ED.D. SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK

2015-2016
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PROFESSIONALISM IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators, and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in the light of their impact on students, school organizations, and the broader community. The School Psychology Program sees the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

The School Psychology program is a part of the School of Education whose high concept is a reflection of the University mission on transformative education. The concept:

*The School of Education of Loyola University Chicago is a community that transforms its members to impact urban and global communities through the principles of social justice.*

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seeks to develop professionals able to develop and offer educational opportunities for children, adolescents, and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason; reflect on experiences of self and others; consider alternative perspectives; pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interactions, be actively engaged in learning and self-motivation; and maintain standards of professional conduct.

The School Psychology Program at Loyola has developed three complementary programs: a NASP approved M.Ed./Ed.S. in School Psychology leading to licensure as a school psychologist, an APA approved Ph.D. in School Psychology leading to licensure as a school psychologist and eligibility to pursue licensure for independent practice as a psychologist, and an Ed.D. in School Psychology for already credentialed school psychologists. The Ed.D. program has an emphasis on data-based decision making and evidence-based interventions.

GOALS AND OBJECTIVES OF THE PROGRAM

The Ed.D. in School Psychology was developed to meet the needs of practicing school psychologists to become more informed professionals and leaders within the educational
community. The specific focus of the program is to enhance understanding of systems and data-based decision making. The courses in this program have been developed to attain these objectives and provide candidates with the necessary tools to work within the schools and communities. In order to accomplish these overarching objectives, there is a clear focus on assisting candidates to acquire the skills to:

1. Think systematically within the education system
2. Analyze and interpret systems-level data
3. Develop leadership potential
4. Implement and evaluate evidence-based practices. Further knowledge of inequity within the larger educational community and develop skills to become agents of change

THE COHORT MODEL

Upon entry into this program, each newly accepted class will be considered a cohort, which means that each class will experience a common core of classes presented in a specific sequence. It is very important that candidates do not experience this program as a series of disconnected courses taken on an individual basis, but rather completed as a part of a dynamic cohort that supports one another and builds strong connections with school psychology program faculty. It is important that candidates feel integrated into the Loyola community of learners and, as such, student experiences (e.g., guest lectures/trainings from practitioners, events from the current school psychology graduate organization) will be provided specifically designed for candidates in this program and for shared experiences with candidates from Loyola’s other graduate programs in school psychology. The cohort model allows the program to offer a 20% discount on tuition to all candidates in the program.

PROGRAM TRACKS

Upon entering the program, candidates must select one of two program tracks: 1) mental health OR 2) data-based decision-making. In both tracks, consistent with existing professional standards, there is an emphasis on developing candidates’ ability to: 1) think systemically, 2) develop their leadership potential, 3) access and implement evidence-based practices, and 4) further one’s capacity as an agent of social justice. In addition to developing these skills, candidates can further develop more specialized skills within each track.

Mental Health Track. The purpose of the mental health track is to develop clinical skills leading to eligibility to become a licensed professional counselor (LPC). Please see course sequence for this track below.

- Licensed Professional Counselor (LPC)--Illinois has two levels of licensing: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Please see the Illinois Department of Financial and Professional Regulations for requirements on becoming an LPC: http://www.idfpr.com/renewals/apply/profcounselors.asp

- Data-Based Decision-Making Track: The purpose of the data-based decision-making track is to prepare school psychologists to translate research into practice, particularly at the systems-level. Candidates will develop skills in collecting and interpreting various types
of data in order to inform practice at the system level.

**Selecting Program Track.** In order to designate a track, the program co-chairs will email candidates a *Declaration of EdD Program Track* form at the end of the first semester. Candidates will be instructed to submit the completed form to the program co-chairs by the start of the following Spring semester.

