific responsibility and integrity.

2. We share in the University's mission and vision. We are committed to the Jesuit mandate to apply knowledge and human experience to an understanding of important social and world problems. Social responsibility and respect for cultural and individual differences are values communicated to students and reflected in all aspects of the program.

3. We are committed to excellence in what we do. To attain consistent superior performance, we demonstrate a professional dedication beyond teaching, research and supervision, providing students a strong identification with professional aspects of the field. To these ends, we foster an attitude of independent and critical thinking, permitting a diversity of philosophies, goals and practices. We promote research as a method of formulating and solving human problems as well as a means by which new knowledge is produced and practices evaluated. We facilitate students' development of a professional identification and skills as practicing professionals and promote a commitment to lifelong professional development.

4. Teamwork is our mode of operation. We are committed to working together as faculty, students, and staff to sustain the quality of the program. We work together to achieve our goals by anticipating and making use of social and economic changes as well as technological advances.

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Academic Requirements

A. Prerequisites (33 semester hours of graduate courses in the following areas should be completed, with a grade of B or higher, before beginning doctoral study. Missing course work must be completed early in doctoral study)
   Counseling Skills (e.g., CPSY 420)
   Counseling Theories (e.g., CPSY 423)
   Tests and Assessment (e.g., CPSY 425)
   Group Counseling (e.g., CPSY 426)
   Multicultural Counseling (e.g., CPSY 433)
   Family Therapy (e.g., CPSY 444)
   Human Development (e.g., CPSY 454)
   Diagnostic Appraisal and Treatment Planning (e.g., CPSY 528)
   Practicum in Counseling (e.g., CPSY 440)
   Research Methods (e.g., RMTD 400)
   Quantitative Methods/Statistics (e.g., RMTD 421)

B. Doctoral Coursework (66 semester hours)
   1. Counseling Psychology Core (15 semester hours; Must be taken at LUC)
      CPSY 424, Career Development and Counseling
      CPSY 527, Prevention, Outreach, and Social Advocacy
      CPSY 529, Psychology of Immigration
      CPSY 530, Research Seminar in Counseling Psychology
      CPSY 531, Ethical and Legal Issues in Counseling Psychology
   2. Psychology Core (12 semester hours; Can be transferred)
      a. Biological Basis of Behavior (3 semester hours)
         PSYC 552, Neuropsychology or CPSY 435, Neuropsychology
      b. Cognitive Basis of Behavior (3 semester hours)
         CIEP 451, Psychology of Learning
         PSYC 424, Learning and Memory
         PSYC 435, Information Processing
         PSYC 475, Cognitive Development
      c. Affective Basis of Behavior (Neuropsychology and the Human Development prerequisite fulfill this requirement)
      d. Social Basis of Behavior (3 semester hours)
         PSYC 462, Cognitive Social Psychology
         PSYC 470, Applied Social Psychology
         PSYC 525, Seminar in Social Psychology (Self and Self Esteem)
      e. Individual Differences (Human Development prerequisite fulfills this requirement)
      f. CPSY 435, History and Systems of Psychology
   3. Measurement and Statistics Core (12 semester hours)
      a. RMTD 430, Psychological Measurement (Must be taken at LUC)
      b. CPSY 450, Research in Counseling Psychology (Must be taken at LUC)
      c. Advanced Measurement, Research Methods, and Statistics (6 semester hours; Can be transferred)
Suggested courses:
RMTD 403, Design of Survey Research
RMTD 406, Evaluation Research
RMTD 420, Educational Research I
RMTD 421, Educational Research II
RMTD 422, Single Subject Design
RMTD 432, Measurement Theory: Scaling
RMTD 440, Mixed Methods Research
RMTD 470, Case Study Research
RMTD 482, Introduction to Linear Models
RMTD 483, Multivariate Statistics
RMTD 484, Hierarchical Linear Models
RMTD 487, Factor Analysis
RMTD 488, Meta-Analysis
RMTD 590, Seminar in Advanced Statistics
PSYC 493, Structural Equation Modeling (SEM)

4. Practice Core (15 semester hours)
   a. Clinical and Supervision Core (15 semester hours; Must be taken at LUC)
      CPSY 442, Doctoral Practicum (To be taken in both Fall and Spring Semesters of the second year in the Program)
      CPSY 443, Clerkship (To be taken in first year and thereafter when taking clerkship)
      CPSY 532, Advanced Psychotherapy Theories
      CPSY 535, Seminar in Supervision and Consultation (To be taken in the Spring Semester of the second year in the program)
      CPSY 536, Supervision Practicum (To be taken in the Fall Semester of the third year in the program)
   b. Advanced Assessment (3 semester hours; can be transferred)
      CIEP 480, Assessment: School Age and Adults
      CIEP 481, Assessment: Infant and Preschool
      CPSY 482, Personality Assessment
      PSYC 432, Intellectual and Personality Assessment

5. Advanced Electives (9 semester hours to be used to fashion a program to the career goals of the student. These courses can include an exclusive emphasis in one or two of the following areas or a combination of courses across these areas; can be transferred also)
   a. Testing and Assessment
   b. Measurement, Research Methods, and Statistics
   c. Social Justice, Law, and Public Policy
   d. College/University-Level Teaching and Administration

C. Research Training
   Doctoral students are continually involved in developing research competencies throughout their graduate program. These competencies develop in formal and informal ways. The formal approaches are represented by coursework in measurement and statistics (4 courses are required in the Program). In addition, each of the Counseling Psychology Core courses focuses extensively on research pertaining to the topics and require written research proposals as part of course requirements. Finally, the Research Seminar in Counseling Psychology covers methodological issues particularly related to
counseling psychology research and focuses on helping students to more fully develop a potential dissertation proposal.

Much of the research activity also occurs outside of formal classes by new students joining on-going faculty research projects. **Students are required to be involved with a faculty member's research from the first semester of their first year in the program through the acceptance of a dissertation proposal.**

**Protection of Human Subjects in Research**
A graduate student preparing to conduct research involving the use of human subjects, whether or not this is done in connection with a thesis or dissertation, must secure approval of the Institutional Review Board for the Protection of Human Subjects (IRB) prior to undertaking the research. Further information may be secured from the Office of Research Services and on-line.

Before completing research, particularly the dissertation, students need to complete the Collaborative IRB Training Initiative (CITI) course. The CITI course is an online tutorial regarding ethical concerns in research. It should be taken during the first semester as it is required for research participation and IRB proposals. Information on CITI may be found at [http://www.luc.edu/irb/irb_XIX.shtml](http://www.luc.edu/irb/irb_XIX.shtml).

**D. Clinical Training**
Clinical training is generally graded in intensity and responsibility, and is offered sequentially through the following experiences.

1. **First-year service experience**
   Students are required to engage in a first year service experience as an initial exposure to social justice work. The experience requires a minimum of five hours per week. Students need to be registered for CPSY 443 (Clerkship) in both fall and spring semesters to document the first-year experience. More detail about the service experience for AY 2015-2016 will be provided at orientation.

2. **Practicum and Clerkships**
   All practicum placements are in field settings with on-site supervision supplemented by a weekly seminar conducted by a faculty member. Students, in consultation with the Coordinator of Clinical Training, choose programs and client populations most relevant to their background, interests, and career goals.

   Students must accumulate a minimum of 1000 clock hours of practicum experience before they are ready to take an internship. At least 500 hours should be in direct service and approximately 200 hours in individual supervision, and 200 hours in group supervision. An average of 20 hours per week is spent at practicum sites during the academic year. Regardless of the number of practica a student has had on the master's level, he/she must take at least two semesters (CPSY 442) of practicum in the doctoral program. Clerkship is taken after practicum and is another field-based clinical experience where all supervision is provided on site. Clerkship choices allow students to individualize their learning by pursuing specialized training. **Students must enroll in Clerkship (CPSY 443) every semester in which they are on clerkship.**
3. **Internships**
 Following the completion of comprehensive exams and the submission of an approved dissertation proposal, students proceed to either a pre-doctoral internship or the dissertation, or a combination of both. An internship of one calendar year full-time or two years half-time is required. This amounts to approximately 2000-2200 clock hours.

