Ph.D. SCHOOL PSYCHOLOGY
CANDIDATE HANDBOOK

LOYOLA UNIVERSITY CHICAGO
School of Education

(Revised Sept 2014)
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TRAINING MODEL

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

An effort is made to develop an active community of learners and researchers. All students are required to become active participants on a research team. A number of research teams have been established to address the following topics: applications of social justice to school psychology practice and training; supervision in school psychology; discipline policies and positive behavior support; social skills training; homelessness; high risk adolescent risk taking behaviors; curriculum-based and performance-based assessment/measurement; multicultural issues in school consultation, school-based problem solving; inclusion and school policy; mental health programming in schools and communities; instructional interventions and school reform.

APA GOALS AND COMPETENCIES

Goal #1: To facilitate students’ professional identity development as socially just school psychologists with strong commitments to equity and ethical guidelines in practice and research.

Objectives for Goal #1

- We aim to produce psychologists with a strong sense of professional identity and commitment to an ethical social justice orientation.

- We aim to produce ethical and socially just psychologists who have knowledge of individual differences and understand the societal discrimination, inequities, social, cultural, racial/ethnic, experiential, gender and linguistic factors on functioning.
COMPETENCIES FOR GOAL #1

**Competency 1a:** Students will demonstrate knowledge of the history of school psychology, as well as traditional and emerging roles as ethical and socially just decision-makers and leaders in practice and research

**Competency 1b:** Students will demonstrate professional identities as school psychologists through their membership in national professional associations

**Competency 1c:** Students will demonstrate knowledge of historical discrimination and inequity on educational and psychological functioning, as well as the impact of individual differences and social/cultural influences on development and adjustment
GOAL #2: TO PROVIDE STUDENTS WITH IN-DEPTH TRAINING IN EVIDENCE-BASED, DATA-DRIVEN PRACTICE FROM A SOCIAL JUSTICE PERSPECTIVE USING BOTH DIRECT AND INDIRECT SERVICE MODELS.

Objectives for Goal #2

a. We aim to produce psychologists who take an evidence-based data-driven approach to assessment, intervention and evaluation of services from a social justice perspective.

b. We aim to produce psychologists who can apply evidence-based direct counseling and mental health interventions, as well as indirect consultative interventions in applied settings.

c. We aim to produce psychologists who can work effectively with families and communities.

COMPETENCIES FOR GOAL #2

Competency 2a:
Students will take an evidence-based data driven approach to assessment, intervention and evaluation of services from a social justice perspective.

Competency 2b: Students will apply evidence-based direct counseling and mental health interventions, as well as indirect consultative interventions in applied settings.

Competency 2c: Students will work effectively with families and communities.

GOAL #3: TO TRAIN STUDENTS IN THE SCIENTIST-PRACTITIONER MODEL WHO ARE COMPETENT IN THE EVALUATION, PRODUCTION, AND DISSEMINATION OF RESEARCH FROM A SOCIAL JUSTICE PERSPECTIVE

Objectives for Goal #3

a. We aim to produce psychologists who critically review and evaluate the psychological and educational research literature from an ethical and social justice standpoint.
b. We aim to produce psychologists who demonstrate research competence and can apply such skills to execute independent research.

c. We aim to produce psychologists who contribute to the research literature through publications and presentations at national conferences.

COMPETENCIES FOR GOAL #3

Competency 3a: Students will critically evaluate research from a methodological, as well as ethical and social justice perspective. Students will demonstrate competence in research design, data analysis, and data interpretation

Competency 3b: Students will apply research methodological skills and statistics expertise to successfully complete dissertation research

Competency 3c: Students will demonstrate competence in presenting at psychological and educational conferences and preparing manuscripts for publication

PROGRAM COMMUNICATION

Please be sure to review the Graduate School and the School of Education web site for ongoing updates with respect to funding to travel to conferences, updated forms, ongoing activities and overall events across campus.

E-mail is our primary means of communication and it is critical that you regularly check and respond to your Loyola e-mail. Many students chose to have their Loyola e-mails forwarded to another account. Instructions for rerouting your Loyola e-mails are as follows: Rerouting Loyola Email. However, because we communicate important program-related information via e-mail, it is critical that you have a system for regularly accessing your Loyola e-mail accounts.

We additionally require on-site attendance at mandatory program-related workshops that include instruction in a variety of topics pertinent to the profession, including but not limited to professional behavior, orientation to the field, and programmatic updates. The dates for the workshops are announced well in advance and attendance is expected. Students are also required to attend annual evaluation meetings with program faculty during the spring of each academic year, at which time program progress and dispositions are discussed. In the fall, students will set development goals for the year which are reviewed in the spring as part of the annual evaluation process.

In addition, as you reach program milestones, you will need to generate paperwork through the graduate school online portal system, at: Graduate School Online Portal System and use your Loyola login id and password to access the site. At the site, you will see a list of forms that you will generate for graduate program director approval. These forms include: dissertation proposal, dissertation defense, research tools, comprehensive exams, and research requirements. Once you generate the respective form, the graduate program director is sent an automated generated e-mail to approve the form and will do so upon successful completion of the doctoral requirement.
You are encouraged to become oriented to the profession of school psychology within your first semester of arriving to the program. Beginning with your introductory course in school psychology (CIEP 462: Ethics and Professional Issues in School Psychology), you will learn about the major functions and roles of the school psychologist, ethics in our field and the major professional associations that direct our profession. We encourage you to join American Psychological Association (Division 16), the National Association of School Psychologists (NASP) and the Illinois School Psychologists Association (ISPA) as student members. All students will be required to present at least one professional paper at a national meeting while in the program as well as submit a paper for publication. You are also required to join at least one research team during your first semester and maintain active participation on at least one research team for the duration of your time in the program. Students are additional required to pass the Loyola University Chicago Institutional Review Board (IRB) online CITI course for the protection of human subjects.

We have a number of faculty-led research teams, inclusive of those focused on issues of social justice, family school collaboration (Dr. Dave Shriberg), resilience to poverty-related stress, preparing school psychologists for faculty careers (Dr. Markeda Newell), high risk adolescent behaviors, academic assessment and intervention (Dr. Gina Coffee), training issues in school psychology and early childhood assessment and intervention (Dr. Lynne Golomb), homelessness and advocacy related to mental health issues (Dr. Martie Wynne), and issues of equity in discipline practices, alternatives to suspension and high risk adolescent behaviors (Dr. Pam Fenning). Additionally, our allied faculty in research methodology offer numerous research and training opportunities. For example, Drs. Therese Pigott and Meng-Jia Wu are noted scholars in meta-analysis and quantitative research. Dr. Leanne Kallemeyn is a scholar engaged in qualitative research methods and program evaluation. In addition, we are fortunate to have the expertise of fellow school psychologists employed in other capacities through the School of Education. Dr. Diane Morrison serves as the Director of the School of Education Center for School Evaluation and Intervention Training (CSEIT) and directs several grants with which our students have been associated. Dr. Michael Boyle is the assistant director of the Andrew M. Greeley Center for Catholic Education (GCCE), and has worked with a number of our students on applied implementation projects in the local Catholic schools. Dr. Rosario Pesce, a licensed clinical and school psychologist with many years of experience in urban high schools, will serve as your supervisor for the school-based practicum and advanced practicum. Please avail yourself of the opportunities to get immersed in your professional training and in preparing for a future of leadership in our state and national organizations. Dr. Dennis Simon, a licensed clinical and school psychologist, with many years of experience as a school psychologist and principal of a therapeutic day school, regularly teaches the advanced consultation course as well as counseling skills.

Active membership and participation in our student organization, the Loyola Association of School Psychology (LASP) is required of all students. LASP is a student organization of specialist and doctoral level school psychology students, with a focus on providing support throughout the program. LASP organizes a number of events throughout the academic year, including fundraising for charitable organizations (aligned with School Psychology Awareness Week), maintains a mentorship program in which first year students are assigned to students who are more advanced in the program, serves as a vehicle for communication issues and concerns to School Psychology faculty, and holds social events. More information about LASP is available at the following web site: https://www.facebook.com/LoyolaAssociationofSchoolPsychologists
ACADEMIC ADVISORS

You will be assigned an initial academic advisor when you enter the program. Your academic advisor is available to assist in scheduling and navigating the program requirements. It is always possible to change your academic advisor if you feel that another member of the faculty would be a more appropriate academic advisor for you. To make the change, put the request in writing and send copies to your current advisor, your new advisor, and the program director.

PROGRAM OF STUDIES

The doctoral (Ph.D.) program of studies is organized to facilitate and maximize both academic and clinical experiences. All students begin in the first year with an introductory professional orientation course, beginning research courses, pre-requisite courses that lead to a second year school-based practicum and engagement with the community through the completion of volunteer service learning hours. In the second year of the program, students complete two semesters of a structured school-based practicum, in which they spend two days a week in a school setting and complete structured activities tied to the practicum. In the third year of the program, students complete an advanced practicum course, more advanced research courses, and work on their dissertation proposals. Students apply for a calendar year-long doctoral internship through the Illinois School Psychology Internship Consortium (ISPIC), an APA-accredited doctoral internship consortium solely for applicants from school psychology doctoral programs, as well as other APPIC-approved sites across the country. Students are required to complete a calendar year internship under the direction of a licensed clinical psychologist and certified school psychologist. Student must meet program requirements prior to the internship application, which includes completion of a dissertation concept paper at the intern application stage and the successful completion of the dissertation proposal prior to accepting an internship. In addition, students must pass comprehensive exams prior to internship. The doctoral internship is completed in the fifth year of the program. Students take 33 graduate level courses (99 graduate semester hours), and complete a School Psychology Doctoral Program Culminating Portfolio (requirements can be found in Appendix H).

A maximum of 36 hours may be transferred from another college or university. A minimum of 63 hours of graduate level coursework for both the Ed. S. and doctoral program must be completed at Loyola University. There are two undergraduate prerequisite courses that must be completed with a grade of B or better prior to entering the program: (1) Introduction to Exceptional Children or Undergraduate Equivalent; (2) Tests and Measurements/Statistical Methods or Undergraduate Equivalent. The student transfer sheet can be found in Appendix A.

COURSE REQUIREMENTS

Biological Aspects of Behavior
- Biological Foundations of Behavior (CIEP 484)

Cognitive Aspects of Behavior
- Assessment of School-Aged Children and Adults (CIEP 480)
- Human Development: Cognition, Affective and Physical Basis of Behavior (CPSY 545)
Affective Aspects of Behavior
- Psychopathology and Introduction to School Based Mental Health (CIEP 413)
- Prevention, Assessment, and Intervention: Social-Emotional (CIEP 485)
- Prevention, Assessment, and Intervention: Advanced Clinical Skills (CIEP 544)
- Theories of Counseling and Psychotherapy (CPSY 423)
- Multicultural Counseling (CPSY 433)
- Cognitive Social Psychology (PSYC 462) or equivalent elective selected in conjunction with advisor

Social Aspects of Behavior
- Prevention, Assessment, and Intervention: Behavior (CIEP 482)
- Theories of Counseling and Psychotherapy (CPSY 423)
- Multicultural Counseling (CPSY 433)
- Leading for Social Justice (CIEP 525)
- Social Development (PSYC 473)

History and Systems of Psychology
- Ethics and Professional Issues in School Psychology (CIEP 462)
- Multiculturalism for Social Justice in Higher Education (ELPS 432)
- History and Systems of Psychology (PSYC 401)

Psychological Measurements
- Prevention, Assessment, and Intervention: Academic (CIEP 477)
- Assessment of School-Aged Children and Adults (CIEP 480)
- Data-Based Decision Making (CIEP 419)
- Psychological Measurement (RMTD 430)

Research Methodology
A candidate must complete a minimum of 15 total credits, including the required RMTD 420 and RMTD 421 and RMTD 430. Each candidate must complete two additional elective courses in research methodology, in conjunction with their academic advisor.

Research Methodology required courses:
- Qualitative Methods (RMTD 420)
- Quantitative Methods (RMTD 421)
- Psychological Measurement (RMTD 430)

Research Methodology Advanced Options:
Two additional research elective courses will be selected in addition to RMTD 420, RMTD 421 and RMTD 430; these courses will be selected in collaboration with your Academic Advisor/Dissertation Committee:
- Discourse Analysis and Documentary Research (RMTD 401)
- Survey Research (RMTD 403)
- Single Subject Research Design (RMTD 422)
- Case Study Research (RMTD 470)
- Introduction to Linear Modeling (RMTD 482)
- Multivariate Statistics (RMTD 483)
- Hierarchical Linear Modeling (RMTD 484/CPSY 491)
- Factor Analysis (RMTD 487/CPSY 435)
- Meta-Analysis (RMTD 488)
- Seminar in Mixed Methods Research (RMTD 590)

Techniques of Data Analysis
- Data-Based Decision Making (CIEP 519)

Individual Differences in Behavior
- Theories of Counseling and Psychotherapy (CPSY 423)
- Practicum in School Psychology I and II (CIEP 461/463)
- Prevention, Assessment, and Intervention: Behavior (CIEP 482)

**Human Development**
- Human Development: Cognition, Affective and Physical Basis of Behavior (CPSY 545)

**Dysfunctional Behavior or Psychopathology**
- Psychopathology and Introduction to School Based Mental Health (CIEP 413)
- Prevention, Assessment, and Intervention: Behavior (CIEP 482)

**Professional Standards and Ethics**
- Legal Issues: Educating Students with Disabilities (CIEP 410)
- Practicum in School Psychology I and II (CIEP 461/463)
- Advanced Systems Consultation and School Psychology Supervision (CIEP 545)
- Ethics and Professional Issues in School Psychology (CIEP 462)

**Theories and Methods of Assessment and Diagnosis**
- Assessment of School-Aged Children and Adults (CIEP 480)
- Prevention, Assessment, and Intervention: Early Childhood (CIEP 481)

**Theories and Methods of Affective Intervention**
- Prevention, Assessment, and Intervention: Behavior (CIEP 482)
- Prevention, Assessment, and Intervention: Social-Emotional (CIEP 485)
- Prevention, Assessment, and Intervention: Advanced Clinical Skills (CIEP 544)

**Theories and Methods of Consultation**
- School Based Consultation (CIEP 479)

**Theories and Methods of Supervision**
- Advanced Systems Consultation and School Psychology Supervision (CIEP 545)

**Theories and Methods of Evaluating the Efficacy of Interventions**
- Data-Based Decision Making (CIEP 519)

**Issues of Cultural and Individual Diversity that are relevant to all of the above**
- Multiculturalism for Social Justice in Higher Education (ELPS 432)
- Leading for Social Justice (CIEP 525)
- Multicultural Counseling (CPSY 433)
- Practicum in School Psychology I and II (CIEP 461/463)

**Practica**
- Practicum in School Psychology I (CIEP 461)
- Practicum in School Psychology II (CIEP 463)
- School Psychology Advanced Practicum (CIEP 546)

**Ph.D. Level Internship (9 total hours required - CIEP 586)**
The Doctoral level internship is a full calendar year internship, which requires the completion of a 2000 hour internship under the direction of a certified school psychologist and licensed psychologist. Six credits are taken during the regular academic year (3 credits in the fall and 3 in the spring), and three credits are taken in the summer (3 credits in the summer).
Training competencies in the evaluation, production, and dissemination of research from a social justice perspective (Aligned with APA Goal #3)

- Program Requirement of at Least One National Presentation
- Membership in at Least One National Professional Association
- Submission of One Article for Publication
- Active membership on a Research Team
- Volunteer university teaching experience either through one’s graduate assistantship or through a volunteer activity with a course instructor of their choosing (clerkship qualifies for those entering in the program prior to the fall of 2014)

Dispositions

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning. Students in school psychology training programs should know that the faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., student, collegial, professional, public, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to students, peers, faculty, allied professionals, the public and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on students, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to the process of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues). Thus, the professional school psychologist and researcher must have professional competencies and skills in our discipline. In addition, one must have strong dispositions to engage in applied ethical practice and research.

Every spring, the program faculty meets to conduct a performance assessment of all current doctoral students in school psychology. This assessment is based on multiple aspects of development and function inclusive of course-work, applied supervised clinical work, dispositions and an assessment of progress on personal goals for the academic year. The personal goals are linked to the APA goals and competencies and are entered into LiveText in the fall. Student dispositions are evaluated in each course and integrated
as part of the spring assessment. The evaluation form for assessing dispositions is located in Appendix F.

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

**Graduate School Research Tool Requirement**

The Graduate School requires that each doctoral candidate complete a research requirement. School Psychology Doctoral students successfully complete 15 graduate credits of research course work to fulfill this requirement, as follows:

RMTD 420 (Qualitative Research), RMTD 421 (Quantitative Research), and RMTD 430 (Psychological Measurement) as well as the two additional advanced elective research/statistics courses. Students are required to earn a grade of “B” or better in all five research courses to meet the research tool requirement. Once all research courses which satisfy the research tool are completed, students should generate a form on the graduate school online portal at Graduate School Online Portal. This form will then be approved by the graduate program director to satisfy the requirement.

**Proseminar**

During the second year of the program, students must enroll in the Proseminar (CIEP 533) during the fall and spring semesters. There is no charge for this course. Students meet monthly to discuss current topics in the field. *(Beginning with the fall 2014 entering cohort, the Proseminar will no longer be a program requirement).*
Clerkship/Teaching Experience

Typically, the Clerkship is completed during the third year of the program. Students must enroll in research or clinical Clerkship (CIEP 547). There is no charge for the course. During the Clerkship year, students are required to complete 10 hours a week for a total of 300 hours (150 hours per semester) in a clinical, teaching or research setting selected in conjunction with the student and the academic advisor. The candidate may complete the clerkship by being a teaching assistant in one or more courses. Graduate Assistants in the School Psychology program may not use their graduate assistantship to fulfill the Clerkship requirement. The Clerkship must be completed after the successful completion of at least 24 Loyola University credit hours. Forms and procedures regarding the Clerkship/Teaching Experience can be found in the Appendix E.