## COURSE SEQUENCE

The faculty has developed a sequence of courses (36 credits) that have been designed to help meet the long- and short-term goals of the program which include providing courses that will help prepare candidates for completion of the Doctoral Research Project. The course sequence for each track is delineated below:

### MENTAL HEALTH TRACK:

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<td><strong>Fall</strong></td>
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<tr>
<td>CIEP 466: Introduction to Statistics and Research in Applied Settings</td>
<td>CIEP 466: Foundations of Applied research</td>
</tr>
<tr>
<td>CIEP 545: Advanced Systems Consultation</td>
<td>CIEP 466: Evidence based Interventions</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
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<tr>
<td>CIEP 488: Developing Applied Research Skills</td>
<td>CIEP 527: Ethics and the practice of school psychology</td>
</tr>
<tr>
<td>CIEP 548: Family/School Collaboration</td>
<td>CIEP 526: Assessment of Linguistically Diverse Populations</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>CPSY 444: Group Dynamics</td>
<td>CPSY 424: Lifestyle Career Development</td>
</tr>
<tr>
<td>CPSY 426: Family Dynamics</td>
<td>CPSY 437: Substance Abuse</td>
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### DATA-BASED DECISION-MAKING TRACK:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
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<td><strong>Fall</strong></td>
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<td><strong>Summer</strong></td>
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<tr>
<td>RMTD 422: Single Subject Design</td>
<td>CIEP 466: Communicating Research Findings</td>
</tr>
<tr>
<td>CIEP 550: Seminar in Educational Psychology and School Psychology</td>
<td>CIEP 466: Equity in Service Delivery for Children</td>
</tr>
</tbody>
</table>

## CLASS MEETINGS

The program faculty is sensitive to the fact that candidates are working as practitioners and have designed the classes to work in concert with your busy schedules. Courses have been designed to
combine face-to-face on-campus meetings with online learning. The classes may meet on campus a number of times during the semester dependent upon the pedagogy of the course. During summer, some courses will be face-to-face only while others will be hybrid or completely online. Course instructors will work with each cohort to make the learning process function as smoothly as possible. This includes working with others in the cohort and program faculty to arrange class meetings and activities in advance.

**TIME TO COMPLETION**

The program is designed for all course work to be completed in two years. This time frame may not include the completion of the Doctoral Research Project. For some students, the final project may take one or two semesters beyond the two year mark. Candidates who need to work on their Doctoral Research Project beyond the 2 years must enroll in CIEP 600 (Doctoral Research Supervision), with their Doctoral Research chair, for each of the subsequent semesters until the DRP is completed to meet the university’s continuous enrollment requirement.

**TRANSFER CREDITS**

Upon acceptance into the program, the candidate and the program co-chairs will review graduate school transcripts to determine the number of transfer credits that will be applied to the Ed.D. degree. A maximum of 36 credits may be applied toward the Loyola Ed.D. in School Psychology. Credits must be transferred from a NASP-approved graduate program (including a Loyola Ed.S. degree).

**DOCTORAL RESEARCH PROJECT**

One of the milestones for receiving the doctoral degree is completion of a doctoral research project (DRP). A doctoral research project, rather than a dissertation, is the culminating research activity required for the Ed.D. School Psychology Program at Loyola. Candidates will be guided and supported through the design and completion of a doctoral research project based on applied research. A core premise of this research perspective is that applied research should be meaningful and impactful, and is a process that is often linked with social justice. To accomplish the goals of the DRP, a need or needs in the candidate’s school/district will be identified and feedback from the key stakeholders in the applied setting (i.e., school or district) will be solicited to move the project forward. A common phrase associated with applied research is that it is “research done with people” as opposed to “research done to people.” In addition to the candidate’s own school/district, other schools/districts or community agencies cooperating with schools could be DRP sites.

The DRP project may take place within the school and/or district of employment. However, this is not a requirement and, indeed, in some cases it may make more sense for students to “trade” in terms of doing their projects in each other’s schools or districts and/or to work together on a shared project that has multiple components. The faculty also recognizes that some schools and districts are very open to research and will create no significant barriers to carrying out the DRP plan, whereas other schools/districts make applied research very challenging regardless of the degree of collaboration and advance planning that takes place. As such, although the program faculty does not require that the DRP take place in the school or district of employment, we do encourage this wherever possible so the greatest opportunity exists for research findings to be utilized to enhance practice. It is also possible for candidates to design research projects that enact a home-school-
community collaboration model that could involve a community agency whose service to the students attending a school in proximity to the agency. This type of DRP design could involve an advocacy, emancipation, or evaluative framework.