Students elect the internship setting to which they wish to apply in consultation with their advisor and the Coordinator of Clinical Training. The placement must be approved by the Coordinator of Clinical Training. The internship site must be a service agency with an organized training program supervised by psychologists. The internship should follow all AAPIC standards and preferably be APA approved, and be approved by the faculty of the Counseling Psychology Program. Finally, the capstone experience should be pertinent to each student's professional objectives.

4. **Liability Insurance**
 Students are covered under the university liability insurance, but they are required to purchase their own insurance as well. As a mental health professional you will need to become familiar with liability insurance as part of your clinical practice, so now is a good time to begin exploring how liability insurance functions and what options are available to you. You may consult with the Coordinator of Clinical Training or your Advisor if you have questions about liability insurance.

5. **Other Supervised Experiences**
 Each student is also expected to do most of the following options:
- present at conferences
- work on department and program projects when needed
- become active in a local or national professional organization

**Professional Organizations**
Students are urged to participate in the following groups:

- **American Psychological Association** (APA): APAGS and Division 17 Student Affiliate
- **Illinois Psychological Association** (IPA)
- **Midwestern Psychological Association** (MPA)
- **American Counseling Association** (ACA)
- **Illinois Counseling Association** (ICA)
- **Illinois Counselor Educators and Supervisors** (ICES)
- **Association for Psychological Science** (APS)

These are the major organizations representing Counseling Psychologists. They, and their state and regional branches, are open to students at reduced membership rates.

Students are encouraged to attend conferences and conventions offered by these groups, to present programs at such meetings, perhaps with faculty and/or other students, and to read and contribute to the journals published by these organizations.
UNIVERSITY AND PROGRAM POLICIES

I. TIME LIMITS FOR THE COMPLETION OF THE DEGREE, EXTENSIONS AND LEAVES OF ABSENCE

Time Limits
Students must complete all Ph.D. degree requirements, including the dissertation, within eight years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree. However, students who completed a relevant master's degree (or a significant amount of relevant graduate coursework) at another institution prior to entering the doctoral program must complete all Ph.D. requirements, including the dissertation, within six years of beginning the first course at Loyola University Chicago applicable toward the doctoral degree.

In addition to these limits, Ph.D. students must also make good progress at the dissertation stage. If a doctoral candidate does not successfully defend and submit the dissertation within five years after becoming a doctoral candidate (by approval of the dissertation proposal), the student will be dropped from candidacy. The student must then pass a second comprehensive examination or program-specific equivalent to be reinstated as a doctoral candidate, and the time limit for submitting the dissertation will be determined by the Dean of the Graduate School and the candidate's committee. Exceptions to the five-year time limit require a petition to the dissertation chair, who forwards the petition to the Graduate Program Director and then The Graduate School.

A student may request an extension of the time limit for completion of degree requirements due to special circumstances (e.g., medical, personal, professional, or research related reasons). A student requesting an extension shall complete an Extension of Time form (located on the website), attach required information, and contact the dissertation/thesis director (if applicable) and the Graduate Program Director. These faculty members are to then make a recommendation on the student's behalf to The Graduate School. Decisions regarding the approval of extensions rest with The Graduate School; when reviewing requests for an extension, The Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition The Graduate School to consider her/his request.

Extensions
Extensions are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and The Graduate School will review the student's record and future plans to determine whether an additional extension is in the best interests of the student, the program and The Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

Leaves of Absences
Official leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). Students who are on a leave of absence may not use University resources, including faculty time. A leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence. A student requesting a leave of absence is to complete a Leave of Absence form (located on the website) and contact the program's Graduate Program Director. The Graduate Program Director is to then make a recommendation on the student's behalf to The Graduate School. Decisions regarding the approval of leaves of absence rest with The Graduate School; when reviewing requests for a leave of absence, The
Graduate School may require additional information or documentation from the student and the Graduate Program Director. In cases where the Graduate Program Director recommends that the leave of absence not be granted, the student may petition The Graduate School to consider her/his request. International students admitted to the United States on temporary visas must also receive approval from the University's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the Graduate Program Director and The Graduate School will review the student's record and future plans to determine whether an additional leave is in the best interests of the student, the program and The Graduate School.

In order to be reinstated to active status, the student must notify The Graduate School in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, s/he must complete an application for re-admission (located on the website) to the program.

II. ASSISTANTSHIPS

The program is usually granted a limited number of graduate assistantships each year. A student is awarded full tuition remission for seven or eight courses per year plus a stipend. Only full-time students are eligible for these awards and they require 18 hours of work per week. The majority of hours (approximately 12) each week is devoted to assisting in the teaching of master’s level courses. The remainder of the hours is devoted to assigned research and/or administrative duties. Assistantship duties take precedence over all other activities. Thus, assistants need to schedule classes, practicum duties, etc. around assistantship hours—remember, as an assistant, you are being paid by the University over $35,000 in stipend and tuition to attend graduate school and you should treat the assistantship as you would any other job. The financial aid office also has a statement on student rights and responsibilities at the following: http://www.luc.edu/finaid/responsibilities_rights.shtml.

The Graduate School also offers a number of programs that provide financial support to students at various stages in the program. Examples of these programs include the Schmidt Dissertation Fellowship, Diversifying Higher Education Faculty in Illinois (DFI) fellowship (available to Illinois residents who are members of ethnic/racial minority groups), Interdisciplinary Research Assistantships, and Child and Family Research Fellowships. The Graduate School Website has detailed information on funding opportunities provided through The Graduate School. Upon enrolling in the program, you should make yourself familiar with these programs and decide at what point you may wish to apply for such opportunities.

A variety of other competitive graduate assistantships from other units of the University are available to students in our program and after the second year, students are required to seek out such positions to provide financial support. Loyola University Chicago's Division of Student Affairs has a number of assistantships in student housing, recreation, multicultural affairs, women's programs, learning assistance, and other student services.

All awards provided by the Program are for one academic year; incumbents are encouraged to reapply for subsequent years. If an incumbent reapplies, an assistantship application should be submitted again.
Students may hold an assistantship for a maximum of three years and must be enrolled full time to receive an assistantship.

Graduate assistants who hold stipends are paid in eight installments between September and April. The stipends are available on the 15th of each month and direct-deposited in the assistants’ account.

Tuition remission is granted only for those courses in which the assistant is completing degree requirements.

In cases of resignation, the student should write a formal letter to the Graduate Program Director as soon as possible so that a replacement may be found.

Addresses for additional funding information:
DFI Fellowship Program
Graduate School
Loyola University Chicago
1032 W. Sheridan Road
Chicago, IL 60626
(773) 508-3406

Student Affairs Assistantship Information
Dean of Student Development
Loyola University Chicago
Centennial Forum, Student Union
1032 W. Sheridan Road
Chicago, IL 60626
(773) 508-8840
http://www.luc.edu/studentdevelopment/graduateassistantship.shtml

Center for Urban Research and Learning (CURL)
Dr. Phil Nyden, Director
Loyola University Chicago
6430 N. Kenmore, Cuneo Hall
Chicago, IL 60626
(773) 508-8540
pnyden@luc.edu

III. ACADEMIC ADVISING AND REGISTRATION

You are encouraged to become acquainted with your advisor, the program’s coordinator, and as many of the faculty and other students as soon as possible. Each faculty advisor has a preferred way of operating. Some want to spend a great deal of time with their advisees; others less. The relationship you have with your advisor will depend on his or her style and your own needs, and you are encouraged to take the initiative in this area.