Beginning with the fall 2014 entering cohort, the clerkship will no longer be required. However, students will be required to gain teaching experience either through a structured graduate assistantship or seek volunteer opportunities in which they will gain experience in teaching through volunteering in the classroom with a faculty member of their choosing. A form must be completed

Candidacy Examinations/Portfolio

Major portfolio. All students will complete a School Psychology Doctoral Program Culminating Portfolio (requirements can be found in Appendix H) during the year prior to internship, which includes one documented national presentation as well as all other required portfolio assignments. Portfolios are submitted electronically in LiveText. The first components, which are nonclinical in nature, are submitted by October 1st, while the second components are submitted by February 1st in the academic year in which the portfolio is completed.

Minor portfolio requirements. In addition to the major portfolio, there are two additional minor areas required to successfully complete comprehensive examination. The first requirement is documentation that an article has been submitted for publication and the second requirement is successful completion of the methodology chapter of the dissertation. The minor requirements must be met prior to accepting an internship.

Once the major and minor portfolio requirements are met, students should generate a form on the graduate school online portal at Graduate School Online Portal, which is subsequently approved by the graduate program director. The comprehensive examinations must be successfully passed prior to students receiving approval to go on internship.

Presentation and Approval of Dissertation Concept Paper and Proposal

Prior to applying for an internship, a dissertation chair is identified, a dissertation committee is formed, and an initial concept paper is written. A concept paper is a 5-7 page double-spaced paper outlining the initial research idea. An example can be found at dissertationrecipes.com and other online and text sources. This concept paper must be completed and approved by your dissertation chair and committee before you apply for an internship. Following the development of a concept paper, the dissertation proposal is written. The dissertation proposal must be successfully defended before accepting an internship. Once the committee approves the proposal, it is submitted to the graduate school. If human subjects are used, an Institutional Review Board (IRB) proposal must be submitted and approved by the IRB before any data can be collected. The IRB website is: Institutional Review Board. The IRB approval
letter, an abstract of the dissertation proposal, and the dissertation committee approval form must be submitted to the graduate school. These forms can be found at: Graduate School Forms.

After written approval of the proposal, the candidate executes the research project, writes the final chapters and presents a defense of that research, which is known as the final oral examination. As with other requirements, the dissertation defense form is generated through the graduate school online portal. At the time of the final defense, a dissertation ballot signed by all committee members must be forwarded to the graduate program director, and it is then uploaded to the graduate school portal. The final approved dissertation must be submitted and approved by the graduate school for this requirement to be met. In addition, a cover sheet documenting that the final copies of the dissertation are approved by the chair must be submitted to the graduate school along with the final copies. More detailed information about the dissertation process is outlined below under the section “Dissertation.”

COURSE SEQUENCE

Students must precisely follow the sequence of courses listed below. A carefully monitored system of prerequisites ensures the integrity of a planned set of experiences. (See Appendix I for Comprehensive Exam Sequence)
### School Psychology Ph.D. Program - Sequence of Courses (Fall 2010 Entry)

<table>
<thead>
<tr>
<th>PREREQUISITIES TO PROGRAM ENTRY</th>
<th>RESEARCH METHODOLOGY – REQUIRED COURSES RMTD 420 and RMTD 421</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete three additional research courses in conjunction with academic advisor:</td>
</tr>
<tr>
<td></td>
<td>RMTD 420 &amp; 421</td>
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<tr>
<td></td>
<td>Research Methodology Elective 1: RMTD _____</td>
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<td>Research Methodology Elective 2: RMTD _____</td>
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<td>Research Methodology Elective 3: RMTD _____</td>
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</tbody>
</table>

**OTHER REQUIREMENTS**

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<tbody>
<tr>
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<tr>
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<tr>
<td>Research Methodology Elective 1: RMTD _____</td>
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<td>Research Methodology Elective 2: RMTD _____</td>
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<tr>
<td>Research Methodology Elective 3: RMTD _____</td>
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</tbody>
</table>

**ALL CORE SCHOOL PSYCHOLOGY COURSES must be passed with a grade of B or better.**

### Prerequisites for School Psychology Practicum I & II:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CIEP 410 Legal Issues: Educating Students with Disabilities</td>
<td></td>
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<tr>
<td>CIEP 462 Seminar in Professional School Psychology</td>
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<tr>
<td>CIEP 466 Data-Based Decision Making</td>
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<tr>
<td>CIEP 477 Academic Assessment and Interventions</td>
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<td>CIEP 480 Assessment of School-Aged Children and Adults</td>
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<td>CIEP 482 Personality Assessment</td>
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<tr>
<td>CPSY 423 Theories of Counseling and Psychotherapy</td>
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<tr>
<td>75 hour Service Learning Project (Students entered 2010 or later as part of ELSP 432)</td>
<td></td>
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</tbody>
</table>

**CIEP 461/463 must be taken concurrently with CIEP 485 and CIEP 479**

### Prerequisites for School Psychology Advanced Practicum:

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<tr>
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</thead>
<tbody>
<tr>
<td>CIEP 461 Practicum in School Psychology I</td>
<td></td>
</tr>
<tr>
<td>CIEP 463 Practicum in School Psychology II</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS HAVE 6 YEARS TO COMPLETE THE DOCTORAL PROGRAM**
### Minor Area of Concentration (2 courses in one of the following):
- Research Methodology
- Curriculum and Instruction
- Mental Health in the Schools
- Educational Leadership

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer First Session</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
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<td>Illinois School Psych Content Area Exam</td>
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<td><strong>Fall</strong></td>
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</tbody>
</table>

*Minor Area of Concentration (2 courses in one of the following):*  
- Research Methodology  
- Curriculum and Instruction  
- Mental Health in the Schools  
- Educational Leadership
### PREREQUISITIES TO PROGRAM ENTRY

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course(s) Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test and Measurements/Statistical Methods or undergraduate equivalent</td>
<td>RMTD 420 &amp; 421</td>
</tr>
<tr>
<td>Personality Theory or undergraduate equivalent</td>
<td></td>
</tr>
<tr>
<td>Introduction to Exceptional Children or undergraduate equivalent</td>
<td></td>
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<tr>
<td>Educational Psychology or undergraduate equivalent</td>
<td></td>
</tr>
</tbody>
</table>

### RESEARCH METHODOLOGY – REQUIRED COURSES RMTD 420 and RMTD 421

- Complete three additional research courses in conjunction with academic advisor:
  - Research Methodology Elective 1: RMTD _____
  - Research Methodology Elective 2: RMTD _____
  - Research Methodology Elective 3: RMTD _____

### OTHER REQUIREMENTS

- Illinois Test of Basic Skills Exam
- NSCP PRAXIS Exam I
- Submit M.Ed. Portfolio by April 1st of First Academic Year
- Apply for APPIC Internship (by November)
- Apply for M.Ed. by December 1st of First Academic Year (awarded in August)
- Submit/Defend Dissertation Proposal prior Internship

- **ALL CORE SCHOOL PSYCHOLOGY COURSES** must be passed with a grade of B or better.

### Prerequisites for School Psychology Practicum I & II:

- CIEP 410 Legal Issues: Educating Students with Disabilities
- CIEP 462 Seminar in Professional School Psychology
- CIEP 466 Data-Based Decision Making
- CIEP 477 Academic Assessment and Interventions

*CIEP 461/463 must be taken concurrently with CIEP 485 and CIEP 479

### Prerequisites for School Psychology Advanced Practicum:

- CIEP 461 Practicum in School Psychology I
- CIEP 463 Practicum in School Psychology II

### STUDENTS HAVE 6 YEARS TO COMPLETE THE DOCTORAL PROGRAM
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer First Session</strong></td>
<td><strong>Summer Second Session</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>(6 credits total for semester)</td>
<td>(6 credits total for semester)</td>
<td>Prevention, Assessment, and Intervention: Social-Emotional (CIEP 485)</td>
<td>Prevention, Assessment, &amp; Intervention: Advanced Skills (CIEP 544)</td>
</tr>
<tr>
<td><strong>Illinois School Psych Content Area Exam</strong></td>
<td><strong>NCSP PRAXISEXAM I</strong></td>
<td>Multicultural Counseling (CPSY 433)</td>
<td>Research Methods Elective #1 (RMTD 454)</td>
</tr>
<tr>
<td><strong>Apply for M.Ed. Portfolio and Graduation</strong></td>
<td><strong>Illinois Test of Basic Skills Exam</strong></td>
<td>Proseminar (CIEP 533) – NON CREDIT</td>
<td>Proseminar (CIEP 533) – NON CREDIT</td>
</tr>
<tr>
<td><strong>M.Ed. Portfolio Due April 1</strong></td>
<td><strong>Apply for APPIC Internship by November 1</strong></td>
<td><strong>Apply for and Pass First Component of Major Portfolio</strong></td>
<td><strong>Submit/Defend Dissertation Proposal</strong></td>
</tr>
<tr>
<td>(15 credits total for semester)</td>
<td>(12 credits total for semester)</td>
<td>(12 credits total for semester)</td>
<td>(9 credits total for semester)</td>
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</tbody>
</table>

Minor Area of Concentration (2 courses in one of the following): ☐ research methodology ☐ curriculum and instruction ☐ mental health in the schools ☐ educational leadership

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Minor Area of Concentration (2 courses in one of the following): ☐ research methodology ☐ curriculum and instruction ☐ mental health in the schools ☐ educational leadership
### School Psychology Ph.D. Program - Sequence of Courses (Fall 2012 Entry)

<table>
<thead>
<tr>
<th>PREREQUISITIES TO PROGRAM ENTRY</th>
<th>RESEARCH METHODOLOGY – REQUIRED COURSES RMTD 420 and RMTD 421</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Test and Measurements/Statistical Methods or undergraduate equivalent</td>
<td>□ RMTD 420 &amp; 421 &amp; 430</td>
</tr>
<tr>
<td>□ Personality Theory or undergraduate equivalent</td>
<td>□ Research Methodology Elective 1: RMTD _____</td>
</tr>
<tr>
<td>□ Introduction to Exceptional Children or undergraduate equivalent</td>
<td>□ Research Methodology Elective 2: RMTD _____</td>
</tr>
<tr>
<td>□ Educational Psychology or undergraduate equivalent</td>
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</tbody>
</table>

**OTHER REQUIREMENTS**

<table>
<thead>
<tr>
<th></th>
<th>NSCP PRAXIS Exam I</th>
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</thead>
<tbody>
<tr>
<td>□ Illinois Test of Basic Skills Exam</td>
<td></td>
</tr>
<tr>
<td>□ Submit M.Ed. Portfolio by April 1st of First Academic Year</td>
<td>Apply for APPIC Internship (by November)</td>
</tr>
<tr>
<td>□ Apply for M.Ed. by December 1st of First Academic Year</td>
<td>Submit/Defend Dissertation Proposal prior to Internship</td>
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<tr>
<td>□ ALL CORE SCHOOL PSYCHOLOGY COURSES must be passed with a grade of B or better.</td>
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</table>

**Prerequisites for School Psychology Practicum I & II:**

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<tbody>
<tr>
<td>□ CIEP 410 Legal Issues: Educating Students with Disabilities</td>
<td>□ CIEP 480 Assessment of School-Aged Children and Adults</td>
</tr>
<tr>
<td>□ CIEP 462 Seminar in Professional School Psychology</td>
<td>□ CIEP 482 Prevention, Assessment, and Intervention: Behavior (Previously: Personality Assessment)</td>
</tr>
<tr>
<td>□ CIEP 466 Data-Based Decision Making</td>
<td>□ CPSY 423 Theories of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>□ CIEP 477 Academic Assessment and Interventions</td>
<td>□ 75 hour Service Learning Project (Students entered 2010 or later as part of ELSP 432)</td>
</tr>
<tr>
<td>□ Disposition evaluation acceptable</td>
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</tbody>
</table>

*CIEP 461/463 must be taken concurrently with CIEP 485 and CIEP 479*

**Prerequisites for School Psychology Advanced Practicum:**

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<tbody>
<tr>
<td>□ CIEP 461 Practicum in School Psychology I</td>
<td>□ CIEP 463 Practicum in School Psychology II</td>
</tr>
<tr>
<td>□ Disposition evaluation acceptable</td>
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</table>

**STUDENTS HAVE 6 YEARS TO COMPLETE THE DOCTORAL PROGRAM**
<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>Summer First Session</strong></td>
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<td><strong>Year 3</strong></td>
<td><strong>Year 4</strong></td>
</tr>
<tr>
<td></td>
<td>Assessment of Infants and Preschool Children (CIEP 481)</td>
<td>Illinois School Psychology Content Area Exam</td>
<td>Work on Dissertation</td>
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<td>Life Span Development and Cognition (CIEP 500)</td>
<td>NCSP PRAXISEXAM I</td>
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<td></td>
<td>(6 credits total for semester)</td>
<td>History and Systems of Psychology (PSYC 401)</td>
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<td>(3 credits total for semester)</td>
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<tr>
<td><strong>Summer Second Session</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td></td>
<td>Data-Based Decision Making (CIEP 466 to become CIEP 419)</td>
<td>Practicum in School Psychology I (CIEP 461)</td>
<td>Work on Dissertation</td>
</tr>
<tr>
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<td>Academic Assessments and Interventions (CIEP 477)</td>
<td>Prevention, Assessment and Intervention: Social-Emotional (CIEP 485)</td>
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<td></td>
<td>Multiculturalism for Social Justice in Higher Education (ELPS 432)</td>
<td>Multicultural Counseling (CPSY 433)</td>
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<td></td>
<td>Qualitative Methods (RMTD 420)</td>
<td>Proseminar (CIEP 533) – NON CREDIT</td>
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<tr>
<td></td>
<td><strong>ILLINOIS TEST OF BASIC SKILLS EXAM</strong></td>
<td><strong>APPLY FOR M.Ed. PORTFOLIO AND GRADUATION</strong></td>
<td><strong>APPLY FOR APPIC INTERNSHIP BY NOVEMBER 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>APPLY FOR M.Ed. PORTFOLIO AND GRADUATION</strong></td>
<td>(15 credits total for semester)</td>
<td><strong>APPLY FOR AND PASS FIRST COMPONENT OF MAJOR PORTFOLIO (OCT. 1)</strong></td>
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<tr>
<td></td>
<td>(12 credits total for semester)</td>
<td>(12 credits total for semester)</td>
<td>(12 credits total for semester)</td>
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<td>(12 credits total for semester)</td>
<td>(3 credits total for semester)</td>
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<td><strong>Spring</strong></td>
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<tr>
<td></td>
<td>Practicum in School Psychology II (CIEP 463)</td>
<td>School Psychology Advanced Practicum (CIEP 546) (0 credits)</td>
<td>Internship in School Psychology for Ph.D. Students (CIEP 586)</td>
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<td>School Based Consultation (CIEP 479)</td>
<td>Research Methods Elective #2 (RMTD 421)</td>
<td><strong>CIEP 586 continued into summer for 3 additional credits (total of 9 for internship)</strong></td>
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<td>Research Methods Elective #1 (RMTD 421)</td>
<td>Elective (3 credits)</td>
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<td>Proseminar (CIEP 533) – NON CREDIT</td>
<td>Clerkship (CIEP 547) – NON CREDIT</td>
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<td>M.ED. PORTFOLIO DUE APRIL 1</td>
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<td>(15 credits total for semester)</td>
<td>(12 credits total for semester)</td>
<td><strong>SUBMIT/DEFEND DISSERTATION PROPOSAL (9 credits total for semester)</strong></td>
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<td>(12 credits total for semester)</td>
<td>(9 credits total for semester)</td>
<td>(3 credits total for spring semester and 3 credits for summer session during internship year)</td>
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### School Psychology Ph.D. Program - Sequence of Courses (Fall 2013 Entry)

<table>
<thead>
<tr>
<th>PREREQUISITIES TO PROGRAM ENTRY</th>
<th>RESEARCH METHODOLOGY – REQUIRED COURSES RMTD 420 and RMTD 421</th>
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</thead>
<tbody>
<tr>
<td>☐ Test and Measurements/Statistical Methods or undergraduate equivalent</td>
<td>☐ RMTD 420 &amp; RMTD 421 &amp; RMTD 430</td>
</tr>
<tr>
<td>☐ Introduction to Exceptional Children or undergraduate equivalent</td>
<td>☐ Research Methodology Elective 1: RMTD _____</td>
</tr>
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</table>

Complete three additional research courses in conjunction with academic advisor:

- Research Methodology Elective 2: RMTD _____

<table>
<thead>
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<th>OTHER REQUIREMENTS</th>
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<tbody>
<tr>
<td>☐ ILTS Test of Academic Proficiency (TAP) or ACT/SAT Equivalent</td>
<td>☐ NSCP PRAXIS Exam I</td>
</tr>
<tr>
<td>☐ Submit M.Ed. Portfolio by April 1st of First Academic Year</td>
<td>☐ Apply for APPIC Internship (by November)</td>
</tr>
<tr>
<td>☐ Apply for M.Ed. by December 1st of First Academic Year (awarded in August)</td>
<td>☐ Submit/Defend Dissertation Proposal prior to Internship</td>
</tr>
</tbody>
</table>

☐ ALL CORE SCHOOL PSYCHOLOGY COURSES must be passed with a grade of B or better.