The candidate will work closely with the faculty who will provide support in creating, implementing, and evaluating a project that is evidence-based and answers practical questions. Topics as diverse as system change or student progress would be appropriate for the DRP. What follows is a description of the program’s vision for the project and specific action steps needed for you to complete the DRP in an effective and timely way.

The first requirement for all DRPs in this program is that they are applied in nature. The intent of the program is to address issues raised in the practice of school psychology, and it is required that all DRPs contribute to practice in a clear way. The second core criterion is that all DRP completed projects are consistent with the mission of the School of Education and Loyola University Chicago. As implemented throughout this program, social justice is at the very core of the mission of Loyola University Chicago. There are many ways that the DRP might reflect social justice. According to North (2008), common terminology related to social justice is that the concept reflects the dual pillars of recognition (the right to be treated with respect and dignity) and redistribution (equitable sharing of wealth and power). The goal of social justice can be understood as:

…full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. (Bell, 2013, p. 21).

The third requirement is that the DRP addresses issues of systems-level change. The program faculty sees the further development of your skills as systemic change agents as core to the mission of this program; therefore, all DRPs should be reflective in some way of this core mission.

What might an applied project that reflects social justice principles and has the potential for systemic impact look like? There is no one simple answer to this question. The basic premise of this project is that the candidate will utilize the research and clinical skills that are being further developed and refined in this program towards addressing some type of school and/or community need.

All Ed.D. candidates will take a series of required research courses during the first year of the program. Using a variety of applied research modalities will provide a broad framework for a practical research plan that will lead to a successful DRP. In addition to the courses focused on research methods and systemic change, many of the other courses in this program have the potential to be germane to the DRP, particularly those focused on ethics and social justice. The following list is a sample of potential projects and ideas for the DRPs—please do not take this to be an exhaustive listing of potential topics and methodologies.

Sample Projects:

1) An applied research project that involves eliciting the voice of those with less power in a school setting. For example, interviewing parents whose children have been victims of
bullying could be directed toward the creation/expansion of a school's or district's bullying prevention program.

2) A planned advocacy project that involves multiple stakeholders. As noted by Briggs (2012), these types of advocacy projects might involve either “advocacy with” or “advocacy on behalf of” others, depending upon the situation and needs. For example, a project could involve working with students to form a gay/straight alliance and documenting this work. Another approach would be to take a leading role in coordinating schools and community agencies to provide needed services to neighborhood students with a mechanism for evaluation embedded in this work.

3) An evaluation of an existing program or set of programs within the school or district using an emancipatory framework. For example, a project might evaluate the school's discipline policies to see if there are racial/ethnic, socioeconomic, religious and/or other demographic disparities, such as how Latino and African American males are overrepresented in special education. A possible outcome of emancipatory research would be recommendations to remedy documented disparities.

Again, this limited list is meant as examples of types of DRPs that an Ed.D. candidate could undertake. The faculty are open to a wide range of ideas and, as described in the next section, will work with you to develop a project that has the potential for positive impact.

The DRP is a major milestone in the program that allows the candidate to bring the skills that are emphasized in classes into practice. This will allow candidates to build capacity to be an advocate for social justice and systems-level change in the field. The primary responsibility for the project lies with the candidates. However, the partnership formed between candidates and their project chair is an essential component of success. As such, the faculty will work with each candidate in developing his/her ideas. The school psychology faculty is committed to making sure that all candidates have options when it comes to choosing project chairs and committee members and to helping in the development and implementation of diverse research ideas.