Proseminar
Students and faculty in the doctoral Counseling Psychology program will participate in Proseminar once monthly. Students are required to be registered for the Proseminar each semester during their first three years in the program. The agenda typically will cover such topics as: internship and job
opportunities, curriculum planning and course scheduling, assistantships and fellowships, upcoming
meetings of professional organizations, accomplishments of the faculty and students such as presentations
and publications, presentations of on-going faculty or research team research projects, along with
professional development. The meetings are considered essential for your smooth progress through the
program. They also offer the opportunity to network and socialize with the faculty and the other students.
In addition to program meetings, the Doctoral Advisory Committee is a group of current students
representing all current cohorts who meets 3-4 times per semester with the Graduate Program Director to
discuss program issues, the scheduling of classes, and student concerns. The committee sets the agenda
for the meeting and publishes minutes that are circulated to all current students via the student listserv. If
you are interested in participating on the committee, please see the Graduate Program Director and current
DAC officers.

Registration
In order to be certified as active students and to have access to University resources, both new and
continuing students are to register before each term in which they are taking courses, working on a thesis
or dissertation, completing a practicum or internship or otherwise engaged in graduate study. Applicants
must be officially admitted to The Graduate School before they will be permitted to register. Students are
responsible for registering for courses in a timely manner through the University's registration system.
Registration is required for the proseminar (CPSY 533) each semester during the first three years
of doctoral study. Registration is also required for Clerkship (CPSY 443) during all semesters in
which the student is engaged in clerkship experiences. CPSY 615 is required while the student is on
the pre-doctoral internship.

No one is permitted to attend a class without first officially registering for that class. Students may not
register for classes after the late registration period. A fee is charged for late registration.
Registration at Loyola University Chicago is done through the LOCUS on-line registration system. For
specific information on registration, please check the website.

The maximum course load per semester for full-time graduate students is nine semester hours (fall and
spring semesters) and six in the summer session. Permission to enroll in 12 or more hours (an overload)
can be given by the Graduate Program Director and/or the student’s advisor.

Registration for Directed Study, Directed Readings and Independent Study
Individual programs/departments may require students to receive approval prior to registering for these
types of courses. Students may request notation of a specific title on the transcript by submitting to the
Graduate School a completed Request for Course Title form (located on the website). The form should be
signed by the faculty member and submitted to the Senior Program Coordinator before registration is
allowed.

Cross-Registration
Students intending to take a course outside the academic unit that includes their program must obtain
approval from the course instructor and the "host" unit. Students should contact the host unit for
information about registration procedures. They should also consult with their home program to see if
these courses will count toward the degree.

Advanced Standing and Program Plan
During the first semester each student meets with his/her advisor to arrange for the transfer of graduate
credit from his/her completed master's program into the doctoral program.
This is also the time when the student and advisor fill out the program plan, and forward it to the Graduate Program Director along with the transfer credit and appropriate documentation. These must be completed during the first semester of doctoral studies. The program plan records the prerequisites the student has completed, required courses, and general sequence of study. Some of this may change as the student discovers new interests or needs. All changes must, however, be documented on the program plan and The Graduate School must be notified of such changes. Graduate School notification is critical for two reasons. First, tuition remission is only for courses required as part of the student’s program plan. Failure to notify The Graduate School may result in newly added courses not covered by tuition remission. Second, upon application for graduation, The Graduate School conducts an audit of the student’s program plan to ensure that the required number of semester hours was completed. Failure to notify The Graduate School about a reduction in required semester hours, for example, may delay graduation.

If a student is still completing requirements for a master's degree, the student may not receive "Advanced Standing" in the doctoral program until a formal transcript has been received indicating that the master's degree has been awarded. In the event that the requirements for a master's degree have not been completed by the end of the first semester of doctoral studies, a student may be blocked from taking further doctoral courses until the requirements for the master's degree have been completed.

It is always possible, and in good academic taste, to change your advisor if you feel that another member of the faculty would be more appropriate for you. To initiate the change, make the request in writing to your current advisor, with copies to the new advisor and the program director. We expect to receive such requests since, when you are first accepted to the program, we don't know you well enough to determine a "best" fit.

**Special Courses**

All students who have completed ALL of their required doctoral coursework must register for CPSY 600 (Dissertation Supervision) each semester while working on their dissertation. Students who are not registered (e.g., being on a leave, studying for the Comprehensive Examination, etc.) must register for CPSY 610: Doctoral Study in order to remain "active" in the program and to be maintained in the University's computer database. **Students who are on internship should register for CPSY 615, Internship: Counseling Psychology.** Failure to maintain continuous registration has two consequences. First, The Graduate School may elect to drop you from your graduate program if you do not maintain continuous registration. Second, if it is learned in The Graduate School audit that you did not maintain continuous registration, The Graduate School will require you to pay back CPSY 600 and/or 610 fees before you will be allowed to graduate.

**IV. GRADES**

**Incomplete Grades**

The Graduate School expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following Graduate School policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The Graduate School will not approve a change of grade
if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

**Withdrawal from Courses**
If a student withdraws from a course before the published withdrawal deadline, his/her transcript will show no record of the course. If s/he withdraws after the withdrawal deadline, but before the WF deadline, his/her transcript will show a W for the course. If a student withdraws after the University’s WF deadline, s/he will receive a WF for the course. The WF is a penalty grade, and is figured into students’ GPAs.

**Credit**
Dissertation Supervision (#600), Doctoral Study (#610) and certain other graduate courses (e.g., Clerkship and Proseminar) are graded on a credit/no credit basis. A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements. **Students must register for these classes.**

**Audit**
Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Auditors are assessed one-half tuition.

**Change of Grades**
Any request to alter the record of grades must be filed with the Graduate School by using LOCUS or “Change of Grade” form and is to be signed by the instructor of the course. Changes from I or X or filing a grade when previously there was "No Grade Submitted" may be initiated by the instructor at any time within the limits as prescribed in the catalog by filling out the appropriate Graduate School forms.

There are two situations that come under the heading "requests for exception to the established policy" and for that reason need a written explanation to accompany the Change of Grade card:

1) requests to change an "I" to a letter grade after one semester from date of the end of the term in which the "I" was given;

2) requests to change one letter grade to another letter grade (e.g., B to A or A to C).

When an "I" is changed to a letter grade, the change is posted on the transcript as follows: "I/A" or "I/B", etc. Occasionally a student will request that the "I" be removed entirely from the records. This request is not granted for any instance where the student did not complete the coursework within the semester immediately following the one in which the work was assigned. When accompanied by appropriate documentation and a positive recommendation for the Graduate Program Director, requests for removing an "I" may be reviewed in instances such as the following:

1) a course that continues for more than one term in which a student's paper is completed on time but (for reasons of schedule) is not presented until the following term;

2) a course in which a student's work is completed on time but which is not graded by the teacher because of factors beyond his/her control;

3) certain practica which because of current scheduling practices are recorded in one term but not completed until another.
V. TRANSCRIPTS AND STUDENT RECORDS

Information Kept and Accessibility
The Graduate School maintains electronic files of all students. The file includes the student's application to Loyola, the transcripts submitted to Loyola at the student's request, any correspondence from the School to the student, copies of change of grade forms, name and address changes, and standardized test scores.

Confidentiality
No information from student files or transcripts will be provided to any outside source without the student's written consent. All credentials submitted for admissions consideration may not be used for any other purpose. They become part of the student's permanent file.

If personally identifiable information is allowed by law to be released to an outside entity, that entity is required to state, in writing, the purpose of the request, and to promise that the information will not be disclosed to a third party. Information other than directory information will be provided to parents claiming a student as a tax dependent after the Graduate School receives a letter so stating. In addition, the university does not need the prior agreement nor the student's consent from schools to which the student is seeking admission, and from agencies from which financial aid is sought.

Right to File Complaints
Students have a right to file complaints concerning alleged failures by the university to comply with the Buckley Amendment and the corresponding regulations. All such inquiries should be directed to the appropriate Associate Dean who will provide the student with the appropriate name and address of the agency to which the complaint may be forwarded.

Transcripts
Students wishing transcripts should apply online to the Office of Registration and Records. If an unofficial transcript is needed, students can print them from LOCUS. Transcripts will be issued only after students have met all their financial obligations to the university. Original copies of records submitted upon entering Loyola University will not be released nor will copies be made of such records for purposes of transfer. Comprehensive Examination results, advancement to candidacy, advisor, degrees awarded, and other relevant information are posted on the transcripts as they are completed.