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**Prerequisites for School Psychology Practicum I & II:**

| ☐ CIEP 410 Legal Issues: Educating Students with Disabilities | ☐ CIEP 480 Assessment of School-Aged Children and Adults |
| ☐ CIEP 462 Ethics and Professional Issues in School Psychology | ☐ CIEP 482 Prevention, Assessment, and Intervention: Behavior |
| ☐ CIEP 419 Data Based Decision Making | ☐ CPSY 423 Theories of Counseling and Psychotherapy |
| ☐ CIEP 477 Prevention, Assessment and Interventions: Academic | ☐ 75 hour Service Learning Project |

*Disposition evaluation acceptable*

*CIEP 461/463 must be taken concurrently with CIEP 485 and CIEP 479*

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**Prerequisites for School Psychology Advanced Practicum:**

| ☐ CIEP 461 Practicum in School Psychology I | ☐ CIEP 463 Practicum in School Psychology II |
| ☐ Disposition evaluation acceptable |  |

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**STUDENTS HAVE 6 YEARS TO COMPLETE THE DOCTORAL PROGRAM**

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<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer First Session</strong></td>
<td>Prevention, Assessment and Intervention: Early Childhood (CIEP 481)</td>
<td>Illinois School Psychology Content Area Exam (CPSY 454)</td>
<td>Work on Dissertation</td>
<td>Work on Dissertation</td>
<td>Work on Dissertation</td>
</tr>
<tr>
<td></td>
<td>Human Development: Cognition, Affective and Physical basis of behavior (CPSY 454)</td>
<td>History and Systems of Psychology (PSYC 401)</td>
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<td>(3 credits total for semester)</td>
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<tr>
<td><strong>Summer Second Session</strong></td>
<td>Psychopathology and Introduction to School Based Mental Health (CIEP 413)</td>
<td>Biological Foundations (CIEP 484)</td>
<td>Work on Dissertation</td>
<td>Work on Dissertation</td>
<td>Work on Dissertation</td>
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<td>(3 credits total for semester)</td>
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### School Psychology Ph.D. Program - Sequence of Courses (Fall 2014 Entry)

**PREREQUISITIES TO PROGRAM ENTRY**

- Test and Measurements/Statistical Methods or undergraduate equivalent
- Introduction to Exceptional Children or undergraduate equivalent

**RESEARCH METHODOLOGY – REQUIRED COURSES RMTD 420 and RMTD 421)**

- Complete three additional research courses in conjunction with academic advisor:
  - RMTD 420 & RMTD 421 & RMTD 430
  - Research Methodology Elective 1: RMTD _____
  - Research Methodology Elective 2: RMTD _____

**OTHER REQUIREMENTS**

- ILTS Test of Academic Proficiency (TAP) or ACT/SAT Equivalent
- Submit M.Ed. Portfolio by April 1st of First Academic Year
- Apply for M.Ed. by December 1st of First Academic Year (awarded in August)

- Submit/Defend Dissertation Proposal prior to Internship
- All Core School Psychology Courses must be passed with a grade of B or better.

**Prerequisites for School Psychology Practicum I & II:**

- CIEP 410 Legal Issues: Educating Students with Disabilities
- CIEP 419 Data Based Decision Making
- CIEP 421/463 must be taken concurrently with CIEP 485 and CIEP 479
- Disposition evaluation acceptable

**Prerequisites for School Psychology Advanced Practicum:**

- CIEP 461 Practicum in School Psychology I
- CIEP 463 Practicum in School Psychology II
- Disposition evaluation acceptable

**STUDENTS HAVE 6 YEARS TO COMPLETE THE DOCTORAL PROGRAM**
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<td>☐ Legal Issues: Educating Students with Disabilities (CIEP 410)</td>
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<td>☐ Theories of Counseling and Psychotherapy (CPSY 423) (School Psychology Section)</td>
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| ☐ Practicum in School Psychology II (CIEP 463) |
| ☐ School Based Consultation (CIEP 479) |
| ☐ Prevention, Assessment, & Intervention: Advanced Skills (CIEP 544) |
| ☐ Research Methods Elective #1 (RMTD ___) |
| ☐ Research Methods Elective #2 (RMTD ___) |
| ☐ Social development (PSYC 473) |
| ☐ Elective (3 credits) |

| ☐ Submit/Defend Dissertation Proposal (9 credits total for semester) |
| ☐ SUBMIT/DEFEND DISSERTATION PROPOSAL |

| ☐ School Psychology Advanced Practicum (CIEP 546) (0 credits) |

| ☐ Internship in School Psychology for Ph.D. Students (CIEP 586) |
| ☐ CIEP 586 continued into summer for 3 additional credits (total of 9 for internship) |
| ☐ Work on Dissertation |
| ☐ PASS CONTENT AREA STATE EXAM IN SCHOOL PSYCHOLOGY |

| ☐ 3 credits for spring semester and 3 credits for summer session following spring semester |

| ☐ Internship in School Psychology for Ph.D. Students (CIEP 586) |
| ☐ Work on Dissertation |
| ☐ PASS CONTENT AREA STATE EXAM IN SCHOOL PSYCHOLOGY |

| ☐ 3 credits for spring semester and 3 credits for summer session following spring semester |
**SCHOOL PSYCHOLOGY CERTIFICATION**

With respect to certification in Illinois to practice as a school psychologist, formal recommendation (i.e., completion of ISBE Form 73-03) for school psychology endorsement is mailed to the Illinois State Board of Education (ISBE) after all coursework, practica, internship, and written comprehensive/portfolio examinations have been successfully completed. In addition, the candidate must sit for and pass the ICTS Test of Academic Proficiency prior to entering the program (ACT scores maybe qualify for “Basic Skills” if recent enough and score qualifies) as well as the Illinois School Psychology Content Area Exam and the NCSP PRAXIS Exam prior to beginning internship before final state school psychology certification is granted.

**FIELD PLACEMENTS**

During the course of study at Loyola University the candidate is required to complete supervised field placement hours prior to the 2000-hour doctoral internship. Seventy-five hours are completed in the first year as part of the social justice service learning requirement that is embedded in ELPS 432 (Multiculturalism for Social Justice in Higher Education). In addition, during the first year of the program, students complete a number of applied activities that are part of courses, including curriculum-based benchmarking experience in CIEP 419 (Data-based Decision-Making), implementation and/or monitoring of a problem-solving academic intervention in CIEP 477 (Prevention: Assessment and Intervention: Academic), and completion of a functional behavioral assessment in CIEP 482 (Prevention, Assessment and Intervention: Behavior). An additional 600 hours are completed during the second year in Practicum I and Practicum II, 400 hours are completed in the advanced practicum during the third or fourth year, depending on program entry year. Many students elect to do a second advanced practicum. It is the doctoral candidate’s responsibility to keep track of these hours. The program recommends MyPsychTrack as the preferred program for logging and monitoring clinical hours. The doctoral candidate will also want to keep track of other field experiences that are required in class work and are not required field placements. Maintaining this information is important for the candidate during the APPIC Internship application process and in documentation for licensure.

**SCHOOL-BASED SERVICE LEARNING PROJECT**

Students must complete 75 hours of service in an approved school setting or community agency prior to the completion of the M.Ed. Portfolio. Service Learning documents can be located in Appendix C. The goal of these hours is to support students in understanding the school and community context in which they will serve as school psychologists. In addition, these hours will serve to encourage students to consider ways in which they will carry out the social justice mission of Loyola University and The School of Education as they become professional school psychologists.

Please complete your hours at one of the sites listed in the service-learning packet you will receive in ELPS 432. The hours must be verified by certified school or community agency staff.

Students must successfully complete a criminal background check (including finger-printing) prior to serving in any school setting. The 75 hours must be completed by April 1st when the M.Ed. Portfolio is submitted for grading for those earning a master’s degree at Loyola University Chicago. These 75 hours are also a prerequisite for beginning the Practicum in the second year of the program.
PRACTICUM IN SCHOOL PSYCHOLOGY I & II

There are two School Psychology Practicum courses that must be taken in sequence. The School Psychology Practicum in School Psychology I course (CIEP 461) is taken during the first semester of the second year of study. The Practicum in School Psychology II course (CIEP 463) is taken during the second semester of the second year of study. The following courses must be completed before pursuing the Practicum in School Psychology I course (CIEP 461): CIEP 410, CIEP 462, CIEP 419, CIEP 477, CIEP 480, CIEP 482, CPSY 423, and the 75-service learning hours from ELPS 432. Students must also have a Master’s degree in an area of psychology in order to obtain final approval for the Practicum. Students must receive a grade of B or better in their core school psychology courses (CIEP 410, 462, 519, 477, 480, 482, CPSY 423, and ELPS 432) before enrolling in the school psychology practicum courses. The Service Learning Project is also a prerequisite for the practicum.

Students are assigned to practicum sites that have been established in cooperation with the program faculty. These sites have been carefully selected because of the diversity of school psychology roles available to the candidate and because of the strong set of professional experiences and skills of the site-based school psychologist supervisor. If a candidate wishes to pursue a practicum experience in a specific setting that has not been pre-approved by the program faculty, the practicum instructor must be contacted before February 1 to apply for a special request site review by one of the core school psychology faculty. Students should not contact any field practicum supervisors on their own before contacting either the program director or the university-based practicum supervisor. Student preferences for assignment location and days will be honored if possible.

Each candidate will be assigned to a second year school-based practicum site (CIEP 461/CIEP 463) for two full school days per week. In addition, attendance at a number of specified classes held on campus is required. Additional time to discuss selected topics will be set aside each week for consultation with the practicum course instructor and/or peers. In conjunction with the field placement, each candidate must also prepare a portfolio that is designed to demonstrate the competencies gained during the practicum. The portfolio provides documentation of practicum experiences and other assignments, a number of which are ultimately used as part of the Doctoral School Psychology Culminating Portfolio, inclusive of a counseling case (aligned with APA competency 2B), and a traditional case study evaluation (aligned with APA competency 2A). During the school-based practicum, (CIEP 461 and CIEP 463) students also complete a number of assignments at the practicum site, which are tied to additional courses taking during the second year. For example, students complete a counseling case at their practicum site, which is an assignment connected with CIEP 544 (Prevention, Assessment and Intervention: Advanced Clinical Skills), and two consultation case reports; the Consultation Individual Problem Solving Case Report (APA competency 2B) and the Consultation Classwide Problem Solving Case Report (APA Competency 2B) as part of the course requirements for CIEP 479 (School-Based Consultation).

University based supervision is provided by a licensed clinical psychologist and certified school psychologist.

The following overarching goals are part of the school psychology practicum:

1. Students will be exposed to school settings and/or cooperatives in an effort to give them an opportunity to observe school psychologists, to gather information about school systems, and to understand the interrelationships between the schools and the professional practice of school psychology. Activities include direct observations, conducting traditional and problem-solving assessments and interventions, implementing individual and group counseling, completing functional analysis of behavior and interventions, assisting with universal screening, attending
MDC meetings, etc. There are approximately twenty assignments that students are required to complete.

2. Students will complete two school-based consultation cases from beginning to end within the practicum site as part of CIEP 479 (School-Based Consultation). The consultation cases should involve consultation with the teacher and indirect service delivery focused on implementation of a classwide and individual intervention. Baseline data are collected, followed by an intervention that is monitoring across five or more weeks.

SCHOOL PSYCHOLOGY DOCTORAL CLERKSHIP OR TEACHING EXPERIENCE

The purpose of the clerkship course is to provide Students with an opportunity to receive advanced clinical, research, and/or teaching supervision. The clerkship will allow the candidate to gain on-site clinical, research, and/or teaching experience through the acquisition of on-site training in an advanced area of functioning. The clerkship is non-credit and non-tuition bearing. This experience (10 hours per week for a total of 150 logged hours each semester) is a requirement in the school psychology Ph.D. program of study. The clerkship is an important training component of the scientist-practitioner model endorsed by the American Psychological Association (APA) and the American Educational Research Association (AERA). Students utilize the clerkship as an advanced training experience. The clerkship experience is noted on the candidate's transcript. The candidate can receive monetary payment. The clerkship experience may occur at Loyola University or within another setting; however, the School Psychology Program Assistants may NOT use their assistantships in place of the clerkship. Clerkship documents (including hour log) can be located in Appendix G.

Starting with the fall 2014 cohort, a formal clerkship will no longer be required. However, students will be required to document experience with teaching at the university level, either through a paid teaching assistantship, or through a volunteer activity organized in conjunction with one’s academic advisor if a teaching assistantship opportunity was not part of an assistantship. Minimally, the university teaching experience will involve observing university instruction in a specific course and participating in the development and delivery of three course lectures/sessions.

Procedures for Obtaining a Clerkship (those entering the program prior to the fall of 2004)

The candidate chooses a clerkship experience in collaboration with their academic advisor and program director that is consistent with his/her minor area of interest. The candidate and his/her academic advisor, provides formal written approval for the clerkship experience. The clerkship approval form is then signed by the on-site Clerkship Supervisor, and filed with the university based faculty member assigned to the clerkship.

Clerkship Objectives

1. The candidate will gain advanced clinical, research, and/or teaching experience in a topic of his/her choosing.
2. The candidate will have an applied experience in the field that will provide focus to his/her future clinical and/or academic short-term and long-term goals.
3. The candidate will have opportunities to interact with experts within the candidate's discipline who will serve as mentors and future colleagues.
4. The candidate will use his/her knowledge and clinical skills to ground their efforts to develop additional levels of clinical, research, and/or teaching expertise.

**Evaluation**

1. The on-site supervisor completes a written evaluation of the candidate. The evaluation focuses on the goals set by the candidate at the beginning of the semester and is consistent with the clerkship objectives specified above.
2. The candidate must receive a satisfactory written evaluation from the on-site supervisor and complete all required components of the clerkship for successful completion of the course. The written evaluation is given to the university-based faculty member assigned to the Clerkship.

**Supervision/Selection of Site**

The candidate is responsible for finding his/her site, and the supervision comes from the field-based supervisor. For example, if a candidate does a research clerkship, then the supervision comes from the researcher who agrees to supervise the candidate.

The candidate is responsible for completing a site verification form that is reviewed and approved by the academic advisor. The candidate is also responsible for logging all hours completed. A university faculty member verifies the hours, and assigns a grade (pass/fail). If questions about the grade arise, then the site supervisor, candidate advisor, and university faculty member assigned to the clerkship make the final determination of the grade through consensus.

**SCHOOL PSYCHOLOGY ADVANCED PRACTICUM**

The School Psychology Advanced Practicum is a two day a week commitment equaling 56 days in two semesters for a minimum of 400 clinical hours. Onsite supervision is provided by a certified school psychologist or licensed psychologist, with a minimum average of two hours per month of supervision. University supervision is provided by the School Psychology Advanced Practicum class instructor/supervisor who is a licensed psychologist and certified school psychologist. It is the candidate’s responsibility to find his/her Advanced Practicum site, but the program faculty and clinical coordinator will assist with this process.

Once at the site, the candidate will finalize the proposed School Psychology Advanced Practicum Plan with input from the site supervisor and university supervisor, including:
- relevant readings selected by the candidate and approved by the site supervisor and university supervisor;
- operationally defined specific activities/projects to be accomplished;
- an evaluation form for the supervisor to complete evaluating the candidate (the candidate designs this form)

The final plan will be due within the first month of the practicum.
COMPREHENSIVE EXAMINATIONS

Each candidate in the doctoral school psychology program at Loyola University is required to prepare a performance-based major culminating portfolio prior to beginning the internship. Students must contact the training director by August 15th in the year in which the portfolio will be completed. The training director will review the credentials of the student and once approved will notify the program coordinator of those eligible so tracking of submission and outcome can occur.

Ph.D. in School Psychology Major Comprehensive Portfolio Examination

The Ph.D. major school psychology portfolio is due in two phases. Each student in the school psychology program at Loyola University is required to prepare a performance-based major culminating portfolio, which is submitted electronically through Live Text. When students are ready to complete the major comprehensive portfolio, they must notify the program director of their intention by July 1st in the academic year in which the Major Comprehensive Portfolio Examination will be submitted. Students will then be enrolled in a “non-credit” portfolio course during the fall and spring semesters in which the portfolio components will be submitted via Live Text. All students must show that they meet the standards of the program by completing each component of their respective portfolio. Each portfolio component must be completed independently, with individual products. The candidate must “meet all minimum standards” in each component in order to pass the comprehensive portfolio exam.

The first phase (the nonclinical components) is due on October 1st and the second phase (the clinical components) is due on February 1st of the year prior to internship. Please see the portfolio rubric in Appendix J for a description of the specific components that are due. The candidate will submit each component of the portfolio online through a Live Text account organized through enrollment in the noncredit portfolio course. If October 1st or February 1st falls on a Saturday, Sunday national holiday, or school holiday, then the Friday before each deadline are the Portfolio due dates. The program coordinator will assign a number to the portfolio so there should be no identifying information within the documents. The portfolios will be randomly assigned to the school psychology faculty. Any technical difficulties may result in the component being returned or failed.

Information about whether the candidate has passed the nonclinical components (those due on October 1st) will be provided by November 1st. If the candidate did not pass, a corrected portfolio must be returned to the program coordinator by December 1st for re-grading.

If the candidate does not pass a component of the portfolio, it is the candidate’s responsibility to make an appointment with the training director to discuss the portfolio process. The portfolio will be returned to the candidate with copies of the scored rubrics. The candidate will be given the opportunity to satisfy the portfolio requirement a second and final time.

For the second phase (the clinical components), students will electronically submit this portion of the portfolio by February 1st. Students will receive information as to whether they passed by March 15th. If March 15th falls on a Saturday or Sunday, then the students will be informed of their status by the Monday after March 15th. If the student fails, a revised portfolio, completely reprinted, with no comments from the first reader, must be submitted to the program coordinator for review by April 15th in order to determine whether this academic requirement is met in partial fulfillment of requirements for the Ph.D. degree in School Psychology. If April 15th falls on a Saturday, Sunday, national holiday or school holiday then the portfolio must be submitted the Friday before April 15th.
The complete portfolio will then be read by a second “blind” reader. The candidate will be informed of whether they passed the portfolio by May 15th. If May 15th falls on a Saturday, Sunday, national holiday, or school holiday, then the candidate will be informed of their status by the Monday after May 15th. If otherwise qualified, the candidate may walk in the graduation ceremony; however the decision as to whether the candidate graduates is dependent upon passing the culminating portfolio graduation requirement. If the candidate fails ANY component of the portfolio during the second reading, then the candidate will not be approved for graduation. If the candidate chooses, he/she will be given an opportunity for remediation during the following Fall semester and, if the portfolio is passed, will be able to graduate at the end of the Fall semester if all other graduation requirements are met.