**Doctoral Research Project (DRP) Process**

**FORMING THE DRP COMMITTEE:** Please start forming your DRP committee during the *Spring semester of your 1st year*. Here is the process for forming your committee:

1. Identify a topic of interest that you would like to study.
2. Review faculty profiles on the Loyola School Psychology program website to identify a faculty with whom you share interests and think would be a good fit to chair your DRP.
3. Contact that faculty member to ask if he/she would chair your DRP. Once you have a chair, then you can work together to identify 2 additional committee members who would be a good fit for your committee based on your topic. One member must be a faculty member in the School of Education (does not have to be a school psychology faculty member). The other committee member must be someone from your school or district who has some connection to the project.
4. Once you and the chair identify committee members, then you all decide how you want to contact those individuals to ask them to serve on your committee.
5. Once you and your chair determine who will be on your committee then you need to
complete the following form: Ed.D. Dissertation Committee Recommendation Form—This form is to formally establish your committee for the DRP. If you have a person from your district on your committee, then that person is referred to as an “outside committee member”, which means they do not work at Loyola. So, you need to submit his/her CV with this form. Here’s the link for the form:
http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_comm-rec-form.pdf

Your chair will send this form to the SOE Associate Dean, Dr. Janet Pierce-Ritter. You will receive a letter confirming your committee. Please submit this form as soon as everyone has agreed to be on the committee.

**DRP PROPOSAL STRUCTURE.** After your committee is established, please work with your chair on completing your DRP proposal. A proposal usually contains the following three components:

1. An introduction section, which clearly states the goal of the proposed research and its importance to the field of school psychology.
2. A literature review section which provides an integrated and comprehensive review of all relevant research. The review should include a clear statement of the relationship of the proposed study to past research.
3. A methods section, which describes the research questions and the methods that will be employed. Full descriptions of the following should be included: method of choosing subjects, measures to be administered, type of research design, and proposed statistical analyses.

**PROPOSING YOUR DRP:** You will work closely with your DRP chair to determine when you are ready to propose your DRP. The purpose of the DRP proposal is for your committee to review your proposed study and determine if you are ready to move forward with conducting the study. Ideally, you should propose your DRP during the Fall of your second year in the program. Here is the process for proposing your DRP: Once your proposal document is complete, you and your chair will schedule a proposal meeting date. You will need to bring the following forms to the proposal meeting so that your committee members can sign them after the proposal meeting:

- **Ed.D. Dissertation Proposal Ballot**—This is the form committee members sign to approve/reject your proposal. **After this form is signed, please send the original to Marie Hatland, Lewis Tower, Room 1008. Send a copy to Dr. Newell.** The form can be found at this link: http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_prop-ballot.pdf

- **Ed.D. Dissertation Proposal Approval for IRB**—This form is to document to the IRB committee that your DRP committee approved your proposal. **This form must be submitted with your IRB application.** Link: http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT%20edd_IRB_prop-approv.pdf

After the proposal is approved by the committee and is defended by the candidate, an Institutional Review Board (IRB) application must be submitted and approved by the IRB before any data can be collected (if human participants are involved). The IRB should be consulted to determine level of approval necessary. The instructions for submitting a proposal to IRB are located at: Investigator's
Guide. The IRB application is submitted to the faculty chair, who reviews the IRB proposal and then submits the proposal through the IRB Compliance Approval Portal (CAP) system. Once IRB approval is granted, the IRB approval letter is submitted to the School of Education.

When the IRB formally approves the proposal, the candidate begins the research project. He or she should consult with the chairperson of the committee regularly during the course of the research project and contact the chairperson for advice and direction as needed. The candidate will conduct the research project by implementing the methods proposed, collecting the data, analyzing the data, and writing the results and discussion. When the chairperson approves the draft of the written DRP, it is distributed to the remainder of the committee for evaluation. The various committee members may request changes via email communication, in-person meetings, or phone meetings depending upon the preferences of the committee. After the document meets the committee’s stated expectations, the candidate will be allowed to progress to the final oral defense of the doctoral research project, which is known as the final oral examination.