Change of Name and Address
Change of name and address must be done online with LOCUS, the Graduate School, and the department. IT IS THE STUDENT'S RESPONSIBILITY TO MAKE SURE THAT ALL SUCH INFORMATION IS CURRENT AND ACCURATE.
VI. RESIDENCY

University regulations include a residency requirement for part-time students. This is interpreted as full-time study for two consecutive semesters beginning in the fall semester. Students register for nine or more semester hours each of these semesters. Students are expected to spend a considerable amount of time on campus, participating in whatever events are offered by the university that are relevant to their program of study. The residency requirement should be met as early in the student's program as possible.

VII. RESEARCH TOOL

This requirement must be completed before you will be accepted for doctoral candidacy and before you sit for your Comprehensive Exams.

A student must demonstrate competency in research methods, design and appropriate statistical analyses. Students fulfill this option through successful completion of CPSY 450 (Research in Counseling) and RMTD 430 (Psychological Measurement), with a B or better. This is done online and the senior program coordinator will process this before students sit for the comprehensive examinations.

VIII. COMPREHENSIVE EXAMINATIONS

Objective
Comprehensive examinations give students an opportunity to integrate all course work, individual reading, research, and applied training. They are different from other exams (e.g. finals) in that they are intended to evaluate the integrative, comprehensive, and current knowledge of the student as well as his/her critical thinking abilities. Thus, no specific set of courses, textbooks, or instructors is intended to provide adequate preparation for the exam and students are expected to keep abreast of current literature in each exam area through personal reading and study. Also, the comprehensive examinations are to be done independently and not in a group.

All doctoral students write examinations in their major area (i.e., counseling psychology). Examinations are held every year in July or August before the start of the fall term. The exam is a take-home exam in which students will be given one week to answer one question in each of the following content areas (for a total of four questions):
1) Theory and Intervention
2) Assessment
3) Measurement, Statistics, and Research
4) Ethical, Legal, and Professional Issues

When to Schedule Your Comprehensive
With your advisor's agreement, you decide when you are ready to take your written comprehensive examinations, but they must be completed before applying for pre-doctoral internship. However, the following must take place before you can register for the written exams:
1) You have already proved competency in a research tool.
2) You have completed at least 3/4 of your total course work. (Most students have essentially finished their course work.)
**How to Schedule Your Comprehensive**

Students must inform the senior program coordinator when they are ready to take the exam. Results of the written examination are received, and coordinated, by the area coordinator. The faculty member responsible for coordinating the Comprehensive Examination will notify the students informally of their performance. You will receive feedback on your performance on the examination by contacting your advisor who will discuss it with you.

GRADING RUBRIC (across all 4 domain areas):

<table>
<thead>
<tr>
<th></th>
<th>High Pass</th>
<th>Pass</th>
<th>Did Not Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Addresses each component of the question in great detail</td>
<td>Is logical, well-reasoned and supported with appropriate citations</td>
<td>Is not sufficiently based on scholarly literature</td>
</tr>
<tr>
<td></td>
<td>Generates multiple implications</td>
<td>Demonstrates sufficient knowledge of the domain area</td>
<td>Is partial, incomplete, or incorrect in one or more components</td>
</tr>
<tr>
<td></td>
<td>Integrates literature from other scholarly areas</td>
<td>Demonstrates the ability to think critically about the domain area</td>
<td>Lacks sufficient depth of knowledge.</td>
</tr>
<tr>
<td></td>
<td>Suggests areas for future scholarship</td>
<td>Addresses each component of the question adequately</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates sophistication in addressing ambiguity, complexity, and options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing style</strong></td>
<td>Demonstrates superior writing skills</td>
<td>Clearly written and well organized</td>
<td>Poorly written</td>
</tr>
<tr>
<td></td>
<td>Few or no APA errors</td>
<td>Followed APA style</td>
<td>Lacks attention to APA style</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Overly personal or anecdotal</td>
</tr>
<tr>
<td><strong>Quality of Organization</strong></td>
<td>Information was exceptionally clear and well organized.</td>
<td>Information was clear and organized. Followed a clear outline</td>
<td>Information was somewhat unclear and/or disorganized.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Citations are up-to-date, and scholarly; error free. 10-12 pages in length</td>
<td>Citations are up-to-date and scholarly; few errors</td>
<td>Citations were not up-to-date, not scholarly; contains errors</td>
</tr>
<tr>
<td><strong>Overall Rating</strong></td>
<td></td>
<td>High Pass</td>
<td>Pass</td>
</tr>
</tbody>
</table>

**Individual Question Decision Rules (4 categories)**

- High Pass = High Pass ratings in Content and Citations without any ratings of Did Not Pass in other categories
- Pass = At least a rating of Pass in Content and Citations and a maximum of one Did Not Pass rating in other categories
- Did Not Pass = Did Not Pass rating in Content or Citations and/or rating of Did Not Pass in two or more categories.

**Comprehensive Exam Decision Rules (4 questions)**

- 3 or more High Pass = High Pass (Cannot have a Did Not Pass on any question.)
- 2 or more Did Not Pass = Did Not Pass
- All Other Rating Combinations = Pass
**Oral Comprehensive Exams**

A. After the student has successfully passed all parts of the written examination, he/she will be scheduled for an oral comprehensive examination within 30 to 45 days of being notified of the results of the written portion of the examination. The oral examining committee will consist of three faculty members, one of whom will be the student's advisor who will serve as chair of the committee.

B. It is possible for a student to receive an overall grade of "Pass" on the comprehensive examination while not passing one of the four areas of the examination (i.e., the student's performance on three of the four areas was good, but below standards in one area). In this case, the student will still be scheduled for the oral examination, but must sustain a passing recommendation on the failed area during the orals to be recommended for candidacy. Inadequate performance on the oral will result in the student having to retake the portion of the written examination that was failed previously.

C. If the student has not passed the major written examination, then the orals will not be scheduled. Students may take their written examination a second time at the next scheduled date.

**Materials Needed for the Orals**

The advisor obtains from the area’s Senior Program Coordinator and brings to the oral examination:

1) Copies of the "Criteria for Assessment in Doctoral Oral Examinations" to be filled out by each faculty member sitting at the oral.

2) The student's written major examination.

3) The student's transcripts.

4) The student's program plan to see what course work remains.

**Contents of the Oral Examination**

1) Questions may be asked about the specific written examination questions.

2) Other questions may be asked about Counseling Psychology as a professional field and psychological discipline, the four general areas covered by the written examinations, and our specialties in Multicultural, Vocational, and Preventive Psychology.

3) Research interests and dissertation ideas.

4) After successfully passing both the written and oral portions of the comprehensive examinations, the student will be recommended to the Dean of The Graduate School for advancement to doctoral candidacy as soon as an approved dissertation proposal has been submitted to The Graduate School.

**Post Comprehensive Enrollment**

Upon passing the written and oral Comprehensives, and after finishing all course work, your enrollment in CPSY 600 (Dissertation Supervision) shall be continuous until the final oral dissertation defense is passed. This includes enrollment during the semester in which the final oral examination (the defense of the dissertation) is administered. Enrollment in 600 entitles the student to take University insurance, use of the library, as well as all University facilities. Most importantly, student loans will have to be recalled if enrollment, through 600, is not continuous.

NOTE: ALL STUDENTS WHO HAVE COMPLETED ALL COURSEWORK MUST ENROLL IN CPSY 600 WHETHER THEY HAVE BEEN ADMITTED TO CANDIDACY OR NOT. If you are on internship, you should register for CPSY 615 and do not need to be registered for CPSY 600.
IX. DISSERTATIONS

As you wind your way through the program, you should be constantly narrowing your research interests to the point where you have submitted an approved dissertation proposal before applying for pre-doctoral internship. You will have many opportunities to define an area of research interest, develop dissertation ideas, and prepare researchable proposals as you progress through doctoral studies. One way is obviously through your research team involvement. The curriculum is also designed to aid you in this process. Specifically, you will be required to develop research proposals in each of the four counseling psychology core classes that you will take during your first or second year in the program and to develop at least one of these more fully in the Research in Counseling Psychology seminar (CPSY 530). You should have identified a potential dissertation director and committee and completed a preliminary dissertation proposal draft when you complete this seminar.