Remediation will necessitate the candidate enrolling in an independent study for 1 credit hour during the Fall semester. The candidate will have to find a faculty member to work with them on the remediation of the portfolio. The candidate will also have to find a site to complete the portfolio clinical components.

**Minor Comprehensive Requirements**

As part of the minor comprehensive requirements, students must produce a scholarly manuscript and document that they have submitted to a journal. Finally, students must submit chapter 3 (methodology) of their dissertation for final approval that the minor comprehensive requirements have been met. The minor comprehensive requirements must be met prior to students accepting a doctoral internship. The scholarly manuscript and the methodology chapter of the dissertation will be submitted electronically through live text as part of the online portfolio submission process.

**DOCTORAL INTERNSHIP IN SCHOOL PSYCHOLOGY**

All students must defend their dissertation proposal before accepting an internship, as described above. Prior to applying for the internship, students must develop a “concept paper,” in which they outline the activities and timeline for completion of the dissertation proposal (also described above). Students must also secure an approved dissertation committee prior to internship application time.

All students must successfully pass the Illinois School Psychology Content Exam and the PRAXIS exam prior to beginning their internship.

The Doctoral Internship must be completed as the culminating activity of the program. Currently, under the program approved by the State Teacher Certification Board, the University Training Program has the responsibility for (1) approval of internship sites, and (2) approval of intern supervisors. Loyola University is a university partner of the Illinois School Psychology Internship Consortium (ISPIC) and requires students to pursue the doctoral level internship through an APPIC approved site which might include the Illinois School Psychology Internship Consortium, or an APPIC internship (Association of Psychology Postdoctoral and Internship Centers, found at APPIC). Students may only apply to APPIC internship settings that are a calendar year in duration (not nine or ten months) and have both a licensed psychologist and certified school psychologist as supervising psychologists. Any variation from these requirements must be approved in writing by the University Director of Clinical Training (DCT). The candidate applies through the ISPIC consortium and/or any APPIC internships of interest by the deadline (most occur in November). Matching occurs in February. If students do not receive a match through APPIC, they should pursue a non-APPIC internship. This second internship option needs to be an approved 12-month internship with supervision provided by a certified school psychologist and a licensed clinical psychologist (the candidate can be supervised by two individuals to meet this requirement). If the
candidate is pursuing an internship outside of APPIC he/she should receive approval by the graduate program director and doctoral internship instructor when selecting the internship. Program faculty, including the coordinator and the faculty member assigned to teach the internship course, assist the candidate in any way they can to obtain an internship that offers the best possible training experiences for that candidate.

The equivalent of 180 days (the number of days designated by the Illinois State Board of Education as being a school year) of the internship must be spent in a school setting. Exceptions may be made if the doctoral internship candidate is already a credentialed school psychologist. If the doctoral candidate is in a traditional school setting, during the summer months the candidate can remain in the school setting or complete the internship in a setting outside of schools. The candidate may also complete the 2000-hour internship by working in a school setting part-time across two calendar years.

Loyola University or, more specifically, the faculty member assigned to teach the doctoral internship course (CIEP 586) assumes the responsibility for: (1) review and approval of individual internship plans; (2) periodic evaluation of the intern's progress during the internship; and (3) final certification recommendation, in conjunction with the program coordinator, internship site supervisor, and other university supervisors.

Throughout the course of training, students need to record the number of supervised clinical hours accumulated during both practica, as well as other supervised field based experiences.

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

1. Periodic telephone conferences among the site supervisor, intern, and course instructor.
2. Evaluation reports from the internship site supervisor sent directly to the internship course instructor.
3. Periodic evaluation reports from the intern are sent to the course instructor.
4. Adherence to all training activities and requirements under the auspices of the internship training site.

Grading in the internship course technically is on a pass-fail basis. However, University regulations require the assignment of a grade in all graduate-level courses. Since the interns are enrolled during each of three semesters, a grade of 'I' (Incomplete) is assigned at the end of the first semester. If for some reason the internship is terminated at the end of one semester, the incomplete grade remains on the record. The assumption is made that the course has not been completed. If the final internship site supervisor's evaluation is favorable and the internship course instructor agrees that the internship has been successfully completed, a passing grade (A or B) is assigned for all three semesters and the intern receives nine hours of academic credit. If the final internship site supervisor's evaluation is unfavorable and the course instructor agrees with its contents, a failing grade (F) will be assigned for both semesters, and no credit hours will be earned.

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

1. Unconditional recommendation for endorsement.
2. Conditional recommendation for endorsement (e.g., upon completion of an additional semester of internship).
3. Recommendation, unconditionally, against endorsement.
In each instance in which there is to be conditional endorsement or no endorsement, it is assumed that the intern and course instructor would be aware of this fact some weeks prior to the submission of the final report, and a special effort would have been made to help the intern successfully complete the internship. If the course instructor and program faculty concur on the supervisor's recommendation to deny certification and the intern is in disagreement, the intern may initiate appeal procedures in accordance with the section “Grievance Policies and Procedures”.

If the internship site supervisor, course instructor, and program faculty are in agreement that a candidate should be certified as a school psychologist, the program director makes the final recommendation regarding endorsement for certification.

With respect to licensure as a psychologist, the university faculty and internship instructor provide assistance in completing required state licensing board forms with respect to program completion and documentation that the practicum and internship has been successfully completed if that is the case. We also provide mentoring in assisting graduates with securing post-doctoral supervision, with the application process for the licensure exam for the respective state, and ultimately application for licensure.

**DISSERTATION PROCESS**

Prior to applying for an internship, a dissertation committee is formed, and an initial concept paper is written. A concept paper is a 5-7 page double-spaced paper outlining the initial research idea (an example can be found at dissertationrecipes.com and other online and text sources). This concept paper must be completed and approved by your dissertation committee before you apply for an internship. Following the development of a concept paper, the dissertation proposal is written. The dissertation proposal must be successfully defended before accepting an internship. Once the committee approves the proposal, it is submitted to the graduate school.

The formal process of doing the dissertation begins with the candidate's selection of a committee to advise him/her in the conduct of the research project. The committee must include at least three members of the graduate faculty. The chair of the committee must be from within the Research and Psychology in the Schools affinity group. If a proposed member of the committee is outside of Loyola, then this individual submits his/her vitae to the graduate school as part of the approval process. A dissertation committee is formally created by completing a committee approval form and submitting it to the program director, who will then sign it and send to the graduate school for final approval. The committee is comprised of a chair from the Research and Psychology in the Schools affinity group, who is additionally a member of the graduate faculty, and at least two additional members, one who must be internal to Loyola University. Often it is advantageous to add one or more additional members who have a unique knowledge base and/or perspective in the candidate's research area. Such additional members may be faculty who are not members of the graduate faculty, faculty from other departments, or doctoral level persons from outside the university. The addition of persons from outside the university requires approval of the Graduate School Dean and the submission of this individual’s vitae.

Next, in conjunction with the chair, the candidate develops an initial concept paper (described above) and a formal dissertation proposal. Once approved by the chair, the candidate schedules a meeting with his/her committee (usually in conjunction with the oral comprehensive examination) to present the proposal orally. The members of the committee should have two weeks to review the proposal prior to its presentation. Once the proposal is successfully defended, a dissertation proposal approval form is created through the graduate school online portal, which is approved by the Ph.D. graduate program director.
If human subjects are used, an Institutional Review Board (IRB) proposal must be submitted and approved by the IRB before any data can be collected. The instructions for submitted a proposal to IRB is located at: [Institutional Review Board](http://www.luc.edu/education/resources_forms.shtml). The IRB application is submitted to the faculty mentor, who approves the proposal and then submits the proposal through a faculty portal through the IRB Compliance Approval Portal (CAP) system. Once IRB approval is granted, the IRB approval letter is submitted to the graduate school.

When the IRB formally approves the proposal, the candidate begins the research project. 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. When the chairperson is comfortable with the draft of the dissertation, it is distributed to the remainder of the committee for evaluation. The various committee members may request changes. After the document meets the committee's stated expectations, the candidate will be allowed to progress to the final oral defense of the dissertation, which is known as the final oral examination.

Following the oral exam and completion of all requested changes by the chair and committee, all committee members sign the dissertation defense ballot, which is then submitted to the graduate program director. The graduate program director uploads the approved ballot with original committee member signatures to the graduate school online portal. The final approved dissertation, reflecting all requested changes by the committee members, must be submitted and approved by the graduate school. In addition, the graduate school requires a format check that is conducted electronically. Further, a dissertation cover sheet, signed by the dissertation chair, must accompany the final copies of the dissertation which are submitted to the graduate school.

Finally, it should be noted that if a candidate is not taking any credit-bearing courses while he or she is in the process of completing his/her dissertation research project, the candidate must be continuously enrolled. Student can fulfill this requirement by completing up to two semesters of doctoral study (CIEP 610) and then continuous enrollment in dissertation supervision (CIEP 600) each semester.

Please see the Graduate School web site for academic deadlines with respect to dissertation defense and submission of final copies to qualify for walking in the graduation ceremony (which occurs every May) and completing the doctoral degree.

**APPLICATION FOR GRADUATION**

It is the exclusive responsibility of all students to inform the training director and the Graduate School Office of their intention to graduate. The candidate must complete the "Application for Graduation" form (found online at [http://www.luc.edu/education/resources_forms.shtml](http://www.luc.edu/education/resources_forms.shtml)) well in advance of the commencement date (consult the academic calendar for the exact date, located at [http://www.luc.edu/academics/schedules/](http://www.luc.edu/academics/schedules/)). Deadline for December graduation is August 1st of each academic year or December 1 for May/August graduation. It should be noted that the last day for filing applications to graduate is strictly enforced.
CLARIFICATION OF SOME PROCEDURES

Technology/Computer Skills

Certain computer skills are considered to be essential tools for graduate study and research. These skills include word processing, search of databases, and the use of graphical user interface procedures. Students who do not enter with such skills should plan to develop them during their first semester of study. The library and information technologies staffs regularly offer free or inexpensive short courses to help members of the university community develop these skills. Several required courses within the program teach more specialized computer uses for which the skills named above are considered to be a prerequisite. For example, doctoral students are expected to use data software systems such as SPSS, Statview, and HLM. Also see Appendix K.

Field Placements and Professional Issues

A series of professional field experience components that are built into several courses (CIEP 410, 413, 461, 462, 463, 477, 479, 480, 481, 482, 485, 546, 586) are designed to provide a series of direct experiences and observations within the context of the profession of school psychology. Additionally, within the classroom, Ethics and Professional Issues in School Psychology (CIEP 462) and Multiculturalism for Social Justice in Higher Education (ELPS 432) provide instruction in topics such as ethical standards, legal issues, areas of research, and research methodology. Students also have opportunities to learn from the experiences of each other (e.g., through meetings with current and prospective interns, and/or by attending the dissertation defenses of students completing their degrees). In addition, we have a very active student organization, Loyola Association of School Psychology (LASP), which provides collaboration opportunities and the ability to interact socially. LASP sponsors the assignment of a “mentor” to first year students, who provides mentorship and helps beginning students to navigate throughout the program.

ILTS Test of Academic Proficiency and Content Area Exam

All doctoral students must pass the ILTS before beginning the program. All students must also pass the Illinois Content Area Exam prior to beginning internship.

Master’s Degree

Given that a master’s degree in psychology, plus additional coursework, is required for certification as a school psychologist, students who do not have a Master’s Degree in a psychology area must obtain the M.Ed. in Educational Psychology prior to obtaining their final approval for the School Psychology Practicum course (e.g., year 2 practicum). In order to obtain the M.Ed. in Educational Psychology, by December 1st prior to the practicum, doctoral students must complete the Application for Admittance to the M.Ed. in Educational Psychology Program. Students must also apply for summer graduation in the M.Ed. in Educational Psychology program by the December 1st deadline. Information on the requirements for obtaining the M.Ed. degree in Educational Psychology can be found in the School Psychology Ed.S. Handbook (located at: M.Ed. School Psychology Handbook). In the long run, obtaining this degree is beneficial if the candidate wishes to work as a school psychologist while completing their dissertation research project.
Master’s Degree Portfolio

For one who is pursuing a M.Ed. in Educational Psychology, a master’s portfolio is one of the degree requirements, which is due on April 1st of the first academic year. Students apply for the M.Ed. graduation and submit the portfolio on December 1st of the academic year.

Program Plan and Transfer Credit

During the first semester, each candidate is expected to meet with his/her advisor to arrange for the transfer of graduate credit (see Appendix A). Four undergraduate courses are prerequisites to entering the program: Test and Measurement/Statistics Methods, Personality Theory, Introduction to the Exceptional Child, and Educational Psychology. Students must have a grade of B or better in these courses. A minimum of 63 hours of coursework must be completed at Loyola University. In addition, this is the time when the candidate and the advisor fill out a program plan that is designed to serve as official documentation for a candidate's program of study. It is the candidate's responsibility to update this program plan each semester. However, in most cases (unless one is transferring graduate credits that are approved by the academic advisor) one follows the “Grid of Courses” sequence very closely.

Candidate Responsibilities

The Ph.D. program is administered through the office of the Dean of the Graduate School. The candidate is responsible for staying abreast of all Graduate School requirements and deadlines. In addition, it is the candidate’s responsibility to see that all program requirements are met and accurately recorded. It is also the candidate’s responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing.

The route of making exceptions is (in writing) from the candidate to the advisor; from the advisor to the program director; from the program director to the Dean of the Graduate School. It should be noted that all students are expected to have a strong commitment to social justice, the well-being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences.

Evaluation of Students

During the course of the candidate's practicum experiences and prior to granting approval to the candidate to pursue a school psychology internship, the candidate's progress is systematically reviewed by the program faculty and practicum supervisors. The areas reviewed include the following:

- Acquisition of a sufficient knowledge base.
- Demonstration of adequate skills with respect to relating to clients, school personnel, and other professional persons.
- Demonstration of adequate assessment, consultation, intervention, and report writing skills.
- Receipt of positive evaluative feedback from the school and/or other agency personnel.
- All Core School Psychology Courses must be passed with a grade of B or better (CIEP 410, 413, 461, 462, 463, 419, 477, 479, 480, 481, 482, 485, 500, 550, 544, 545, 546, 547, ELPS 432, and two minor area courses).
- Dispositions and fit for the profession, as described above and specifically evaluated every year.
Finally, it should be noted that should a candidate receive a grade of "C" or lower in any practicum course, the candidate would not be granted permission to pursue an internship. At the discretion of the School Psychology Program Coordinator and in consultation with the other program faculty, such a candidate will probably be given an additional opportunity to enroll in another practicum. Should the candidate continue to not distinguish himself/herself in the practicum, the candidate would be counseled out of the program. Efforts would be made to help the candidate find another professional or vocational area for which he/she is perhaps better suited. Students also are evaluated on an annual basis as required by the NCATE and NASP and APA guidelines. A letter is sent each spring to the student about the outcome of this annual evaluation.

Remediation/Grievance Policies and Procedures

If, as a student in the program, you have any concerns about your experiences, course-work or any academic concerns, your first general approach would be to approach your academic advisor and/or your program director. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, your subsequent step would be to approach the associate dean for academic affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you would ultimately approach your respective dean to discuss the issue under consideration.

School psychology core faculty discusses student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. You will also receive a written letter describing your progress in the program. Part of the performance evaluation will be an assessment of dispositions. Please see the dispositional evaluation in Appendix H. If during this process, school psychology faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, practicum, internship, clinical components, length of time for program completion), the program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation. Remediation plans will focus on setting goals and measurable outcomes for improvement. The student will then be expected to successfully complete the parameters of the remediation plan within a designated timeline. At times, clinical practicum supervisors will be involved in this process if the issue is related to applied practice. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Deans of the School of Education and the Graduate School for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.).

Students can choose to follow the Graduate School Grievance procedure in the case that they do not agree with the process follows. Please see link at: Academic Grievance Procedure 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.

Enrollment in CIEP 550

During the second year of study, students take the Seminar in Educational and School Psychology (CIEP 550). This seminar is designed to introduce the candidate to research procedures and begin thinking about
possible research topics. The candidate is expected to align him or herself to one of the ongoing research teams and to actively participate in the collaborative team efforts. Presenting a plan for a program of research is a requirement for completion of CIEP 550. The overall purpose of this research plan is to get students to think about their dissertation research project. It should be noted that many former students have reported that affiliation with a research team has helped them move forward with their dissertation research project in a timely manner.

**Doctoral Residency Requirements**

There is an expectation that Ph.D. students at Loyola are full time students. Full time study consists of 9 credit hours per semester. Each candidate must also register for and participate in the Proseminar (CIEP 533) for two consecutive semesters as well as two semesters of the Clerkship (CIEP 547). Students must be continuously enrolled in classes. Once course work is complete, students must register for dissertation supervision (either CIEP 610 for the first two semesters or CIEP 600 thereafter) once all course work has culminated.

**Incomplete Grades**

Students are expected to complete all work for courses by the end of the term in which the courses were taken. However, if a candidate and the instructor make arrangements in advance, a candidate may receive a grade of I (Incomplete) at the end of the term.

The candidate must complete and submit all outstanding work to the instructor within one semester of the assignment of the I grade. The candidate and instructor must petition The Graduate School for a change of grade after the deadline. The Graduate School will not approve a change of grade if the candidate does not complete and submit the work to the instructor within this period of time.