DEFENDING YOUR DRP: After you conduct your study, then you will work with your chair to schedule a defense. Ideally, you need to defend your DRP during the Summer of your 2nd year. Please bring the following form to the defense meeting:

- Ed.D Text and Oral Defense Ballot—This is the form committee members sign to approve/reject your defense. After this form is signed, please send the original to Marie Hatland, Lewis Tower room 1008. Send a copy to Dr. Newell. Link: http://www.luc.edu/media/lucedu/education/forms/disrtn/SUBMIT_edd_text_and_oral-defense-ballot.pdf
- Please note that your committee is likely to have changes for you to make to your DRP. You must make all of these changes to your DRP, and these changes must be approved by your DRP chair.

SUBMITTING YOUR DRP TO THE SCHOOL OF EDUCATION: After you successfully defend your DRP, you must format your DRP for submission for the School of Education. Here is the link to the formatting guidelines for the EDD Dissertation: http://www.luc.edu/media/lucedu/education/forms/disrtn/edd_format-guidelines-spr14.pdf. If you have questions about formatting or would like assistance with formatting, please contact Valerie Collier, the School Psychology Senior Program Coordinator at vcollie@luc.edu.

In addition to formatting guidelines, this document also contains instructions on setting up your UMI account. All of you must setup a UMI account. After you have formatted your DRP, please upload the formatted document to the UMI account. The SOE will check the format of the DRP to make sure it is correct. If the format is correct, then you will receive notification via your Loyola account that the format is correct. Once you receive this notification then you must print the DRP document from the UMI account, and this final, corrected copy must be submitted to Marie Hatland, Senior Coordinator of Student Academic Services (Office location: Lewis Towers 1008).

The final, corrected copy of the DRP that you print from UMI must be submitted to Marie Hatland by the Monday before the start of Fall classes. Note: As explained earlier, if you are unable to submit your DRP by this deadline, then you must enroll in CIEP 600 with your DRP chair for the upcoming Fall semester. You must enroll in this course each semester until you
complete your DRP.

Please note that your DRP will not be published in the UMI database; however, it will be submitted to the Loyola University Chicago Library e-Commons.

**GRADUATION**

Loyola only has one commencement ceremony per year that occurs each May. In order to walk across the stage in the graduation ceremony, a final approved copy of the candidates Doctoral Research Project (DRP) must be signed by the program chair and submitted to the Associate Dean of the School of Education no later than April 15 of the graduation year. If you complete your final project after that date but before the start of the fall semester, you will not have to pay any additional fees, and your degree will be posted in August of that summer. Please check the School of Education website for specific deadlines related to required tuition payments and degree conferral. Applications for May/August graduation are due December 1st prior to graduation and August 1 for December degree conferral. The Application for Graduation is at the following link: [http://www.luc.edu/education/resources_forms.shtml](http://www.luc.edu/education/resources_forms.shtml). It should be noted that the last day for filing applications to graduate is strictly enforced.

**DISPOSITIONS**

School psychology core faculty reviews student progress on a regular basis and complete a formal performance evaluation once a year. This evaluation will be shared during an individually scheduled meeting with the faculty and the candidate. A component of the evaluation will be an assessment of dispositions (see Appendix I).

If during the performance evaluation process or at another point in the training program, the school psychology faculty determines that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in coursework, research, clinical components, length of time for program completion), the program faculty will develop a remediation plan as part of the process of helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation. Remediation plans will focus on setting goals and measureable outcomes for improvement. The student then will be expected to successfully complete the parameters of the remediation plan within a designated timeline. The remediation plan will be reviewed on an ongoing basis, and the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Dean of the School of Education for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.). Students can choose to follow the School of Education grievance procedure if they do not agree with the aforementioned process. Please see the following link: [Academic Grievance Procedures](http://www.luc.edu/education/resources_forms.shtml) (after opening the PDF, select Academic Grievance Procedures in the table of contents) for specific procedures to follow if you have not satisfactorily resolved your concerns through informal means (e.g., consultation with academic advisor, program director, associate dean of academic affairs) and feel that pursuing a formal grievance is warranted.
ACADEMIC HONESTY

Academic honesty is an expression of interpersonal justice, responsibility, and care applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

ACCESSIBILITY

Students who have disabilities that they believe entitle them to accommodations under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