Getting the Dissertation Proposal Ready
Before preparing a dissertation proposal, each student should obtain the self-managed information packet for preparing the proposal outline, dissertation committee, and a Guide to the Preparation of Theses and Dissertations from The Graduate School website. All information needed for writing the dissertation, deadline dates, etc. are in the self-managed packet and the Guide on the website.

Composition of the Dissertation Committee
From early in your doctoral education you should be thinking about a possible dissertation topic and someone to direct you in your research efforts. By joining a faculty research team, as well as actively participating in the Counseling Psychology Core courses, you can become better acquainted with the faculty you most identify with professionally. It is wise tentatively to discuss your proposal with prospective committee members, since it's easier to ask someone "on" than to get him/her "off" your committee. Talk to them informally, to see if they get excited about what's exciting you, and if they have good, concrete ideas and suggestions as to how to execute your work--then, and only then, should you ask if they would be interested. Committee members may come from the Program, School of Education and the University at large, as well as from other universities.

In order to be on a committee, the Loyola faculty person has to be a member of the graduate faculty. If the person is from another university, a vita is requested. The Committee Recommendation Form is submitted online at the Graduate School’s database (http://www.luc.edu/gradschool/homenews/gspss.shtml). The student will be advised through email by the Graduate School if the committee is officially established. The committee may be formally selected any time you wish, but it must be selected before you submit the proposal.

The committee is composed of from three to five members with the director being a member of the program area. A three or four member committee should have two people from the program; a five member committee must have three. No proposal will be accepted by the Dean of The Graduate School until there is a committee organized and approved.
Procedures for Recommending a Non-Loyola Member for Dissertation Committee
The Graduate School appreciates the service on dissertation boards of scholars who are not members of Loyola's faculty. The expertise they bring to the student's work and the scholarly associations they establish or enhance with our faculty and students are, of course, quite desirable. Students are encouraged to invite such scholars as board members whenever appropriate. At the same time, however, we do not wish to see our own procedures compromised. For that reason, we ask that you enforce the following procedures:

1. These procedures assume that all board members will read the drafts and final versions of dissertations, will make appropriate written and oral comments and assessments, and will be reasonably available for consultation by the student. The one issue which may cause some practical problems for a scholar who is distant from the city is attendance at committee meetings and especially at the final oral defense.

2. The Graduate School reaffirms its policy that all official members of a dissertation board are to be present at the final oral defense.

3. In the case of non-Loyola scholars who reasonably can be foreseen not to be able to attend the final oral defense, they should be included on the board as extra, non-voting members, over-and-above the number of voting members required for the particular board. Thus, their input can be sought and acknowledged without requiring their attendance at the defense.

Submitting the Proposal
The candidate, after the oral approval of each committee member, submits the dissertation proposal to each member of the committee and schedules a proposal review meeting that is attended by the student and all committee members. (A registration fee is payable at this time.) The committee has a minimum of two weeks to review the proposal before the scheduled review meeting. Should any voting member of the committee not approve the proposal as submitted, the student must make all necessary revisions. All committee members must approve the proposal at the proposal review meeting.

Institutional Review Board
Your proposal, if it involves human subjects, has to be read and approved by the Loyola Institutional Review Board for the Protection of Human Subjects (IRB) before it will be approved by the Graduate School.

Writing the Dissertation
Each dissertation director operates somewhat differently. The procedures below, therefore, give you only a general idea of how to proceed.

In writing the dissertation, the candidate will submit dissertation drafts to his or her dissertation director. After receiving dissertation director approval that the dissertation is ready to be read by the committee, the candidate will submit the dissertation to each committee member. The committee has one month to review the text. The dissertation is written in APA style, with some modifications as required by the Graduate School Guide.

All readers' copies must be finished products good enough to be printed and bound. An abstract of a maximum of 350 words shall accompany the final reader's copy. Unanimous approval is needed when there are three or four members on the committee. In larger committees, one dissenting vote is permitted.

Defense of the Dissertation (The Oral)
The dissertation oral shall be scheduled after committee approval of the final reader's copy. Exceptions to the scheduling of defense, before reader's copies are approved may be granted only with the permission of
the Dean of The Graduate School. The candidate and dissertation director schedule the defense. The student should see the *Guide for the Preparation of Theses and Dissertations* on how to notify the Graduate School.

The candidate shall submit, to the senior program coordinator, an electronic copy of the announcement of the dissertation defense at least 10 days prior to the defense. The defense date shall be agreeable to all committee members. A sample copy can be obtained from the area’s senior program coordinator or on the Graduate School website.

The dissertation defense is, by tradition, a public affair. You should, therefore, attend the orals of other students before you attempt your own in order to get a clear picture of the standard procedures. Some students invite their family and friends. Remember that this is your time of glory, and you should be looking forward to the experience.

**Submitting Final Copies**

After the defense of the dissertation and after the candidate has completed whatever revisions the committee may have suggested at the oral, the final copies, signed by the dissertation director, are submitted electronically to The Graduate School via its website at [http://www.etdadmin.com/luc](http://www.etdadmin.com/luc). A Formatting Manual and submission process link is provided at [http://www.luc.edu/gradschool/formatting.shtml](http://www.luc.edu/gradschool/formatting.shtml). FAQs are also available at this link. There is a strict deadline, usually one month before commencement. The dates are listed on the Graduate School website. If the final copy is not turned in before this time, the student will have to wait until the next semester to graduate. The student is given a receipt acknowledging that the paper has been submitted to the Graduate School.

The student is expected to bind one copy for the dissertation director. It is also always good form, but not required, to ask each of the other committee members whether he or she would also like a bound copy of the dissertation and to provide one if requested.

**X. EVALUATION OF STUDENTS**

Evaluation of doctoral students occurs on a yearly basis and includes progress through the academic and training requirements of the program, as well as the "milestones" of comprehensive examinations, internship performance, and the dissertation. Each year, during the fall semester, students undertake a self-analysis concerning their performance in the areas cited above, and then consult with their advisor for a formal evaluation. Prior to meeting with the advisor, the advisor has collected and assimilated performance information from: instructors in didactic courses, practicum/internship supervisors, faculty members and research mentors. Advisors and advisees then discuss the appraisal, note areas of strength and avenues for further professional development. Of particular importance is the quality of the student's professional and ethical conduct. The advisee and advisor discuss and agree on future academic, research and professional activities to be addressed during the following year.

In the event of sub-par performance in any of the academic, training or research areas, the advisor, in consultation with the program director, may mandate additional coursework, counseling, assessment or other applied didactic/experiential experiences to resolve the concerns. Substantially poor performance or unethical conduct can eventuate in a student's dismissal from the program. (See Appendix C)
The annual student evaluation forms are filed in the student's electronic folder. Among other uses, they are helpful in writing letters of recommendation and choosing the outstanding students each year for the department nomination to Alpha Sigma Nu, the honor fraternity.

GRADUATION

Application for Graduation
It is the exclusive responsibility of all doctoral candidates to inform The Graduate School of their intention to graduate. If you wish to apply for degree conferral, you need to follow the following steps:
1. Go to LOCUS.
2. Click on the Graduation Application Checklist and read all pertinent information relating to Graduate School graduation.
3. Update, if necessary, your address(es) in LOCUS. There are two addresses that should concern you - the address where you want your diploma mailed and your current mailing address where you wish to receive pre-graduation mailings. We will be using the addresses in LOCUS for all mailed contact with you so you need to be sure that those addresses are not out of date.
4. Complete the Declaration of Intent to Graduate Form and print it out.
5. Take this form to the Bursar’s Office and pay the graduation fee. There is a fee for each application so consider how realistic the graduation date you select is as the fee does not roll over. Bring the Declaration of Intent form with a copy of the receipt attached to the Graduate School, Granada Center, 4th floor.
6. If you live out of the Chicagoland area, you may send your completed Declaration of Intent form to the Graduate School along with a check made out to Loyola University. Be sure to include your ID number on the check.