If the candidate completes and submits all outstanding work to the instructor within one semester of the assignment of the I grade, the I grade will be erased from the candidate’s record and the evaluative grade entered in its place (for purposes of incomplete grades, the summer sessions are counted together as one term). In all other cases, the I grade will remain on the candidate’s record along with the evaluative grade (e.g., I/B).

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

Students must complete all requirements within six years of entering the program. The six-year limitation exists because, in most fields of study, knowledge is expanding so rapidly that it is difficult for many professionals to keep abreast of cutting edge developments in their field. In conferring a doctoral degree, the School of Education is certifying that degree holders are current in their knowledge base.

**Extensions and Leaves of Absence**

It is recognized that some students may have a legitimate reason for not completing their degree requirements within the six year time-span (illness, family commitments, a major job change, etc.). With sufficient reason, a candidate can request a short time extension and/or leave of absence. The latter, in effect, "stops the clock". This is done in the following manner:
1. Submit a formal request in writing to your advisor.
2. The letter should specify the reasons for the request and should include the specific timetable you intend to follow.
3. The advisor will send your letter and his/her recommendation regarding your request to the associate dean of the graduate school. The associate dean of the graduate school makes a final decision as to whether the leave request is approved. Extensions are completed through the graduate school. The candidate will be notified in writing of the decision by the office of the graduate school.

Normally, short extensions of time in which to complete program requirements are granted as long as the candidate has made satisfactory progress over the year prior to seeking the time extension. One common error students make is to assume, on the basis of informal discussions, that they can automatically extend their work beyond the time limit. In sum, time extensions and/or leaves of absence must be documented in writing, by completing the form at the following link:
http://www.luc.edu/media/lucedu/gradschool/forms/extensiontime.pdf

ASSISTANTSHIPS

Each program of study offers a number of graduate assistantships to its full time students each year. Those students receiving awards are expected to be enrolled full-time and perform research, teaching, and administrative duties for their program for 10 to 20 hours per week, dependent on whether they receive a full- or a half-time assistantship award. Because our doctoral students in school psychology are engaged in full-time study, we do our very best at securing graduate assistantships for our full-time incoming students each year. We have been fortunate to have received graduate assistantship funding through the School of Education (where the program is housed) through the Graduate School (where the Ph.D. degrees are conferred and administered), through fellowships (such as the Diversified Faculty in Illinois) Illinois-stated program, and through external grants. While we cannot guarantee funding on an annual basis, as program faculty we are committed to assist and search for funding opportunities from various funding streams.

The normal deadline for receipt of all application materials for graduate assistantships is February 1. Application forms may be obtained from: Graduate Assistantship Application Form. Additional assistantship information is available at: University Assistantships. The normal notification period for those awarded assistantships is by the second week in May.

Typically, all awards are for one academic year; incumbents are encouraged to reapply for subsequent years. If an incumbent reapplies, a Merit Award Form needs to be completed annually.

Tuition remission is granted only for those courses in which the assistant is completing program requirements. Tuition credit for two courses taken during the summer session might be approved if the courses taken within the academic year are under the total allotted (typically 21 graduate credits) and the course will cover a program requirement. An assistant registering for more than three courses during the fall or spring semester must have the approval of the program director.

In cases of resignation, the graduate candidate assistant should write a formal letter to the program director as soon as possible so that a replacement may be found.
LOYOLA PHILOSOPHY AND POLICIES

Conceptual Framework

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice, which undergirds the emphasis in our doctoral school psychology program on using a social justice lens to engage in scientifically-based practice in underserved environments, particularly urban school.

The School of Education, as part of Loyola’s Jesuit tradition, espouses the conceptual framework of professionalism in service of social justice, through its components of service, skills, knowledge and ethics. Within a social justice framework, professionals are prepared for advancing distributive justice. The program exemplifies social justice through gaining knowledge of scientifically-based academic and behavioral interventions that are appropriate and valid for the diverse populations of students and families served in schools. Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing schoolwide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

Diversity

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed throughout all aspects of the program and we want to continue to improve and build our efforts in this area. While we have stand-alone courses that focuses on issues of equity and diversity (e.g. Multicultural Counseling, Leading for Social Justice), our framework throughout the program, from the first year service learning project until the final culmination activities of dissertation and internship focus on how we can enact a “scientist practitioner” perspective to applying research to practice within a “social justice” orientation.

Academic Integrity/Professional Ethics

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

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the 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: Services for Students with Disabilities.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University— a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: Bias Reporting.

Plagiarism

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:
Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others…I wish to make clear that there are no distinctions between…

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so.
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

PROGRAM DEVELOPMENT

The Ph.D. Program is constantly obtaining feedback from its students, faculty, supervisors and alumni regarding the program and its efficacy. This feedback is obtained through surveys, questionnaires, and verbal interactions at specific benchmarks: class evaluations; feedback from practicum and intern supervisors; feedback from practicum students and interns; as well as feedback from graduates. We pride ourselves on being responsive to this feedback. We are always open to student feedback and welcome it.
Please let us know how we can make your experience at Loyola productive and welcoming.

**Certification as a School Psychologist**

In order to be certified as a school psychologist in Illinois, students must successfully complete the required sequence of courses, as well as the internship, pass the ILTS Test of Academic Proficiency (TAP), and pass both the Illinois School Psychology Content Area (School Psychology) exam and the PRAXIS exam, prior to beginning internship. Passing the Test of Academic Proficiency (TAP) is a prerequisite to being admitted to the Ph.D. program of studies.

**PROGRAM FACULTY**

**Dr. Gina Coffee** is an Associate Professor 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*.

**Dr. 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. She is the program co-director for the Research and Psychology in the Schools Affinity Group at Loyola University Chicago. 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.

**Dr. Lynne Golomb** is a nationally certified school psychologist and is currently the program co-chair for School Psychology Program and Affinity group Leader at Loyola University Chicago. 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.

Dr. Diane Morrison is a nationally certified school psychologist and is the Director of the Center for School Evaluation, Intervention and Training (CSEIT) at Loyola University Chicago. Dr. Morrison started her career in school psychology with the LaGrange Area Department of Special Education in LaGrange, Illinois and has also worked with Wheaton School District 200 in Wheaton, Illinois. She recently 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. 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.

Dr. David Shriberg received his doctorate in School/Counseling Psychology from Northeastern University in Boston. He is an Associate 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
Dr. Shriberg presents and publishes regularly with students from this team and always welcomes new team members.

**Dr. Markeda Newell** earned her PhD in Educational Psychology from the University of Wisconsin-Madison. The focus of her research is on the development, implementation, and evaluation of multicultural and consultation competence among school psychologists. Specifically, I am interested in identifying the fundamental knowledge and skills school psychologists need to serve students who represent a range of racial/ethnic, linguistic, economic, and cultural backgrounds. Integral to addressing the needs of a diverse school population is working with teachers, parents, and community members. Therefore, as part of identifying how school psychologists can become more culturally competent, I believe they also need to be competent consultants. For this reason, my research agenda also includes identifying the content and sequence of consultation training that yields competent consultants who can adapt and modify their practices given the client characteristics/needs, resources, and setting. The final component of my research agenda is to develop methods to evaluate school psychologists’ cultural and consulting competence. One of the major challenges facing the competency-based movement in psychology is the evaluation of competence. Thus, my research is designed to study new techniques such as computer-simulation to examine how well school psychologists have developed and integrated the knowledge, attitudes, and skills needed to serve all students and families.

**Dr. 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 with emotional and behavioral problems is reflected in teaching counseling microskills, Life Space Crisis Intervention skills, and group social skills training within the context of the course Social Emotional and Behavioral Assessment and Interventions as well as Legal Issues: Educational Disabilities In addition, with several doctoral and Ed. S. students, she directs a research team that focuses on home-school relationships and adult outcomes of students with childhood behavioral disorders. As a former Due Process Hearing Officer for the State of Illinois, she currently engages in extensive child advocacy work to empower parents of children 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 to a FAPE as envisioned by the congressional authors of IDEIA 2004. In addition, she moderates an on-line parent support group to increase parental effectiveness as advocates for their children.

**Dr. Michael Boyle** is a certified school psychologist and is the Assistant Director for the Andrew M. Greeley Center for Catholic Education at Loyola University Chicago. He has worked in education in a variety of settings and roles. As a school psychologist at both the high school and elementary levels, he worked with students across a broad range of areas of exceptionality. He has also served as an administrator at both the building and central office levels. He has provided staff development programs to a number of educational agencies in the areas of differentiation, school-based problem solving teams, curriculum development, and issues in special education and brings his varied experiences to the program.

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:

**Dr. Rosario Pesce** is a nationally certified school psychologist and licensed clinical psychologist. He is a recognized expert in violence prevention and uses this knowledge in his teaching. As a bilingual school psychologist, his years of experience and expertise enhance the program. He serves as the Clinical
Coordinator for the School Psychology Program. He serves on the National Association of School Psychologists’ National School Safety and Crisis Response Committee. His research, presentations, and publications are primarily focused on school/community partnerships around mental health services and school and community crisis prevention and intervention including school based gang prevention programming. Service interests include serving on the Illinois Children’s Mental Health Partnership and its School Age Policy and Procedures Committee. He is a Past President of the Illinois School Psychologists Association and a National Association of School Psychologists School Psychologist of the year, 2001.

**Dennis Simon** is a licensed school and clinical psychologist. He has many years of experience as a psychologist in both elementary and secondary school settings. He was the director of NSSEO Timber Ridge Therapeutic Day School for 14 years. He specializes in assessment, treatment, and program development for children and adolescents with severe emotional, behavioral, and learning disorders. His therapeutic orientation integrates cognitive-behavioral, systemic, and systematic social and coping skills training approaches. His current work focuses on the differentiated application of evidence-based therapeutic interventions within the school setting. An additional focus is supervision within school psychology including development of the Developmental/Ecological/Problem-Solving (DEP) Supervision Model. He serves as a consultant to supervisors in the Illinois School Psychology Internship Consortium. Current course instruction includes therapeutic interventions, consultation for system change, program development, and clinical supervision.
APPENDIX A: Ph.D. COURSE TRANSFER SHEET
Ph.D. COURSE TRANSFER SHEET

NAME: ___________________________________ Date: _____________ SS# _______________

Transfer in _________ credit hours Need to take ________ credit hours (________ courses)

(A minimum of 63 credit hours – 21 courses -- must be completed at Loyola University)

Reviewer’s Signature: _____________________________________________

Check APPROVED courses that will be transferred in from other graduate programs. Transfer courses must have been taken within the past 5 years with a grade of B or above.

- Test and Measurement/ Statistic Pre-requisite
- Personality Theory Pre-requisite
- Introduction to Exceptional Children Pre-requisite
- Educational Psychology Pre-requisite
- ILTS Test of Academic Proficiency

<table>
<thead>
<tr>
<th>LUC COURSE</th>
<th>UNIVERSITY</th>
<th>COURSE NUMBER</th>
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<tbody>
<tr>
<td>☐ Legal Issues: Educating Students with Disabilities (CIEP 410)</td>
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<tr>
<td>☐ Psychopathology and Introduction to School Based Mental Health (CIEP 413)</td>
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<tr>
<td>*Formerly titled: Abnormal Psychology of Childhood and Adolescence</td>
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<tr>
<td>☐ Practicum in School Psychology I and II (CIEP 461/463)</td>
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<td>☐ Seminar in Professional School Psychology (CIEP 462)</td>
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<tr>
<td>☐ Data-Based Decision Making (CIEP 419)</td>
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<tr>
<td>☐ Academic Assessment and Interventions (CIEP 477)</td>
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<td>☐ School Based Consultation (CIEP 479)</td>
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<td>☐ Prevention of School-Aged Children and Adults (CIEP 480)</td>
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<tr>
<td>☐ Prevention, Assessment, and Intervention (CIEP 481) * Formerly titled: Assessment Infants and Preschool Children</td>
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<td>☐ Prevention, Assessment, and Intervention: Behavior (CIEP 482)</td>
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<td>*Formerly titled: Personality Assessment</td>
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<td>☐ Biological Foundations of Behavior (CIEP 484)</td>
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<td>☐ Prevention, Assessment, and Intervention: Social-Emotional (CIEP 485)</td>
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<td>*Formerly titled: Social, Emotional, Behavioral Assessment and Interventions</td>
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<td>☐ Child Development and Cognition (CIEP 500)</td>
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<td>☐ Proseminar (CIEP 533)</td>
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<tr>
<td>☐ Prevention, Assessment, and Intervention: Advanced Skills (CIEP 544)</td>
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<tr>
<td>*Formerly titled: School Crisis Prevention and Intervention Strategies</td>
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<td>☐ Advanced Systems Consultation &amp; School Psychology Supervision (CIEP 545)</td>
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<td>☐ School Psychology Advanced Practicum (CIEP 546)</td>
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<td>☐ Clerkship (CIEP 547)</td>
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<td>☐ Seminar in Educational and School Psychology (CIEP 550)</td>
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<td>☐ Internship in School Psychology for Ph.D. Students (CIEP 586)</td>
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<td>☐ Theories of Counseling and Psychotherapy (CPSY 423)</td>
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<td>☐ Multicultural Counseling (CPSY 433)</td>
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<td>☐ Multiculturalism for Social Justice in Higher Education (ELPS 432)</td>
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<td>*Formerly titled Selected Topics in School Psychology: Leading for Social Justice</td>
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<td>☐ Minor Area Elective #1 :</td>
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<td>Minor Area Elective #2:</td>
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<tr>
<td>□ Qualitative Research (RMTD 420)</td>
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<td>□ Quantitative Research (RMTD 421)</td>
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**ADDITIONAL RESEARCH COURSES: (Fill in Title)**

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<tr>
<th>RMTD _________</th>
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<td>□ RMTD _________</td>
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<td>□ RMTD _________</td>
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APPENDIX B: LETTER OF INTRODUCTION FOR THE SCHOOL-BASED SERVICE LEARNING PROJECT
Letter of Introduction for the School-Based Service Learning Project

Dear Principal/Administrator:

This letter is to introduce you to _____________________________________________ who is a graduate student in good standing in the School Psychology Program at Loyola University Chicago. This student is completing a state of Illinois and program requirement of 75 clock hours of a school-based clinical service learning experience. As such, the student needs opportunities to work directly with professional staff and students, and observe both. Those activities might include classroom observations, participation in tutoring activities, observations of school psychological services, administrative tasks, helping with CBM administration/norming etc.

Thank you for assisting this student and cooperating with Loyola’s School Psychology Program by allowing this student this essential component of their preparation. Please do not hesitate to contact me if you have any questions. I may be reached at 312-915-6218.

Lynne Rooth Golomb, Ed. D.
Assistant Professor
Research and Psychology in the School Program Director
School of Education
Loyola University Chicago
lgolomb@luc.edu
Service-Learning Log

Please enter the responsibilities and duties you have performed during your service-learning experiences on the lines provided. Pay close attention to what you have accomplished and what you have learned during your service experience.

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Work Completed</th>
<th>Site Supervisor Signature</th>
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APPENDIX D: M.ED. IN EDUCATIONAL PSYCHOLOGY DEGREE APPLICATION
M.ED. IN EDUCATIONAL PSYCHOLOGY DEGREE APPLICATION
(Due on December 1st)

Name: ______________________________ Date: _______________________

Address: ______________________________ Phone: _______________________

Social Security Number: ______________________________ Email: _______________________

Advisor: ______________________________

**Attach an unofficial transcript to this application**

Candidate Signature: ______________________________ Date: __________

The above named candidate is accepted to the M.Ed. in Educational Psychology program of studies.

Advisor Signature: ______________________________ Date: __________

Program Director Signature: ______________________________ Date: __________
APPENDIX E: CLERKSHIP AND TEACHING EXPERIENCE APPROVAL PROCEDURES
CLERKSHIP APPROVAL AND TEACHING EXPERIENCE PROCEDURES

FOR THOSE ENTERING THE PROGRAM PRIOR TO THE FALL OF 2004: It is the candidate’s responsibility to choose a Clerkship site and obtain the cooperation of an on-site supervisor. Clerkship is a one-semester experience in one of the following broad areas: clinical, research, or teaching. Students may choose the same area for both semesters or pursue two different experiences. Clerkship is a non-credit bearing ten hour per week experience.

Procedures:
1. Students should meet with their academic advisor to discuss possible areas of interest at least one semester prior to beginning the Clerkship. Other students, faculty, and practicum supervisors all may be aware of opportunities for Clerkships.
2. After a Clerkship site has been identified, the candidate must obtain a commitment from the site supervisor to provide supervision and a written evaluation.
3. The preliminary Clerkship approval process is documented on Clerkship Forms 1 and 2. These forms must be submitted to the Clerkship Coordinator as follows:
   4. For Fall semester, no later than: one week before classes begin
   5. For Spring semester, no later than: November 1st
   6. For Summer semesters, no later than: March 15th
7. These forms should be downloaded and submitted IN DUPLICATE (with original signatures on all forms. )
8. It is the candidate’s responsibility to register for CIEP 547 Clerkship each semester as appropriate.
9. During the Clerkship, the candidate should use Clerkship Form 3 to log weekly hours and submit them to the Clerkship Coordinator at the end of each semester.
10. Supervisors should evaluate the candidate at the end of each semester using Clerkship Form 4. Students should review the evaluation with their supervisor prior to mailing/delivering it to the Clerkship Coordinator.
11. Clerkships may be paid or unpaid. The critical features of a Clerkship are the mentoring and supervision the candidate receives in an applied setting. Paid employment as part-time faculty is not necessarily a Clerkship experience unless the mentoring and supervision components are present.