ETHICSLINE REPORTING HOTLINE

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

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

ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

PROGRAM FACULTY
Gina Coffee is an Associate Professor and Co-Chair in the School Psychology program at Loyola University Chicago. Dr. Coffee earned a PhD in Educational Psychology, with a specialization in School Psychology, from the University of Wisconsin-Madison. Prior to joining the faculty at Loyola University Chicago, she provided psychological services to children in grades K-12 and was a faculty member in the School Psychology program at Sam Houston State University. Dr. Coffee's teaching, scholarship, and practice are focused on the prevention of academic, behavioral, social, emotional, and health difficulties of children through collaboration with educators, families, and community members. She teaches courses in behavioral and social-emotional assessment and intervention, research methods, and single-case research designs. Dr. Coffee has delivered professional presentations, authored/co-authored refereed publications, and independently secured funding to fund graduate student training and her research program. She has co-authored Early Childhood Education: A Practical Guide to Evidence-Based, Multi-Tiered Service Delivery (Routledge, 2013) and is currently co-authoring two books addressing the promotion of sexual health among youth and the provision of school supports for children of military families, respectively. In 2010, she was awarded an Early Career Research Award by the Society for the Study of School Psychology. Dr. Coffee is an editorial board member for the Journal of School Psychology and Psychology in the Schools and an ad-hoc reviewer for the Journal of Applied School Psychology. She has also served as an Associate Editor for the Journal of Educational and Psychological Consultation.

Pamela Fenning is a Professor in the School Psychology program at Loyola University Chicago, a certified school psychologist and a licensed clinical psychologist in Illinois. Her teaching interests focus on positive behavioral interventions and supports, the development of proactive discipline policies, as well as prevention and intervention strategies for students with disruptive behavior disorders. She teaches courses in school-based consultation and the educational needs of exceptional children, systems level consultation and crisis prevention and intervention strategies. She is conducting research on effective discipline policies and strategies with ethnically and culturally diverse children and adolescents. She has published widely in the area of school discipline and equity in behavioral approaches in educational settings and has two books under contract with Dr. Gina Coffee; one related to school supports for military families and a second related to sexual health of adolescents. A related research interest concerns integrating positive behavioral supports into discipline practice and procedures. She is co-chair of the NASP Child and Professions Committee and serves as an ad hoc reviewer for the School Psychology Review and is on the editorial board of Journal of School Violence.

Lynne Golomb is a nationally certified school psychologist. She was previously a practicing school psychologist in a developmental 0-3 program and is an advocate for early assessments and interventions for disabled children. She brings over twenty years of experience as a school-based practitioner to her role, as well as over twenty years supervising the school psychology clinical programs. She is interested in early intervention strategies and providing all children with the tools to reach their potential. She is currently working on research related to the synergy between University training programs and school district expectations for intern school psychologists. Her team has developed a newsletter that is shared with the field supervisors around issues of ethics and decision making. She has afforded them opportunities for consultation and input regarding changes needed to meet the field based practice of school psychology. She has worked
extensively with the programs in Illinois to develop innovative and meaningful internship experiences that provide the Loyola students the tools to be outstanding professionals in the field.

**Diane Morrison** received her Bachelor of Arts in Education from Ohio State University, her Masters of Arts in School Psychology from Illinois State University, and her Doctorate of Education from Loyola University-Chicago. Dr. Morrison started her career in school psychology with the LaGrange Area Department of Special Education in LaGrange, Illinois. She retired as the Director of Support Services for the Northern Suburban Special Education District in Highland Park, Illinois where she coordinated and supervised the direct services staff. She was also responsible for coordinating the district’s Flexible Service Delivery/Problem Solving and Response to Intervention initiatives.

Currently, Dr. Morrison is on the faculty of Loyola University Chicago, School of Education and is Executive Director of the Center for School Evaluation, Intervention and Training. She also serves as a consultant for numerous school districts and cooperatives across Illinois. She serves on several committees for the National Association of School Psychologists including the Blueprint Committee that recently published its third edition of *School Psychology: A Blueprint for Training and Practice*.