The graduation application is kept on file in the Graduate School Office and the Graduate Program Director is notified approximately three months prior to the deadline date. Lists of potential graduates are sent to the program director for concurrence. Students are deleted from the graduation lists if they have not turned in their final dissertation copies and completed all program requirements by the deadline date.

Students who do not complete requirements in time for commencement get a letter informing them that they must submit a new application; or that they are over the time limit and must seek an extension.

After Graduation
It is crucial that you keep us notified of changes of addresses, employment, etc., so that we may send you newsletters and announcements of special programs and social events. We also need to keep communication open for our annual APA report.

We have a good mentoring system. The strong network among graduates, faculty and current students furthers the professional development of each individual and the profession. Our graduates have been especially helpful in placing students in part-time positions while going through their programs, and of course, aiding in the hunt for that first, post doctoral position.

Job Placement
The University maintains a Placement Center where you should open your professional file. When you are ready to look for part-time or full-time work, here is where you start. (See the University catalog for further information.) Students are encouraged to participate in as many activities offered by the program, the department, and the university as feasible.
APPENDIX A: THE FACULTY

CORE FACULTY

Steven D. Brown, Ph.D.
University of California, Santa Barbara (1977)
Professor, 1058 Lewis Towers
(312) 915-6311, sbrown@luc.edu

Teaching Interests: Career Development and Counseling, Research Methodology, Psychological Measurement, Assessment, Community Counseling

Research Interests: Vocational Psychology, Applied Psychological Measurement

Rufus Gonzales, Ph.D.
Loyola University Chicago (2006)
Coordinator of Clinical Training, 1033 Lewis Towers
(312) 915-6378, rgonza1@luc.edu

Teaching Interests: Clinical Training, Clinical Supervision, Group Counseling, Multicultural Counseling

Clinical Interests: Group Psychotherapy, LGBTQ Identity Development, Latino Mental Health, College Student Development, Mindfulness and Meditation

Corey Steele, Ph.D.
Loyola University Chicago (2012)
Clinical Assistant Professor, 1157 Lewis Towers
(312) 915-6782, jsteel1@luc.edu

Teaching Interests: Counseling Skills, Multicultural Counseling, Practicum

Research Interests: Racial Identity Development, Racial Socialization, Identity Development for African American Boys

Elizabeth M. Vera, Ph.D.
The Ohio State University (1993)
Professor, 1145 Lewis Towers
(312) 915-6958, evera@luc.edu

Teaching Interests: Prevention and Outreach, Adolescence, Human Development, Family Therapy, Supervision


Eunju Yoon, Ph.D.
University of Minnesota (2005)
Associate Professor, 1036 Lewis Towers
(312) 915-6461, eyoon@luc.edu

Teaching Interests: Multicultural Counseling, Professional Issues/Ethics, Research Seminar

Research Interests: Acculturation/enculturation, Immigrants’ mental health issues, Spirituality
CONTRIBUTING FACULTY
Christopher Rector, Ph.D. and Michael Gaubatz, Ph.D. (current Adjunct Faculty in Counseling Psychology)

Pamela Fenning, Ph.D. and Gina Coffee, Ph.D. - Psychological Assessment, School Psychology

Leanne Kalleleyn, Ph.D., Meng-Jia Wu, Ph.D., and Ken Fujimoto, Ph.D. - Research Methodology
APPENDIX B: GRIEVANCE PROCEDURES

Whenever a student has a grievance which he/she has not been able to resolve with the individual faculty member the student should contact the program director to attempt to resolve the grievance. If the grievance is not able to be resolved with the student, faculty member, and program director, the student should then follow the Graduate School Grievance Procedure below.

The Graduate School

Students, faculty members, and administrators are strongly encouraged to attempt to resolve informally problems arising from academic matters. The Graduate School hopes that open communication between all parties and mutual confidence in each other’s goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students of The Graduate School is to proceed according to the formal procedures set forth below.

Academic Grievance Procedure

Students, faculty members, and administrators are strongly encouraged to attempt to resolve informally problems arising from academic matters. The Graduate School hopes that open communication between all parties and mutual confidence in one another's goodwill will lead to the resolution of problems in this manner. When informal attempts at resolution fail, the management of academic grievances involving students of the Graduate School is to proceed according to the formal procedures set forth below.

Jurisdiction

Students, faculty members, or administrators may invoke the following procedures when academic grievances arise. Academic grievances include dismissal from a program as well as those that arise from matters involving scholarly competence and ethical scholarly behavior; thus, questions regarding evaluation of students, cheating on examinations, falsification or misrepresentation of research data and plagiarism are included within the meaning of "academic." Allegations of misconduct in the design, conduct or reporting of research supported by federal funds shall be handled through the procedures described in the university's policy concerning misconduct in scholarship (published by the Office of University Research Services at [http://www.luc.edu/ors/misconductscholar.shtml](http://www.luc.edu/ors/misconductscholar.shtml)). Problems arising from clearly non-academic matters fall within the jurisdiction of the university's Division of Student Development [http://www.luc.edu/osccr/index.shtml](http://www.luc.edu/osccr/index.shtml). In cases in which the jurisdiction is unclear or mixed, the Dean of the Graduate School and the vice president for student development will determine the appropriate jurisdiction.

Regarding evaluation of students, the academic grievance procedure applies only to those cases in which the evaluation of the student is alleged to be capricious, in significant violation of clearly established written school policies or a result of improper procedures. An evaluation of a student is capricious if the evaluation is: 1) based partially or entirely on criteria other than the student's performance; 2) based on standards different from those standards of evaluation applied to other students; or 3) based on a substantial departure from announced standards of evaluation. In cases other than those noted above, an evaluation of a student is not a basis for an academic grievance.

Department/Program Grievance Hearing

When informal efforts at grievance resolution fail, students must first address the issue at the departmental or programmatic level. Each University unit has a grievance procedure and this procedure guides the process. If a complainant wishes to appeal the decision reached at the departmental/programmatic level, the complainant can request a Graduate School hearing.

Graduate School Hearing
Request for a Hearing: The grievant is to make a written request for a hearing to the Dean of the Graduate School. The request must specify the nature of the grievance and prior attempts to resolve the matter. The request must be made within thirty days of a decision reached at the departmental/programmatic level. Once such a request is received, the Graduate School will request copies of all materials generated at the departmental/programmatic level.

**Hearing Board**
The Graduate School has a standing hearing board, appointed by the Dean, consisting of at least three members, including one student; in addition, alternate members are available should a member of the standing board be involved in the grievance or otherwise unable to participate. Only members of the Graduate School faculty or Graduate School students are eligible to serve on the hearing board. The hearing board is to have a chairperson, appointed by the Dean, who is responsible for managing all procedures related to the hearing.

**Hearing Procedure**
The purpose of the hearing is to ensure that all parties have full opportunity to present their views to the hearing board and to allow the hearing board to assure itself that it fully understands the parties' views. The conduct of the hearing is informal. It is not bound by rules of evidence or court procedures. All matters of procedure are to be decided by the chairperson of the hearing board in accordance with the following guidelines.

The chairperson of the hearing board is to set the date, time, and location of the hearing. The hearing is to take place within 30 days of the request for a hearing, if practicable. All involved parties are to receive a timely written notice of the hearing and the matters to be considered. All supporting documentation relating to the matter is to be submitted to the Associate Dean of the Graduate School at least three weeks prior to the hearing. The Associate Dean will distribute it in a timely manner to all involved parties prior to the hearing.

The hearing and material submitted to the hearing board are private and all parties involved in the grievance are to consider their contents confidential. However, if a party disseminates their contents, the party's interest in confidentiality is deemed waived. Electronic recording of the hearing is prohibited.