Students should note that Loyola faculty may serve in multiple roles, i.e., it is possible for a candidate’s academic advisor to also be his/her site supervisor if the candidate is clerking in a Loyola course taught with the advisor. However, signatures should be obtained without regard to whether the supervisor is internal to Loyola or part of an outside agency.
| Name of candidate: __________________________ | Date: ________ |
| Address: ___________________________________ |            |
| City: ______________  State: ______  Zip: ______ |
| Telephone: ______________ |

| Name of Site: ____________________________ | Date: ________ |
| Address: ___________________________________ | Type of Experience: |
| City: ______________  State: ______  Zip: ______ |
| Telephone: ______________ |

<table>
<thead>
<tr>
<th>Type of Experience:</th>
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</thead>
<tbody>
<tr>
<td>___ Clinical</td>
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<tr>
<td>___ Teaching</td>
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<tr>
<td>___ Research</td>
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</tbody>
</table>

**DESCRIPTION OF CLERKSHIP EXPERIENCE**

Signature of Candidate: __________________________ Date: __________
CLERKSHIP FORM 2: SITE VERIFICATION FORM

Name of candidate: ___________________________________________  Date: _______
Name of Site: ___________________________________________________  Type of Experience:
Address: _________________________________________________________  ___ Clinical
City: ______________ State: ______ Zip: ____________  ___ Teaching
Telephone: ______________  ___ Research
Period covered by this evaluation: From ___________ To ____________

<table>
<thead>
<tr>
<th>PROPOSED CLERKSHIP EXPERIENCE</th>
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</table>

GOALS:

*Note: Ten hours per week must be logged and verified
I agree to provide opportunities for the above described experiences and supervision.

Site Supervisor: ____________________________  Date: _______
Candidate: _________________________________  Date: _______
# CLERKSHIP FORM 3: SITE EXPERIENCE LOG

**Name:** ______________________________  **Site:** __________________________

<table>
<thead>
<tr>
<th>Week of (dates)</th>
<th>Activities</th>
<th>Total hours</th>
<th>Arrival Time</th>
<th>Departure Time</th>
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CLERKSHIP FORM 4: SITE SUPERVISOR EVALUATION

Name of Site: ___________________________________________________________________________  Date: ____________
Name of Supervisor: ______________________________________________________________________  Type of Experience: ___ Clinical
Supervisor’s Telephone: _____________________________________________________________________  ___ Teaching
Name of Candidate: ________________________________________________________________________  ___ Research
Period covered by this evaluation: From ____________ To ________________

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<thead>
<tr>
<th>PLEASE RESPOND TO THE FOLLOWING QUESTIONS:</th>
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<tr>
<td>How well did the candidate meet the goals developed with you for this clerkship?</td>
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<td>Please explain the circumstances of unmet goals (if any).</td>
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<tr>
<td>What are the candidate’s strengths as evidenced in this clerkship?</td>
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<tr>
<th>Areas for continued improvement</th>
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Please use the reverse side for any additional comments.

Signature of Site Supervisor: _____________________________ Date: ____________
In signing this form, I am indicating that I have read and discussed it with my supervisor only.

Signature of Candidate: _____________________________ Date: ____________
TEACHING EXPERIENCE FORM

THIS FORM IS REQUIRED FOR THOSE BEGINNING IN THE FALL 2014 ENTRY COHORT TO DOCUMENT TEACHING EXPERIENCE (INCLUDE ACTIVITIES RELATED TO TEACHING ASSISTANTSHIP DUTIES OR ALTERNATIVE TEACHING EXPERIENCES)

Name: _______________________________ Site: ____________________________

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<thead>
<tr>
<th>Week of (dates)</th>
<th>Activities</th>
<th>Total hours</th>
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APPENDIX F: SCHOOL PSYCHOLOGY PROGRAM DISPOSITION DOCUMENT
### Professional Dispositions

**Candidate**

**Faculty**

**Date**

Please rate the candidate using:
- Target (above average)
- Acceptable
- Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>Candidate meets all deadlines</td>
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<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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<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</td>
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<td>Candidate dresses in an appropriate manner</td>
<td>Candidate papers are free of grammatical errors.</td>
<td>Candidate papers are free of data reporting errors and fabricated data</td>
<td>Candidate is able to express him/herself orally with peers, faculty and within the schools</td>
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<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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</tr>
<tr>
<td>All students can learn</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>
</tr>
<tr>
<td>Candidate is sensitive to cultural differences</td>
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<tr>
<td>Candidate respects the diversity of learning styles</td>
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<tr>
<td>Candidate uses the framework of social justice in decision making</td>
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</tr>
</tbody>
</table>

**Comments:**

**Signature:**

_________________________  ____________________________  ___________
Candidate                 Faculty                       Date
APPENDIX G: SCHOOL PSYCHOLOGY GRADUATE SCHOOL COMPREHENSIVE EXAM SEQUENCE
SCHOOL PSYCHOLOGY GRADUATE SCHOOL COMPREHENSIVE EXAM SEQUENCE

You need to complete this form and the Graduate School Comprehensive Examinations form by August 15th in the year in which you are completing the major and minor comprehensive examination requirements. Staple the forms together and give them to the program coordinator.

Name: ________________________________________ Date: ________________________________
LUC PIN: __________________________ Email: __________________________

The Major Exam is the Culminating School Psychology Ph.D. Portfolio. The non-clinical portions of the portfolio are due on October 1st and the clinical components are due on February 1st in the year prior to internship.

Minor Comprehensive Requirements Date Completed

Conference Presentation ________________________
(List title)

Manuscript Submitted for Publication
(List title)

Methodology Chapter of Dissertation

IRB
Complete Online Training

Once you have your dissertation committee selected and approved AND you have defended your Dissertation Proposal, you complete the IRB application and submit it to your dissertation chair for approval and submission to the IRB online Compliance Approval Portal (CAP)

Major Doctoral School Psychology Portfolio

Non-Clinical Components (Oct. 1st)

Clinical Components (Feb 1st)

Dissertation Proposal

Dissertation Defense
APPENDIX H: PH.D. PORTFOLIO REQUIREMENTS
Practices That Permeate All Aspects of Service Delivery

Domain 1

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Problem Solving Case Report

(DUE FEBRUARY 1st)

The following tasks must be completed and documented in the report:

Introduction
- Provide sanitized identifying information (e.g. student and teacher name, grade, age, school, dates of service, report date, etc.) that protects student’s confidentiality.
- State referral problem.
- Complete at practicum site

Problem Identification
- Review the student’s relevant academic background and current educational functioning.
- Interview the student’s teacher to determine the student’s current academic functioning and the desired level of functioning.
- Review permanent products and/or individual and/or class-wide academic functioning assessment that has been collected previously.
- If data collected during the problem identification stage indicates the problem may be academic in nature, then CBM probes may be administered in the academic areas of concern.
- Determine if problem is a skill deficit or performance deficit.
- Document a discrepancy between expectations and what is occurring.
- Collaboratively define target behavior in behavioral terms.
- Collect baseline data with a minimum of 3 data points – sufficient data to establish stability. Baseline data are graphed.

Problem Analysis
- Complete a survey level assessment when appropriate.
- Complete an FBA that includes structured observations over multiple settings including student and teacher interviews where the function of the behavior is hypothesized and a replacement
behavior is operationally defined.

- Develop hypotheses for why the problem is occurring and choose ones with convergent data to support it.
- Collaboratively develop an intervention. The intervention is functionally related to the identified problem (linked to, and driven by, assessment data); is acceptable; is easy to implement; and defines what will occur, who will implement the intervention, where it will occur, and when it will be implemented.

Plan Implementation

- Determine if the plan is supported by research.
- Conduct training in intervention implementation.
- Ensure the intervention is implemented over a period of not less than 5 weeks with minimum 10 data points collected.
- Establish a plan/checklist to monitor treatment integrity and report outcomes. If inadequate levels of treatment integrity are noted, conduct a booster training session.

Plan Evaluation

- Present baseline, goal, aimline and intervention in a graphical format.
- Analyze intervention data in relation to baseline data.
- Analyze treatment integrity data.
- If plan was not successful, provide a clear explanation regarding hypothesis and why intervention failed.
- Propose recommendations for modifying the intervention, if needed.
- Provide recommendations for maintenance and generalization of student outcomes.
## Rubric for Domain 1: Problem Solving Case Report

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>All tasks are completed and meet stated expectations. The student’s confidentiality is protected. The referral problem is clearly stated.</td>
<td>All tasks are completed. The student’s confidentiality is protected. The referral problem is somewhat clear.</td>
<td>All tasks are not completed. The student’s confidentiality is not protected. The referral problem is unclear.</td>
</tr>
<tr>
<td><strong>Problem Identification</strong></td>
<td>All tasks are completed and meet stated expectations. The identified problem is clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability.</td>
<td>All tasks are completed. The identified problem is somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem.</td>
<td>All tasks are not completed or the identified problem is unclear, not defined in behavioral terms, or not observable and measurable. Methods to collect baseline data are inappropriate for the identified problem and/or enough data points are not gathered.</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>All tasks are completed and meet stated expectations. All factors (setting events, antecedents, consequences) that may contribute to the identified problem are thoroughly identified and analyzed. An appropriate intervention, linked to the assessment data, is collaboratively developed.</td>
<td>All tasks are completed. All factors that may contribute to the identified problem are adequately identified and analyzed. It is not clear whether or not the intervention, linked to the assessment data, is collaboratively developed.</td>
<td>All tasks are not completed. All factors that may contribute to the identified problem are not adequately identified. The intervention is not clearly linked to assessment data and/or is not collaboratively developed.</td>
</tr>
<tr>
<td><strong>Plan Evaluation</strong></td>
<td>All tasks are completed and meet stated expectations. The plan is critically evaluated and recommendations for maintenance and generalization are stated. The evaluation demonstrates an ability to critically reflect upon the case.</td>
<td>All tasks are completed. The plan is sufficiently evaluated.</td>
<td>All tasks are not completed. Plan evaluation is unclear, and conclusions are not drawn from the collected data. Maintenance and/or generalization are not addressed.</td>
</tr>
<tr>
<td><strong>Complete Report</strong></td>
<td>Report must receive Target on all 5 sections or Target on 4 sections and Acceptable on 1 section.</td>
<td>More than 1 section receives a rating of Acceptable. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the complete report.</td>
</tr>
<tr>
<td><strong>Domain 1 Standard II</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
Domain 2

**Domain 2: Consultation and Collaboration**

*School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.*

**PBS Consultation and Collaboration Case**

*(DUE FEBRUARY 1*)

All of the following components must be documented in the written report:

- Problem is identified in behavioral terms (i.e. at a classroom, building or system level)
- Data collection methods include structured observations and teacher interviews
- An assessment of the academic and functional level of the students in the classroom is documented when appropriate
- Intervention is designed after hypothesizing about one or more possible functions of the behavior(s)
- A target goal and/or expectations are identified in behavioral /measurable terms
- Target behaviors are utilized in defining the baseline data
- Baseline data is collected over time with a minimum of three data points
- Information is provided in the narrative about expected behavioral changes
- An intervention at the classroom or building level is devised, which specifies what will occur, who will implement the intervention, where the intervention will occur, and when the intervention will be implemented
- Intervention data points are collected over time
- Baseline, goal, aim line and intervention is adequately reflected in a graphical format
- If unsuccessful, report contains clear explanation addressing the specific hypotheses and why intervention may have failed and recommendations for intervention adjustment
- Confidentiality of students is protected
- Completed at practicum site
## Rubric for Domain 2: PBS Consultation and Collaboration Case

<table>
<thead>
<tr>
<th>Problem Identified in Behavioral Terms</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</td>
<td>Benchmark is completed and evidence is included in the report.</td>
<td>Benchmark is incomplete or not evident in the report.</td>
<td></td>
</tr>
</tbody>
</table>

| Data Collection Includes Structured Observations and Teacher Interviews | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Academic and Functional Level of Students is Documented When Appropriate | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Intervention is Designed After Hypothesizing About 1 or More Possible Functions of the Behavior(s) | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Target Goals/Expectations are Identified in Behavioral Terms | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Target Behaviors are Utilized in Defining Baseline Data | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Baseline Data Collected Over Time (Minimum of 3 Data Points) | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Information is Provided in the Narrative About Expected Behavioral Changes | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

| Intervention at the Classroom or Building Level is Devised, Specifies What Will Occur, Who Will Implement Intervention, Where It Will Occur, When Implemented | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |

<p>| Intervention Data Points Are Collected Over Time | Benchmark is completed in a manner above and beyond expectations and evidence is included in the report. | Benchmark is completed and evidence is included in the report. | Benchmark is incomplete or not evident in the report. |</p>
<table>
<thead>
<tr>
<th>Standard III: Total Assessment</th>
<th>Benchmark is completed in a manner above and beyond expectations and evidence is included in the report.</th>
<th>Benchmark is completed and evidence is included in the report.</th>
<th>Benchmark is incomplete or not evident in the report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2</td>
<td>All benchmarks are complete and evidence of each is included in the report. Integration of findings and intervention is of publishable quality. Written report clearly demonstrates outstanding skill in communicating the components of the intervention and describing the outcome.</td>
<td>All benchmarks are completed and evidence of each is included in the report.</td>
<td>One or more benchmark is incomplete or not evident in the report.</td>
</tr>
<tr>
<td>Overall</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>
Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Academic Case Report

**ONLY FOR STUDENTS SUBMITTING THE PORTFOLIO FALL 2014 OR LATER**

(DUE FEBRUARY 1st)

Complete one problem-solving problem-solving case (resulting in a case report) in the schools. Casework involves applied work in the schools with teachers and students and is likely to require, on average, approximately 1-2 hours in the schools per week. Students will work in pairs. The report will include four different assessment methods (review, interview, observation, test) along four different domains (curriculum, instruction, environment, and learner). The emphasis is on the conclusions (decisions) that are made at each step in the problem-solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) based on the data you have collected (not just the summary of the quantitative information).

I. Introduction (use pseudonyms to protect confidentiality)
   A. Include a sanitized identifying information section at the beginning of the report (e.g., student & teacher name, birth date, grade, age, school, dates of service, report date, etc.) that protects confidentiality
   B. Demographic information on the child (include ethnicity & language)
   C. Brief educational history and current educational functioning
   D. Purpose of the case (i.e., address referral concern, graduate training)

II. Problem Identification
   A. Referral concern
      - Report results of the teacher interview and describe what the academic difficulty looks like according to the teacher; report results of any existing data the teacher/school might have; state the interventions that have been tried in the past
   B. Report results of the student interview
   C. Report and interpret results of 2-3 school observations. Make sure you describe the settings in which you observed.
   D. CBM and additional academic data
      - Description of assessment system
      - Benchmark assessment/screening results
- How does the student’s performance compare to the assessment system’s benchmark goals?
- Provide examples and details of what the academic behavior/skill “looked” like

E. Determine if the academic difficulty is a skill deficit or a performance deficit

F. Based on the collected data, state the target academic behavior(s) – operationalized definition of the academic difficulty

G. Specific setting/situations for change (probably during the academic subject)

H. Description of assessment or data recording procedures (explanation of how you will collect baseline data – e.g., R-CBM probes, 3 sets of 3)

I. Rationale for use of data collection procedures

III. Problem Analysis

A. Presentation (graph) and discussion of baseline data

B. Report process of survey level assessment and interpretation of results

C. Description of the results of the problem analysis teacher interview

D. State hypotheses for why the difficulty is occurring and choose one with convergent data to support it

E. Description of identified goal and benchmarks (GAS)

IV. Plan Implementation

A. Brief description of the selected plan
   i. Address acceptability (AIRS data), personnel involved, setting and time, resources, etc.
   ii. Consider how new or appropriate existing academic behaviors will be promoted and academic difficulties will be reduced.
   iii. How might maintenance and generalization of academic skills be facilitated?

B. Discussion of how the selected intervention is specifically linked to the information/data gathered during problem identification and problem analysis

C. Description of procedures for monitoring progress (i.e., GAS and continuation of data collection procedures used during baseline)

D. Description of procedures for improving treatment integrity (e.g., treatment manual or script, intervention role play, treatment integrity checklists, and/or performance feedback)

V. Plan Evaluation

A. Summarize treatment integrity data

B. Report results of an additional 1-2 school observations
C. Graph the CBM data you collected (on the same graph as the baseline data)
D. Graph and describe GAS results
E. Describe the outcomes of the intervention (e.g., information collected during the problem evaluation interview, observation results, norm-referenced test results, inspection of GAS, comparison of intervention CBM data to baseline data)
F. Describe any intervention side effects
G. Summarize results of AIRS and CSQ

VI. Summary and Recommendations
A. Summary of results obtained
B. Discussion of effectiveness
C. Suggestions for increasing program effectiveness
D. Suggestions for future follow-up
E. Include signature and date lines

VII. Writing and Organization
A. Writing is clear and concise, without spelling or grammatical errors
B. Use of headings
Rubric for Domain 3: Academic Case Report

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. The student’s confidentiality is protected.</td>
<td>All tasks are completed. The student’s confidentiality is protected.</td>
</tr>
<tr>
<td><strong>Problem Identification</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. The academic referral concern and identified difficulty are clearly defined in behavioral terms in enough detail for an outside observer to measure the behavior. Enough baseline data (with methods appropriate to the identified problems) are collected to establish stability.</td>
<td>All tasks are completed. The academic referral concern and identified difficulty are somewhat clear and/or measurable. Methods to collect baseline data are not ideal for the identified problem.</td>
</tr>
<tr>
<td><strong>Problem Analysis</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. All factors that may contribute to the identified academic difficulty are thoroughly identified and analyzed.</td>
<td>All tasks are completed. All factors that may contribute to the identified academic difficulty are adequately identified and analyzed.</td>
</tr>
<tr>
<td><strong>Plan Implementation</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. An appropriate academic intervention, linked to the assessment data, is implemented.</td>
<td>All tasks are completed. It is not clear whether or not the academic intervention, linked to the assessment data, is implemented.</td>
</tr>
<tr>
<td><strong>Plan Evaluation</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. The plan is critically evaluated.</td>
<td>All tasks are completed. The plan is sufficiently evaluated.</td>
</tr>
<tr>
<td><strong>Summary and Recommendations</strong></td>
<td>All tasks are comprehensively completed and meet stated expectations. The summary and recommendations demonstrate an ability to critically reflect upon the case.</td>
<td>All tasks are completed. A summary and recommendations are complete and clearly presented.</td>
</tr>
<tr>
<td><strong>Writing and Organization</strong></td>
<td>The report is well-organized and well-written and is free of spelling or grammatical errors.</td>
<td>The report contains few spelling or grammatical errors that do not significantly interfere with understanding.</td>
</tr>
<tr>
<td><strong>Domain 3 Standard IV Element 4.1 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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</tbody>
</table>

**Overall**

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<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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</thead>
</table>
Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Full and Individual Evaluation (FIE)
(DUE FEBRUARY 1st)

With the assistance of your practicum supervisor, identify one appropriate case study or full and individual evaluation. This case study or evaluation may be either an initial case study or a reevaluation. In collaboration with your supervisor, determine which evaluation activities and instruments you will use for each evaluation. (Note: You may or may not be allowed by your district to do all the psychological components and should do only the components in which you are competent.) Your participation must include at least one classroom observation for each case. Your final report should integrate educational implications with the assessment data. You must also participate in the multidisciplinary staff conference and the IEP meeting.