**Markeda Newell** earned her BS in Elementary Education at the University of Southern Mississippi. Dr. Newell went on to obtain her MS and PhD in Educational Psychology at the University of Wisconsin-Madison. Dr. Newell has two primary research areas: 1) consultation competency development and 2) multicultural competency development. More specifically, Dr. Newell uses computer-simulation to assess the consultation and multicultural competency of pre-service as well as in-service school psychologists. She also analyzes and develops multicultural curriculum and other training experiences in school psychology. Her research is closely aligned with her teaching and service activities. To explain, Dr. Newell primarily teaches courses in school-based consultation, multiculturalism, and evidence-based interventions. Dr. Newell is actively involved in national service as she is an Associate Editor for the Journal of Educational and Psychological Consultation while also serving on several editorial boards. Dr. Newell also serves on several national committees (e.g., American Psychological Association Division 13 Committee on Guidelines for Consultation Training, Coalition for Psychological Science in Education, and Division 16 Globalization Working Group). Dr. Newell is also Co-Chair of the School Psychology programs.

**David Shriberg** received his doctorate in School/Counseling Psychology from Northeastern University in Boston. He is a Professor of School Psychology (School of Education) at Loyola University Chicago. Dr. Shriberg is the Editor of *Journal of Educational & Psychological Consultation*, the lead editor of *School Psychology and Social Justice: Conceptual Foundations and Implications for Practice* (Shriberg, Song, Miranda, & Radliff, 2012), a Contributing Editor of the *Communiqué* (published by the National Association of School Psychologists), a former president of Trainers of School Psychologists, a book series editor for the American Psychological Association, and the founder and former co-chair of a national network of school psychologists committed to social justice. His scholarly work focuses on topics related to social justice, leadership, bullying, and ways in which families, schools, and communities can collaborate to support the academic and social-emotional development of students. To date, he has edited six books, guest-edited three special topic journal issues, authored over four dozen articles and book chapters, and has made approximately 100 presentations at the local, regional, national, and
international level.

Dr. Shriberg either has taught or is currently teaching eight different school psychology courses over the past four years, primarily focused on topics related to the roles and functions of school psychologists, social justice, leadership, and family/school collaboration. During the 2012-13, he was nominated by his students and ultimately received the “Distinguished Faculty Award for Excellence in Teaching” from the School of Education.

Dr. Shriberg leads an active research team consisting of approximately 15 Ed.S., Ed.D., and Ph.D. students. As of Fall 2014, this team was working on four projects. One of these projects relates to the application of social justice principles to school psychology practice, two relate to anti-bullying work in schools (one of these projects is with an elementary school, the other is with a middle school), and the fourth focuses on providing systemic consultation and direct service support to an organization that provides free tutoring to students in Chicago from low income backgrounds. Dr. Shriberg presents and publishes regularly with students from this team and always welcomes new team members.

**Martha Ellen Wynne** has expertise in the traditional Educational Psychology areas of learning, development, and research methodology, particularly survey research design and construction. Currently, she is teaching in both the School Psychology and Research Methodology programs. Her longstanding interest in the welfare of children who are marginalized in schools due to emotional/behavioral problems, homelessness, race, or SES is reflected in both her teaching and research. With several doctoral and Ed. S. students, she directs The Home-School-Community Research Team that focuses on interrelationships among these facets of life for children and youth who are homeless or highly mobile, are from families with low SES status, are disabled or otherwise traumatized by social injustices that exist throughout society. As a former Due Process Hearing Officer for the State of Illinois, she currently engages in research and child advocacy work to empower parents of children who are homeless and those with special needs to obtain equitable services under existing federal and state law. Most of these efforts are on behalf of parents who are socioeconomically unable to pursue their children's rights as envisioned by the congressional authors of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and The McKinney-Vento Act (McK-V, 2007). As of Fall, 2014, a research team of approximately 12 Ed.S., Ed.D., and Ph.D. students is pursuing projects related to therapeutic interventions for children who have been traumatized by homelessness and multiple foster care placements, the role of McK-V Liaisons in schools and the community, and the intersection of McK-V, IDEIA, and child welfare legislation. There are many opportunities for student initiative on the H-S-C Research Team including a Ph.D. student team leader as well as group project leaders. This team is open to new students with ideas for research in areas related to the team’s interests.