A party may obtain the assistance of members of the university community in preparing written documentation or in presenting information to the hearing board, provided that the assistants are not attorneys. Individuals from outside the university, including attorneys, are not permitted to serve as assistants. The party must notify the chairperson of the hearing board of the names of the assistants at least one day prior to the hearing.

Each party may present information, both orally and in writing, to the hearing board. All parties are to be available throughout the hearing. Two formats for the hearing exist and are determined by the chairperson of the hearing board: all parties are present together during the hearing or the parties are heard separately at the hearing. Each party may call witnesses at the hearing. The party is to submit to the chairperson of the hearing board the witnesses’ names at least one week prior to the hearing; the hearing board will notify all parties of the names of witnesses in a timely manner prior to the hearing. The board may direct questions to any party or witness. All individuals presenting information to the hearing board have the responsibility of presenting truthful information.
After the hearing board has gathered all information necessary to understand fully the parties' views, the board will deliberate in private. In reaching its decision, the board will examine all documents and other exhibits and consider fully statements of all parties and witnesses. The decision of the board will be determined by a majority vote of participating board members. The Associate Dean of the Graduate School will notify the parties in writing of the board's decision within two weeks of the hearing.

Appeal
A party may appeal the decision of the hearing board to the Dean of the Graduate School. The party is to request an appeal in writing within 30 days of notification of the hearing board's decision. The request must include an explanation of the basis for the appeal. The Dean will notify all parties of the request for an appeal and will provide an opportunity for a response. The Dean will obtain from the parties and the hearing board information necessary to consider fully the parties' views and the hearing board's decision.

The Dean may affirm, modify or reverse the hearing board's decision. The Dean will notify the parties of the disposition of the appeal within 30 days of receiving the appeal, if practicable. The Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the university (i.e., a permanent prohibition of enrollment at the university); the penalty of expulsion may be imposed only by the university's provost or senior vice president for health sciences.

The Graduate School retains copies of all documentation related to the management of grievances under its jurisdiction.
APPENDIX C: COUNSELING PSYCHOLOGY PROGRAM
POLICIES AND PROCEDURES FOR DEALING WITH STUDENT IMPAIRMENT

I. Overview
Part of the mission of Loyola University Chicago, embraced by the Counseling Psychology Program, is the preparation of women and men who are intellectually mature and who give of themselves in the service of others. The Program strives to promote in all its members a capacity for critical and ethical judgment, a commitment to using psychological science in assisting individuals and society, and a respect for the dignity of all individuals and cultural groups. The Program emphasizes, through classroom experience, field work, and collaborative experiences between faculty and students, the need for students to develop the intellectual and interpersonal skills appropriate for their professional activities.

To realize this mission, the Counseling Psychology Program strives to train competent, culturally sensitive professionals who are capable of critical thinking, and whose professional activities are consistent with methods of scholarly inquiry. The Program's faculty recognizes that the realization of these goals occurs within the context of the personal development of the Program's students. Therefore, they commit themselves to the support of student development, and to the identification and remediation of problems which may impair a student's performance. The program’s executive committee, which is advisory to the program director, is comprised of the program directors of the various programs housed in the department. This committee will have responsibility for monitoring the implementation of this policy.

II. Academic and Clinical Competence
Professional training involves the development of both academic and clinical competence. One is not sufficient without the other. To monitor students' professional development, periodic assessment of their knowledge and understanding, clinical skills, technical skills, problem solving and clinical judgment, and personal attributes will be conducted.

A. Knowledge and Understanding: Students will operate from a base of knowledge that includes information about basic psychological processes, about psychotherapy theory, about the dynamics and mechanisms for change, as well as about ethics. This knowledge is assessed in both academic as well as in clinical settings, where students' ability to apply knowledge to practice is evaluated.

Students are expected to maintain at least a 3.0 average for all course work taken at Loyola. Courses in which a student earns less than a grade of C will not be counted towards the completion of a graduate degree, and no more than two (2) courses in which a student has earned a grade of C will be counted towards the completion of a graduate degree. All earned grades, however, will be included in the computation of a student's graduate G.P.A.

Along with successful completion of didactic course work, students are expected to demonstrate competency in appropriate clinical skills, and competency in using and/or conducting scholarly research. Expectations in these areas will vary according to a student's program and degree. The ability to conduct independent, scholarly research, however, is expected of all students seeking the Ph.D. (Doctor of Philosophy) degree.

Detailed information concerning degree requirements may be found on the Graduate School or the School of Education website. Students should familiarize themselves with the policies and procedures appropriate for their degree program and School.
B. Clinical Skills: Clinical skills are necessary to develop appropriate professional working relationships with individuals or groups. Throughout the students' academic career, opportunities will be provided to supervise the development of both basic and specific skills appropriate to their professional practice.

C. Problem Solving and Clinical Judgment: Students will be able to apply their professional knowledge to appropriate assessment, treatment and/or referral. Students' case conceptualization and treatment plans will be reflective of their ability to implement their knowledge with a sensitivity to clients. Further, students will be able to respond to crisis situations that require immediate decisions and action.

III. Personal Attributes
The faculty considers the student as a whole person, and realizes that a student may have difficulty developing in the areas stated above. In so far as such difficulties reflect the student's qualifications or potential to become a competent and ethical professional, these difficulties will be reviewed by the faculty. Concerns about a student may come from the student, staff, faculty, clinical field training supervisors and/or other students, and be reported through grades and/or written or verbal evaluations. A student's personal characteristics, interpersonal manner, social skills, and emotional makeup may interfere with his or her ability to function professionally will be addressed in both academic and clinical settings.

IV. Evaluation Criteria and Methods:
A. Criteria: Students are expected to demonstrate:
   1. An ability to complete successfully the coursework essential to developing the required knowledge base appropriate for a student's profession;
   2. An ability to use and/or conduct scholarly research consistent with appropriate degree and program requirements;
   3. An ability to develop the appropriate clinical skills necessary to develop a working relationship with a client;
   4. An ability to develop the technical expertise to perform specialized assessment or treatment procedures;
   5. An ability to identify their areas of professional competence, and to know when and how to refer to another professional if the services required are beyond those which they are able to provide;
   6. An ability to respond in a mature manner in areas of interpersonal sensitivity and clinical judgment;
   7. An ability to recognize appropriate professional and interpersonal boundaries and to refrain from any inappropriate conduct in connection with the delivery of professional services.

B. Evaluation Methods:
At times students will experience difficulties which detract from their personal and professional development and/or judgment. In keeping with the goals of the department, students will be evaluated on their critical and ethical judgments. Consistent patterns of skewed judgment raise doubts about an individual's ability to deliver competent and ethical service in educational and clinical settings. Further, consistent prejudicial attitudes against others based on sex, race, or cultural diversity also raises concerns about the potential delivery of service. Allegations of violence, aggression, sexual harassment, and criminal activity against the university's students, personnel, or associated professional field placement personnel and clients, constitute grounds for evaluation of a student's standing in the department.

In keeping with the above goals, the faculty will monitor the well-being of its students, and intervene when problems impair a student from functioning. Such review will be conducted by each program director on a yearly basis, or more frequently if warranted. In the event that the faculty becomes aware
that a student may be impaired, either personally or professionally, it will take prudent measure to aid the student's continued development.

When the program faculty becomes aware that there is concern about a student's personal or professional performance, the faculty will conduct an appropriate review of the circumstances generating the concern. On the basis of its review the faculty will make a determination of the validity of the concern. This determination will be done in a timely fashion. The student's rights to a thorough, objective review, including representation of her/his own perspective, will be given. If the concern is deemed to be valid, the faculty will initiate an assessment of the student.

The assessment may include but is not necessarily limited to:

1. The opinions of experts on the academic faculty, field supervisors, and/or consultants to the faculty;
2. The student's willingness to accept responsibility for the concerns in question, including the student's willingness to meaningfully engage in a remediation process;
3. The extent to which continued enrollment of the student will place unreasonable or excessive demands upon other students or faculty of the Program;
4. The student's ability to function with clients as a trainee;
5. An evaluation submitted to the faculty by the student's own consultant and/or outside consultant as requested by the faculty.