** To protect student privacy, use only the student’s first name and delete all identifying student information (e.g. last name, address, parent’s last name, etc.)

The FIE must address BOTH of these specific issues:

1. Student eligibility for special education services clearly identifying the district’s criteria for eligibility. The administration of standardized tests must to be part of this evaluation, if appropriate. In order to examine for yourself the potential utility of these measures, you need to be able to administer and interpret these using the district eligibility criteria. Until school districts abandon the use of these measures, it is part of your responsibility to know how to correctly administer and interpret these data gathering measures.

2. Problem solving: Identification of student needs (target behaviors that could be either academic or behavioral in nature) and the development of interventions to address these needs. This will likely require that you do some observations and administer measures that your district may or may not be used to administering. In order to meet this requirement you will need to
present target behaviors in behavioral terms (in other words, what is the student doing or not doing as described in an FBA). The target behavior can be academic or behavioral in nature. Identify a replacement behavior. (For example, if the referral is academic, describe the student’s reading skill development utilizing CBM or CBE measures and identify targets for intervention and progress monitoring). Do not use eligibility statements for this part of the assignment. Do not use special education service as the intervention. State specific behaviors and goals that are used in the student’s IEP for this part of the assignment.

The final FIE will consist of several sections:

1. The FIE written in the style and format required by your district. Unless your district is problem solving oriented, this is the source of basic discussions of psychometric tests administered and student eligibility for special education service.

2. A summary sheet for each evaluation that includes the following information (if the information is addressed in the included district report, then indicate that the information is in the report):
   a. Referral question(s) in behavioral terms. What answers was the team looking for through the assessment? If your district is very traditional, ask questions of the teacher or your supervisor to identify these.
   b. Summary of findings in reference to the referral question(s). List each of your referral questions; specifically answer the questions referencing your assessment results. (This is NOT the same as a summary of your test results.)
   c. Based upon the assessment results, what are your recommendations for strategies and interventions to address identified student needs? These need to be specific interventions, and the interventions need to be directly tied to the assessment results. (This is not the same as a traditional recommendation section of a report.)
   d. How did you integrate and interpret the data in order to arrive at the recommended educational strategies and interventions?
   e. What was your role in the CSE process (e.g, social history, medical history, parent interview, observation, etc.)?
   f. What role did other school personnel play in the CSE process?
   g. What assessment procedures did you use? (List all procedures: record review, observations, normed testing, interviews, criterion referenced testing, CBM, etc.)
   h. What assessment procedures did your cooperating psychologist use?
   i. Dates of observation, testing, and meetings. (If not included in the report, you MUST do an observation and include a written summary of the observation in this summary sheet.)
   j. Record review and academic history summary.
   k. Vision and Hearing screening results and dates.
1. Social history summary.

m. Primary language spoken in the home. Primary language of the child is defined with an explanation of how the primary language was determined.

n. If the child’s primary language is not English, how did his/her second language or culture impact the test results?

o. Medical History summary

p. If standardized test scores were not listed in the report, list them in the summary. This **must** include subtest and factor scores as standard scores, with confidence intervals. If an LD teacher completed the achievement component of the case study you must include the subtest scores. ALL scores must be reported as standard scores with the confidence intervals listed.

q. If the student is 14 or older, then a transition plan MUST be included.

r. If the student obtained an overall cognitive measure of 70 or below, then an adaptive behavior measure must be administered and scored, and findings must be included in the summary report.

s. Personal reflection on reporting out the results at the MDC/IEP meeting.

t. What educational strategies and interventions did you take to the MDC and IEP meetings?

u. What determinations were made at the MDC and IEP meetings?

v. What suggestions did you make at the MDC and IEP meetings?

w. What goals, objectives, benchmarks and accommodations were finally put into the student's IEP? How did they relate to the assessment results?

Your supervisor must sign off on the copy of the report stating that you completed the CSE and attended the IEP meeting. You will not receive credit for this activity until your supervisor’s original signature is provided.
Rubric for Domain 3: Full and Individual Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Case Study Components</strong></td>
<td>Candidate follows case study through several stages by completing ALL required components and by thoroughly demonstrating the ability to develop appropriate interventions.</td>
<td>Candidate fails to thoroughly address 1 or 2 of the components of the FIE, while demonstrating the ability to develop adequate interventions.</td>
<td>Candidate fails to thoroughly address 3 or more of the components of the FIE, while demonstrating inadequate ability to develop interventions.</td>
</tr>
<tr>
<td><strong>Background Knowledge</strong></td>
<td>Candidate demonstrates a thorough review of all necessary background information.</td>
<td>Candidate demonstrates an adequate review of background information pertinent to the case study.</td>
<td>Candidate does not demonstrate an adequate review of background information.</td>
</tr>
<tr>
<td><strong>Referral Question</strong></td>
<td>Referral questions specifically answered referencing test results.</td>
<td>Referral questions adequately answered referencing test results.</td>
<td>Referral questions do not reference test results.</td>
</tr>
<tr>
<td><strong>Psychometric Tests</strong></td>
<td>Psychometric tests thoroughly administered and student eligibility for special education service clearly based on these results.</td>
<td>Psychometric tests adequately administered and student eligibility for special education service based on these results.</td>
<td>Psychometric tests not administered or student eligibility for special education service not based on test results.</td>
</tr>
<tr>
<td><strong>Interventions and Recommendations</strong></td>
<td>Interventions are based on thorough integration and interpretation of the data.</td>
<td>Interventions are based on an adequate integration and interpretation of the data.</td>
<td>Interventions are not based on an adequate integration and interpretation of the data.</td>
</tr>
<tr>
<td><strong>Domain 3 Standard IV Element 4.1 Competency 2a Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>Target</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
</tbody>
</table>

85
Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Impact on Student: Academic Intervention
** Ph.D. students complete this assignment during Advanced Practicum **
(DUE FEBRUARY 1st)

The Advanced Practicum experience is a clinical training year in which candidates produce a wide range of reports and other products that typify school psychology applied practice. It is important, as candidates complete their advanced practicum experience, that the impact of academic interventions on students learning is measured. A culminating description of an academic intervention which the candidate feels is the best reflection of his or her impact on the student learning during advanced practicum will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the academic intervention (graphs and charts with explanations).

Rubric for Domain 3: Impact on Student Learning: Academic Intervention
<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Intervention</strong></td>
<td>Academic intervention is chosen and discussed based on evidence-based research that addresses the referral questions.</td>
<td>Academic intervention is described but limited documentation of evidence-based research supporting this process is given.</td>
<td>The academic intervention does not reflect the need of the presenting problem.</td>
</tr>
<tr>
<td><strong>Description of Targeted Group</strong></td>
<td>The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention.</td>
<td>The student group being targeting is delineated with only demographic information and one baseline data point.</td>
<td>Student group ill defined.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data.</td>
<td>The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data.</td>
<td>No results section or depiction of data is missing.</td>
</tr>
<tr>
<td><strong>Impact on Candidate Learning</strong></td>
<td>Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth.</td>
<td>The candidate is minimally describes impact on professional growth.</td>
<td>The candidate does not describe impact on professional growth.</td>
</tr>
<tr>
<td><strong>Domain 3 Standard IV Element 4.1 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

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Domain 3

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills
School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Impact on Student Learning: Behavioral Intervention
** Ph.D. students complete this assignment during Advanced Practicum **
(DUE FEBRUARY 1st)

The Advanced Practicum experience is a clinical training year in which candidates produce a wide range of reports and other products that typify school psychology applied practice. During this year candidates produce a wide range of reports and other products that typify school psychology applied practice. It is important, as candidates complete their advanced practicum, that the impact of behavioral interventions on students learning is measured. A culminating description of a behavioral intervention which has been completed during the advanced practicum year and which the candidate feels is the best reflection of his or her impact on the student learning in the advanced practicum site will be submitted. The written portion should contain a minimum of three pages, as well as whatever charts or graphs are included. The report should include academic and behavioral data (observations, rating forms, benchmark data, survey level assessment, progress monitoring, daily behavior charts, etc.) and the author should demonstrate the effect size of the behavioral intervention (graphs and charts with explanations).
Rubric for Domain 3: Impact on Student Learning: Behavior Intervention

<table>
<thead>
<tr>
<th>Description of Intervention</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior intervention is chosen and discussed based on evidence-based research that addresses the referral questions.</td>
<td>Behavior intervention is described but limited documentation of evidence-based research supporting this process is given.</td>
<td>The behavior intervention does not reflect the need of the presenting problem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Targeted Group</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group of students targeted is described in behavioral terms and uses subject baseline data, which allows the reader to determine eligibility for intervention.</td>
<td>The student group being targeting is delineated with only demographic information and one baseline data point.</td>
<td>Student group ill defined.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The results section is well written and articulates the intervention and the outcomes and effect size for academic and behavioral data.</td>
<td>The results section gives limited information regarding effects of intervention and effect size for academic or behavioral data.</td>
<td>No results section or depiction of data is missing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on Candidate Learning</th>
<th>Target</th>
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<th>Unacceptable</th>
</tr>
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<tr>
<td>Candidate provides an in-depth explanation of the effect of this activity on their personal professional growth.</td>
<td>The candidate is minimally describes impact on professional growth.</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3 Standard IV Element 4.1 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
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</table>

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<thead>
<tr>
<th>Overall</th>
<th>Target</th>
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<th>Unacceptable</th>
</tr>
</thead>
</table>
Domain 4

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Functional Behavioral Assessment (FBA) Assignment
(DUE FEBRUARY 1st)

Conduct one functional behavioral assessment of a student.

The FBA can be completed during one of the following courses:

1. CIEP 482 – Prevention, Assessment, and Intervention: Behavior
2. CIEP 461 or 463 – Practicum in School Psychology I and II
3. CIEP 546 – School Psychology Advanced Practicum
### Rubric for Domain 4: Functional Behavioral Assessment (FBA) Assignment

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher interview and 4 behavioral observations. Use at least 2 different observation methods. At least 2 of the 4 observations are ABC observations.</td>
<td>Teacher interview and 3 behavioral observations. Use at least 2 different observation methods. At least 2 of the 3 observations are ABC observations.</td>
<td>Missing teacher interview; fewer than 3 behavioral observations; 1 observation method.</td>
</tr>
<tr>
<td>Interfering behavior</td>
<td>A clear operational definition of the interfering behavior is provided.</td>
<td>The interfering behavior is identified.</td>
<td>The interfering behavior is not identified.</td>
</tr>
<tr>
<td>Baseline</td>
<td>Current levels of occurrence are described and reported on a graph with at least 3 data points.</td>
<td>Current levels of occurrence are described.</td>
<td>Current levels of occurrence are not presented.</td>
</tr>
<tr>
<td>Antecedents</td>
<td>Specifically identify and consider discriminative stimuli, unconditioned and conditioned motivating operations.</td>
<td>Generally identify and consider the antecedents for the behavior.</td>
<td>Antecedents are not identified or considered.</td>
</tr>
<tr>
<td>Individual variables</td>
<td>Specifically identify and consider mediating individual variables and behavior deficits.</td>
<td>Specifically identify and consider mediating individual variables or behavior deficits.</td>
<td>Individual variables are not identified or considered.</td>
</tr>
<tr>
<td>Consequences</td>
<td>Specifically identify and consider positive, negative and automatic reinforcers.</td>
<td>Specifically identify and consider positive, negative, or automatic reinforcers.</td>
<td>Reinforcers are not identified or considered.</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>Hypothesis statement that is informed by the collected data and provides a clear indication of the hypothesized function of the behavior.</td>
<td>Hypothesis statement that provides an indication of the hypothesized function of the behavior but is not clearly informed by the collected data.</td>
<td>Hypothesis statement is not included.</td>
</tr>
<tr>
<td>Intervention plan</td>
<td>Plan includes competing behavior pathway and recommendations for intervention at all points.</td>
<td>Plan includes competing behavior pathway and recommendations for intervention at most points.</td>
<td>Plan is missing competing behavior pathway or recommendations for intervention at most points.</td>
</tr>
<tr>
<td>Monitoring plan</td>
<td>Tool to track replacement behavior is included.</td>
<td>Method to track replacement behavior is described.</td>
<td>No method to track replacement behavior is described.</td>
</tr>
<tr>
<td>Domain 4 Standard IV Element 4.2 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
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<th>Unacceptable</th>
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<tbody>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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Domain 4

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills
School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Individual Counseling Case OR Group Counseling Experience
(DUE FEBRUARY 1st)

Individual Counseling Case

This assignment includes 3 parts, which must be completed for credit.

I. A Case Conceptualization stated within a Cognitive Behavioral context in which you:
- Describe student’s age, grade, & gender
- Define the student’s presenting problem in behavioral terms.
- Include any available test data.
- Discuss cultural context variables
- Review history and developmental milestones
- Define hypothesized cognitive variables
  1. Underlying beliefs
  2. Thinking and feeling patterns
  3. Behavior patterns
- Hypothesize behavioral antecedents and consequences
- Complete a clinical interview with the child and summarize the findings in the report
- Develop an anticipated treatment plan using behavioral and cognitive terms
- Include an IEP in terms of goals and objectives if the student is in a special education setting. If not use the prototype sheet similar to an IEP found in Blackboard
- Indicate and include instrument or measure you will use to measure progress
- Hypothesize expected obstacles

II. Complete Progress Notes after each session:
   i. Review the steps of the session structure
      1. Mood check in
      2. Homework review (IF APPLICABLE)
      3. Agenda setting
      4. Session content
      5. Homework assignment (as applicable)
6. Eliciting feedback
   ii. List what was discussed, how the student behaved, how you reacted, why you reacted the way you did, what could you have done differently, comment on your effective affective skills.
   iii. What do you plan on doing/discussing during the next session?
   iv. Should you re-conceptualize the case conceptualization based upon new data?
   v. If you have contact with teachers/and or parents regarding the student this should be listed and described in your progress notes.

III. Once counseling is finished, write an outcome summary report where you summarize
   - the overall issue for the child,
   - the goals you worked on during the year,
   - any changes in the IEP goals,
   - how you measured student growth,
   - present raw and analyzed data and (charts, graphs, etc.)
   - an outcome summary of the progress the student has made

Moreover, include in this section a description of your personal growth in terms of how you dealt with the challenges of the case and the setting in which you provided the counseling. How have you grown as a mental health professional as a result of this case? This section should be given considerable thought and attention and should comprise about half of Part Three.
### Rubric for Domain 4: Individual Counseling Case

<table>
<thead>
<tr>
<th>Integration of Case Components</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates total knowledge of the steps of the individual counseling case by thoroughly completing ALL of the components of the individual counseling case.</td>
<td>Candidate demonstrates knowledge of most steps of the individual counseling case and completes all but one or two of the individual counseling case components.</td>
<td>Candidate demonstrates some knowledge of the steps of the individual counseling case.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Conceptualization</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate thoroughly completes all components of the case conceptualization demonstrating a complete understanding of the client's background and develops an appropriate treatment plan with behavioral goals.</td>
<td>Candidate adequately completes all components of the case conceptualization, a sufficient understanding of the client's background with an appropriate treatment plan and behavioral goals.</td>
<td>Candidate does not complete all components of the case conceptualization or displays an insufficient understanding of the client's background, or develops an inappropriate treatment plan without behavioral goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Prototype</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate completes an IEP/Plan summary form that includes the overall goals of the student and thoroughly describes how goals will be measured.</td>
<td>Candidate completes an IEP/Plan summary form that includes the overall goals of the student and adequately describes how goals will be measured.</td>
<td>Candidate completes an IEP/Plan summary form that fails to include the overall goals of the student or fails to describe how goals will be measured.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Notes</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate turns in complete progress notes according to template after each session including: mood check-in, homework review, agenda setting, session content, homework assignment, and eliciting feedback.</td>
<td>Candidate turns in progress notes according to template after each session.</td>
<td>Candidate fails to turn in progress notes after a client session.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary Notes</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.</td>
<td>Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.</td>
<td>Incomplete summary report or candidate does not demonstrating growth and understanding of the counseling process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4 Standard IV Element 4.2 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
<td></td>
</tr>
</tbody>
</table>

### Group Counseling Experience

This assignment includes 3 parts, which must be completed for credit.