Currently Dr. Wynne teaches one course in the School Psychology Ed.S. program (CIEP 410 Legal Issues: Educational Disabilities), two courses in the in the Ed.D. program (CIEP 466 Introduction to Statistics and Research in Applied Settings; and CIEP 488 Developing Applied Research Skills and one course in the Ph.D. program (CIEP 550: Seminar in Educational and School Psychology) which is a Ph.D. dissertation support course, as well as RMTS 403 Survey Research Methods.
The School Psychology Program at Loyola is enhanced by the part-time faculty who bring a wide range of diverse experiences to the program and add their clinical expertise to the academic setting. These include but are not limited to:

Laura Swanlund is a nationally certified school psychologist, and has a Professional Educator License in School Psychology and General Administration in Illinois. She is the School Psychologist Coordinator and Positive Behavior Intervention Supports (PBIS) Coordinator for Palatine School District 15. She worked as a school psychologist for seven years and as a PBIS district external tier 2/3 coach for two years. Laura teaches courses within the School of Education such as research methodology, quantitative statistics, applied research, and educational needs for exceptional children. She provides professional development for school personnel about Multi-Tiered Systems of Support (MTSS) for social, emotional, and academic needs, response to intervention for English Language Learners, and applied program evaluation. She was a member of the IL PBIS Leadership Team Equity work group and conducts numerous state and national professional conference presentations.
# APPENDIX I: DISPOSITIONS

**Chicago's Jesuit University**

**LOYOLA UNIVERSITY CHICAGO**

## PROFESSIONAL DISPOSITIONS

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>FACULTY</th>
<th>DATE</th>
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Please rate the candidate using:

- Target (above average)
- Acceptable (average)
- Unacceptable (below average)

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<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Candidate fails to demonstrate professional behavior in the academic or work setting.</th>
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<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate demonstrates an ability to work well with others and lead new initiatives in the schools and show leadership qualities in professional settings</td>
<td>Candidate demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td></td>
<td>Candidate fails to demonstrate professional behavior in the academic or work setting.</td>
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<tr>
<td>Candidate is able to work with their peers on assignments</td>
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<td>Candidate attends class and maintains professional appointments is punctual for all professional obligations.</td>
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<td>Candidate shows honesty/integrity/values and ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Candidate communicates promptly with faculty, supervisors, employers, fellow students (no longer than 2 business days)</td>
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<td>Candidate uses technology in the classroom only for academic purposes</td>
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<tr>
<td>Candidate dresses in an appropriate manner</td>
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<td>Candidate papers are free of grammatical errors.</td>
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<td>Candidate papers are free of data reporting errors and fabricated data</td>
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<td>Candidate is able to express him/herself orally with peers, faculty and within the schools</td>
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<tr>
<td><strong>Fairness</strong></td>
<td>Candidate is able to demonstrate exceptional ability to understand the situations of others and responds in an appropriate proactive manner</td>
<td>Candidate respects the learners and other professionals, parents and members of the community by promoting equitable treatment of those they encounter in the work environment.</td>
<td>Candidate fails to consider the situation of others in making professional decisions and act inequitably.</td>
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<td>Candidate is able to reflect and respect other points of view</td>
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<td>Candidate is supportive of others</td>
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<td>Candidate is empathetic with others</td>
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<td>Candidate is able to accept supervision</td>
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<td><strong>All Students Can Learn</strong></td>
<td>Candidate demonstrates instructional leadership by implementing innovative techniques with students having the most significant learning needs.</td>
<td>Candidate believes and demonstrates in practice that all students, regardless of severity of learning needs, are capable of making instructional progress.</td>
<td>Candidate fails to understand the differentiated learning needs of all students</td>
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<td>Candidate is sensitive to cultural differences</td>
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<td>Candidate respects the diversity of learning styles</td>
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<td>Candidate uses the framework of social justice in decision making</td>
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