V. Intervention
A. Remedial Intervention:
Interventions may include a recommendation of individual and/or group counseling. In addition to such a recommendation, the faculty may recommend other appropriate educational, clinical, or field experience which may assist the student. A remediation plan will be developed and implemented for the student which may include, in extreme cases, disciplinary action. Continuance of the student's enrollment in the program in either a full-time or part-time basis will be closely monitored by the faculty.

A decision whether to allow a student to continue in his or her program of studies will be determined, in part, by the student's response to remediation procedures. In the event that a student makes use of a suggested intervention and the student does not demonstrate sufficient improvement in the area(s) of concern, the faculty may elect to recommend additional remediation.

A student may refuse the program faculty's attempt at remediation. In this case, the student's advisor will bring the concern to the program. The program may support the concern and again encourage the student to accept the remediation. If the student refuses to accept the program's suggestion for remediation, the student may appeal to the appropriate Dean.

Should a student refuse to cooperate in addressing his or her impairment, the faculty may elect to take action consistent with its professional responsibility to protect current students, faculty and staff, as well as current and future clients and coworkers. Examples of such actions may include, but are not limited to, temporarily removing the student from contact with clients and/or a field placement, or a mandatory leave of absence from the student's academic program.

B. Disciplinary Action: In the event that a student refuses to accept a remediation recommended by the program and supported by the Dean, or fails to make adequate progress in addressing his or her impairment, the program may initiate formal disciplinary action either in conjunction or independent of further attempts at remediation. While every attempt will be made to present the faculty's actions as
educational rather than punitive, the faculty must take actions consistent with its professional responsibilities. Examples of such actions may include, but are not limited to:

1. Counseling the student to withdraw from his or her program of studies;
2. Placing the student on probation with academic continuation contingent on progress in remediation;
3. Placing the student on a required leave of absence from his or her program;
4. Permanently removing the student from contact with clients; and/or
5. Dismissing the student from his or her program of studies.
APPENDIX D: COUNSELING PSYCHOLOGY PROGRAM PLAN

Student: _____________________________________________________________

Semester and Year Entered: ___________________________________________

Advisor: ______________________________________________________________

<table>
<thead>
<tr>
<th><strong>Prerequisites (33 Semester Hours)</strong></th>
<th><strong>Completed—Course and Date</strong></th>
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<tbody>
<tr>
<td>Counseling Skills (e.g., CPSY 420)</td>
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<tr>
<td>Counseling Theories (e.g., CPSY 423)</td>
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<td>Tests and Assessment (e.g., CPSY 425)</td>
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<td>Group Counseling (e.g., CPSY 426)</td>
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<td>Multicultural Counseling (e.g., CPSY 433)</td>
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<td>Family Therapy (e.g., CPSY 444)</td>
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<td>Human Development (e.g., CPSY 454)</td>
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<td>Psychodiagnostics (e.g., CPSY 528)</td>
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<td>Practicum (e.g., CPSY 440)</td>
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<tr>
<td>Research Methods (e.g., RMTD 400)</td>
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<td>Statistics (e.g., RMTD 404)</td>
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**Counseling Psychology Core (15 Semester Hours to be Taken at LUC)**

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<tr>
<td>CPSY 424 (Career Development and Counseling)</td>
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<td>CPSY 527 (Prevention, Outreach, and Advocacy)</td>
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<td>CPSY 529 (Psychology of Immigration)</td>
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<td>CPSY 530 (Research Seminar in Counseling Psychology)</td>
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<td>CPSY 531 (Professional Issues in Counseling Psychology)</td>
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<td>Course</td>
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<tr>
<td><strong>Psychology Core (12 Semester Hours)</strong></td>
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<tr>
<td>Biological Basis of Behavior</td>
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<td>Cognitive Basis of Behavior</td>
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<td>Affective Basis of Behavior</td>
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<td>Social Basis of Behavior</td>
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<td>Individual Differences</td>
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<td>History and Systems of Psychology</td>
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<td>*12 semester hours for the psychology core assumes that the student completed the human development prerequisite. Students not having prior graduate coursework in human development will require 15 semester hours in the psychology core.</td>
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<tr>
<th>Course</th>
<th>Semester Hours</th>
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<tr>
<td><strong>Measurement and Statistics Core (12 Semester Hours)</strong></td>
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<tr>
<td>RMTD 430 (Psychological Measurement)*</td>
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<tr>
<td>CPSY 450 (Research Methods in Counseling)*</td>
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<td>Elective</td>
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<td>Elective</td>
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<td>*These courses are research tool requirements and must be completed at LUC with a B or better before a student sits for their comprehensive exams.</td>
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<th>Course</th>
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<tr>
<td><strong>Practice Core (18 Semester Hours to be Taken at LUC)</strong></td>
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<tr>
<td>CPSY 442 (Doctoral Practicum)</td>
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<td>CPSY 442 (Doctoral Practicum)</td>
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<tr>
<td>CPSY 535 (Seminar in Supervision &amp; Consultation)</td>
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<td>CPSY 536 (Supervision Practicum)</td>
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<td>CPSY 532 (Advanced Theories in Psychotherapy)</td>
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<tr>
<td>Advanced Assessment</td>
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<th>Course</th>
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<tr>
<td><strong>Advanced Electives (9 Semester Hours)</strong></td>
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TOTAL HOURS OF DOCTORAL COURSE WORK: 66

Summary:
Number of Prerequisite Hours Completed: ______________________

Number of Transfer Hours: _________________________________

Number of Hours to be Taken During Doctoral Study: ______________________

Notes:
1. Career Development and Counseling (CPSY 424), Psychology of Immigration (CPSY 529), Prevention, Outreach, and Advocacy (CPSY 527), and Ethical/Professional Issues (CPSY 531), Research Methods in Counseling Psychology (CPSY 450), and Psychological Measurement (RMTD 430) should be completed in the first or second year of doctoral study.
2. Research Seminar in Counseling Psychology (CPSY 530) should be completed in the third year of doctoral study.
3. Seminar in Supervision & Consultation (CPSY 535) should be completed in the spring of the second year of doctoral study; Supervision Practicum (CPSY 536) should be completed in the fall of the third year of doctoral study.
4. Practica (CPSY 442) should be taken in the second year of doctoral study.
APPENDIX E: EXAMPLE SEQUENCE OF COURSES

Year 01

Fall

CPSY 450, Research Methods in Counseling
Psychology Core Course or CPSY 424, Career Development and Counseling
Psychology Core Course
CPSY 443, Clerkship – First Year Experience
CPSY 533, Proseminar

Spring

CPSY 527, Prevention, Outreach and Advocacy OR CPSY 529, Psychology of Immigration
Psychology Core Course
Research/Stat Elective
CPSY 532, Advanced Theories
CPSY 443, Clerkship – First Year Experience
CPSY 533, Proseminar

Summer

CPSY 435, History and Systems of Counseling Psychology
CPSY 424, Career Development and Counseling

Year 02

Fall

RMTD 430, Psychological Measurement
CPSY 531, Professional Issues in Counseling
CPSY 442, Doctoral Practicum
Advanced Assessment Course
CPSY 533, Proseminar

Spring

CPSY 527, Prevention, Outreach and Advocacy OR CPSY 529, Psychology of Immigration
CPSY 442, Doctoral Practicum
CPSY 535, Seminar in Supervision and Consultation
CPSY 533, Proseminar

Summer

Comprehensive Examinations
CPSY 443, Clerkship
### Year 03

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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>CPSY 530, Research Seminar in Counseling Psychology</td>
<td>Elective</td>
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<tr>
<td>CPSY 536, Practicum Supervision</td>
<td>Elective, CPSY 433, Clerkship</td>
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<tr>
<td>Research/Stat Elective</td>
<td>COST 533, Proseminar</td>
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<tr>
<td>Elective</td>
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<tr>
<td>CPSY 443, Clerkship</td>
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<td>CPSY 533, Proseminar</td>
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### Years 04 and 05

Dissertation/Pre-Doctoral Internship