1. **Introduction to the Group Counseling Activity:** Before the group starts, you will provide a description of each member of the group. This will help you to put the group activity into
perspective and will provide you with critical ecological factors to consider in planning activities and evaluating outcomes. Include the following information:

1. Purpose of the group in the overall mental health services delivery model within the school (system context) this would include a documentation of a form of needs assessment that shows how the group activity was chosen.
2. Why each student was selected for this particular group: Describe the group composition and how the members were selected.
3. Each student’s academic and behavioral history (Background information)
   For each student in the group describe
     0 Teacher concerns
     0 Behavioral needs
     0 Academic functioning
     0 Family background
     0 Relevant social, medical or developmental factors
     0 Any previous data gathered relevant to the group (e.g. discipline referrals, homework completion, classroom sociograms, playground observations…)
4. What do you hope each student will learn from the group, or your specific stated outcomes or goals for each student
5. Any specific dynamics you hope to facilitate within the group sessions
6. Define the goal or objective for the group, in behavioral, measurable terms. This will be the most important factor in determining group outcomes for the purposes of final summary of group activities and outcomes.

II. Weekly progress notes: Keep progress notes using the prescribed template located in the Handbook/Syllabus after each session, with dates and time, in which you discuss among other things:
   1. The goal of the meeting and how it fits into the overall objective of the group
   2. The session structure--- what activities were chosen for the session and why
   3. How the students reacted to the activity (note any unusual reactions from a student or students)
   4. Reflect on your reactions to the group’s behavior
   5. Comment on your effective affective skills
   6. What you need to do to enhance the group for the next session
   7. Any follow up conversations about group members with teachers or parents

III. End of the Semester Report: Summarize the growth each individual student made in the group. How did you measure this growth? Using behavioral terms and measurements are useful. Think about this as you begin the group. What was the overall goal in behavioral terms, what did the behaviors look like, what did you want the behaviors to look like at the end of the year? You are required to present raw (charts, graphs, etc.) and analyzed data and an outcome summary of the progress the students have made.
Moreover, include in this section a description of your personal growth in terms of how you dealt with the challenges of group and the setting in which you provided it. How have you grown as a mental health professional as a result of this experience? Reflect on having worked with another
person, the co-facilitator, on this assignment. This section should be given considerable thought and attention and should comprise about half of Part III of this assignment.

### Rubric for Domain 4: Group Counseling Experience

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Case Components</strong></td>
<td>Candidate demonstrates comprehensive knowledge of the group counseling experience by thoroughly completing all three components of the group counseling assignment.</td>
<td>Candidate demonstrates knowledge of the group counseling experience. All three components of the group counseling assignment are included with all aspects of each component included.</td>
<td>Candidate demonstrates limited knowledge of the group counseling experience. Assignment is missing one or more of the three components.</td>
</tr>
<tr>
<td><strong>Introduction to the Group Counseling Activity</strong></td>
<td>Candidate thoroughly completes all components of the group’s framework and plan, including the introduction and demonstrating a complete understanding of the group members’ background. Candidate defines the goal or objective of the group in very clear behavioral and measurable terms.</td>
<td>Candidate adequately completes all components of the group’s framework and plan. Candidate provides a sufficient understanding of the group members’ background. Candidate sufficiently defines the goal or objective of the group in behavioral and measurable terms.</td>
<td>Candidate does not complete all components of the group counseling introduction or displays an insufficient understanding of the group members’ background, or does not include group goals and objectives.</td>
</tr>
<tr>
<td><strong>Progress Notes</strong></td>
<td>Candidate turns in complete progress notes according to template after each session. Candidate occasionally includes other aspects of the group counseling sessions not covered on the template.</td>
<td>Candidate turns in progress notes according to the template after each session. Candidate includes responding to all items on the template.</td>
<td>Candidate fails to turn in progress notes after a client session.</td>
</tr>
<tr>
<td><strong>End of Semester Report</strong></td>
<td>Thorough summary report addresses all areas completely demonstrating growth and understanding of the counseling process.</td>
<td>Summary report addresses all areas adequately demonstrating growth and understanding of the counseling process.</td>
<td>Incomplete summary report or candidate does not demonstrating growth and understanding of the counseling process.</td>
</tr>
<tr>
<td><strong>Domain 4 Standard IV Element 4.2 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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<td><strong>Overall</strong></td>
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<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

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Domain 5

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Systems Consultation Project

(DUE FEBRUARY 1st)

Analyze an organization’s need and propose a change program including the following steps:

a. Describe the system being analyzed
b. Operationally define the problem or need to be addressed placing it within the context of “Best Practices”
c. Develop an assessment tool to establish baseline data and to measure change
d. Design a plan for change
e. Project actions to ensure sustainability of the project beyond pilot stage

Assessment Guidelines:

Analyze an organization’s need and propose a change program including the following steps:

a. Describe the system being analyzed
   a. Provide a description of the organization that describes its culture, organizational structure, problem-solving style, and format for implementing new initiatives
   b. Delineate potential resources and barriers to change
   c. Describe system needs in terms of stated concerns, critical data, and best practices
b. Operationally define the problem or need to be addressed placing it within the context of the implementation of “Best Practices”
   a. Describe a needs assessment process
   b. Operationalize the problem or need in terms that are clear, practical, and can be assessed through progress monitoring and outcome data
   c. Develop an assessment tool to establish baseline data and to measure change
      a. Assessment tool must be practical with clear qualitative and quantitative descriptors
      b. Delineate any existing data collections and resources that might serve as a component of baseline data or measurement of change
      c. Project realistic outcome goals
d. Design a plan for change
a. Link the plan for change to the conceptualization of the problem
b. Delineate all aspects of change plan including any necessary “capacity building”,
teaming methods, implementation process and timetable, resources, mechanisms
for modifying initial plan based on experience and progress monitoring data
c. Outline any additional progress monitoring or outcome measures not delineated
above
e. Project actions to ensure sustainability of the project beyond pilot stage
   a. Anticipate what funding, personnel, and other resources will be necessary to
      sustain change initiative (may need to include staff de-emphasis of other tasks)
   b. Outline what natural or other incentives must be in place to ensure motivation of
      change agents
## Rubric for Domain 5: Systems Consultation Project

<table>
<thead>
<tr>
<th></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System Analysis and Description</strong></td>
<td>Description and analysis of: -system -resources and barriers to change -needs</td>
<td>Comprehensive analysis of each area and sub-topic specified in “assignment guidelines”.</td>
<td>Omissions of areas or sub-topics specified in “guidelines” or vague analysis or description.</td>
</tr>
<tr>
<td><strong>Problem Definition</strong></td>
<td>Description of needs assessment process and operationalization of problem sufficient for data collection and progress monitoring.</td>
<td>Clear, practical (doable and relevant) needs assessment process and behaviorally specific problem definition that can be utilized in progress monitoring.</td>
<td>Vague or impractical needs assessment process or inadequate operationalization of problem.</td>
</tr>
<tr>
<td><strong>Assessment Tool</strong></td>
<td>Qualitative and quantitative descriptors</td>
<td>Clear observable descriptors Identification of method of baseline data</td>
<td>Vague not operationalized descriptors Absence of baseline method No or unrealistic outcome goals</td>
</tr>
<tr>
<td><strong>Change Plan Design</strong></td>
<td>Link plan to problem conceptualization Supports and implementation procedures, e.g., capacity building, steps, timetables (See “assignment guidelines”) Specify progress monitoring</td>
<td>Direct link between plan and problem conceptualization Complete delineation of supports and implementation procedures sufficient for action planning Specification of behaviorally specific monitoring and outcome tools</td>
<td>Inadequate link between plan and problem definition No or limited reference to capacity building, missing steps in implementation scheme (See “guidelines”) Absent, vague, or unreliable monitoring tool</td>
</tr>
<tr>
<td><strong>Sustainability</strong></td>
<td>Identification of resources required to sustain initiative Incentives for motivation of change agents</td>
<td>Identification of funding, personnel, and other factors required for long term project sustenance Denote natural and created motivators for change implementers</td>
<td>Limited attention to sustainability, omitting key factors for continuance Absent, vague, or insufficient delineation of natural</td>
</tr>
<tr>
<td><strong>Domain 5 Standard I Element 5.1 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
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### Overall

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<th><strong>Target</strong></th>
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</thead>
</table>
Domain 6

Systems-Level Services

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

PREPaRE WS1 Reflection

(DUE FEBRUARY 1st)

In PREPaRE WS1 you learned the importance of balancing physical and psychological safety, termed by the US Department of Education as emotional safety. Psychological safety focuses on the emotional and behavioral well-being of students and staff. As described in the workshop it is enhanced by the establishment of school-wide systems of positive behavioral support, programs that foster social emotional learning, and initiatives that encourage school connectedness, and students’ internal and external resiliency. In addition, the mitigation of risk is fostered by assessment procedures such as those used in threat and suicide assessment. These efforts all require extensive collaboration with other resources within and outside of school. (Slides 30-42, CD Handout 27)

Comprehensive district and school safety teams focus on overall safety and prevention programming. These teams set the tone and direction for safe school initiatives at both the district and school levels, with their primary focus being proactive prevention and mitigation initiatives and programming. These teams are responsible for carrying out the safety plans at the district and school levels which link school climate, related safety issues and prevention efforts to academic and social-emotional programming. (Slides 43-52, Handouts 2, 3, 4, 6 and CD Handout 31)

Review the slides and handouts cited above. If you wish to gather more background information on the content discussed through these slides refer to Reeves, Kanan, and Plog (2010), Doll and Cummings (2008), Volume 3 of Thomas and Grimes (2008), and various chapters from Shinn and Walker (2010) and information at www.casel.org

1. Fill out the Behavioral Interventions (pg. 4) and Conduct (pgs. 10 & 11) sections of the Vulnerability Assessment found in Handout 6 for your school. If you work at more than one school, choose one. Make sure to add additional comments if relevant.
2. Pick one of the areas that you marked as requiring either immediate attention or attention soon. Include why you picked this area.
3. Describe how you will research and evaluate evidence-based programs that might be effective in your school. Be sure to include the rationale for the choice of the recommendation.

4. An activity such as this would be done by the district and/or school safety team. Who at your school and/or district would be appropriate members of such teams? Remember it is important to consider not only the roles these people play but also the leadership and personality characteristics they might possess as described on slide 47.

Attach the completed Vulnerability Assessment sheets to a not less than five (5) page double spaced summary addressing points 2, 3 and 4 listed above.
<table>
<thead>
<tr>
<th>Rubric for Domain 6: PREPaRE WS 1 Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
</tr>
<tr>
<td><strong>Vulnerability Assessment</strong></td>
</tr>
<tr>
<td><strong>Choosing an area for intervention</strong></td>
</tr>
<tr>
<td><strong>Choosing a program</strong></td>
</tr>
<tr>
<td><strong>Members of the Safety Team</strong></td>
</tr>
<tr>
<td><strong>Domain 6 Standard V Element 5.2 Total Assessment</strong></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
</tr>
</tbody>
</table>
Domain 7
Systems-Level Services

Domain 7: Family–School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Home-School Collaboration Project
(DUE FEBRUARY 1st)

As part of the clinical experience, it is important to realize the impact of family and community in a student’s academic development. As part of this learning experience, students will develop a project that will address needs in the community and/or school and present a workshop that will bring together the various stakeholders necessary to address these problems.

Rubric for Domain 7: Home-School Collaboration Project

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a Need in the School or Community to Increase Knowledge or Communication</td>
<td>The need is well-defined and evidence is indicated for interest to increase knowledge in this area from two participant groups.</td>
<td>The need is defined but evidence is minimally presented indicating buy-in by either party.</td>
<td>The need is not defined only the problem.</td>
</tr>
<tr>
<td>A Presentation is Developed</td>
<td>A presentation is developed which describes the topic in a format that is easily communicated to all participants.</td>
<td>A presentation is prepared which describes the problem but does not communicate this in a manner that is understandable to ALL participants.</td>
<td>The presentation is not well described or communicated.</td>
</tr>
<tr>
<td>Plan</td>
<td>An action plan is developed that sets forth in a logical manner the steps necessary to begin to change behavior in a positive way to begin to address the problem presented in Part 1.</td>
<td>An action plan is presented that does not address the steps each participant must engage in to make progress.</td>
<td>No action plan.</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials are provided to all participants to encourage implementation of the plan.</td>
<td>Limited materials are presented making implementation difficult.</td>
<td>No relevant materials are presented.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The participants are presented a simple system to assess participation and positive change in targeted areas.</td>
<td>The participants are presented a plan of assessment that is unrealistic.</td>
<td>The assessment plan is not presented.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Header is on report. Report is edited. Signature is on the bottom of the report.</td>
<td>Header, editing, or signature is present (2 of 3).</td>
<td>No header, editing, or signature.</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Domain 7</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td>Overall</td>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
</tr>
</tbody>
</table>

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Domain 7
Systems-Level Services

Domain 7: Family–School Collaboration Services
School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Parent Resource Directory
(DUE FEBRUARY 1st)

Community, medical, and educational information on a topic of your choice such as, but not limited to:

- A brief overview of an exceptionality of your choice such as Down Syndrome, autism, ADHD, cerebral palsy or a topic important to parents such as RTI or a guide to IEP meetings etc. These are examples only. You may choose a topic that would be helpful to your work.

- A resource guide for parents or community that includes services available for children which might include educational, medical and community opportunities.

Rubric for Domain 7: Parent Resource Directory

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Exceptionality</td>
<td>Overview of exceptionality is extremely clear and well written.</td>
<td>Overview of exceptionality is somewhat clear and/or well written.</td>
<td>Overview of exceptionality is very unclear and/or poorly written.</td>
</tr>
<tr>
<td>Quality of Resources/Information Provided</td>
<td>Resource guide is very comprehensive, reader-friendly, and professionally presented.</td>
<td>Resource guide is somewhat comprehensive, reader-friendly, and/or professionally presented.</td>
<td>Resource guide is not at all comprehensive, reader-friendly, and/or professionally presented.</td>
</tr>
<tr>
<td>Domain 7 Standard VI Competency 2c Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
Domain 8

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Personal Reflection Paper
(DUE OCTOBER 1st)

Write a personal reflection paper that traces back to the two primary goals of your service learning experience. These goals are:

1) To maximize your positive impact at your service learning site (simply put, to do as much “good work” as possible)
2) To maximize your personal and professional growth as relates to your development as an agent of social justice

In order to explore these two goals, your paper should have three primary sections. The first section of this paper requires you to critically examine your service learning work. Did you achieve your goals? Was your positive impact maximized? Why or why not? If you could go back in time at any point in this semester and change something that you did or did not do in order to maximize positive impact, would you do so and, if so, why? Finally, while it is neither necessary nor desired that you restate the contents of each of your blog posts, it is expected in this paper that you will reread these posts and provide commentary on how these posts strike you now that the semester is completed. Some of your reaction to these posts may also be relevant to the second section of your paper.

The second section relates to your personal journey during this semester as an agent of social justice. While, as with your blog posts, it is neither expected nor desired for you to go over your personal biography paper line by line, it is expected that you will refer back to this paper as part of your analysis of your personal growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not? Additionally, as you look at your blog posts, are there any
lessons to be learned in terms of your personal and/or professional growth? The overall purpose of this section of your paper is to provide critical reflection on your personal growth during the term as you have grappled with challenging topics in your readings and in class and with challenging real-world situations through service learning.

The final section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should close by describing an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). You might choose to describe a way that you can make a positive impact at your primary service learning site (e.g., through your original contribution) or please feel free to describe a project that has no direct connection to this course. In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.
## Rubric for Domain 8: Personal Reflection Paper

<table>
<thead>
<tr>
<th>Description of Experience</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student provides rich description of experience with its personal and interpersonal dimensions.</td>
<td>Student provides evocative and personal description of activities/events, with attunement to interpersonal dimension.</td>
<td>Student demonstrates limited ability to describe experience. Does not go beyond basic logging of activities/events.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application of Course Concepts to Experience</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses experience to evaluate both course concepts and personal efficacy.</td>
<td>Student demonstrates a clear understanding of the relationship between course concepts and experience.</td>
<td>Student does not apply course concepts, or there is a limited, unclear connection of course concepts to experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact of Student’s Personal Life</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses changes in perspective to guide choices and behaviors in areas related to specific experience discussed as well as in areas related to other social/personal issues.</td>
<td>Student’s reflection indicates changes in perspective that can guide choices and behaviors, but only in areas related to specific experience being discussed.</td>
<td>Student expresses a limited connection between experience and personal growth. Demonstrates little or no reflection on personal attitudes, perspectives, beliefs or behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibility to Community</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student embodies personal sense of responsibility to community regarding issues pertinent to the experience and actively participates in the collective effort to solve these issues.</td>
<td>Student integrates personal sense of responsibility to community regarding issues pertinent to the experience and expresses a commitment to working towards specific solution(s).</td>
<td>Student demonstrates limited awareness of personal responsibility to community.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience. Student links these assessments to own perspectives and opinions on broader issues.</td>
<td>Student assesses and evaluates perspectives, knowledge and opinions gained from course concepts and experience.</td>
<td>Student accepts things at face value, as if all opinions were created equal. Opinions are stated without analysis or support.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 8 Standard VII CF 6 Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
Domain 9
Foundations of School Psychological Service Delivery

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Comparison Paper: Integration Presumption Paper
(DUE OCTOBER 1st)

Read the three articles outlining the principal arguments advanced by the first author and the views of the respondents. Analyze these arguments with appropriate citation to law and evaluate your perception of the validity of the arguments presented. *Subdivide the paper into sections A-D below using side-headers.* (5 page maximum)

Articles:

**THE DISABILITY INTEGRATION PRESUMPTION: THIRTY YEARS LATER** by Ruth Colker

**A NUANCED APPROACH TO THE DISABILITY INTEGRATION PRESUMPTION** by Mark C. Weber in response to Ruth Colker

**ABOLISH THE INTEGRATION PRESUMPTION? NOT YET** by Samuel R. Bagenstos article
Response to Ruth Colker

Criteria:
- A. Outline the principal author's arguments with appropriate citations to law
- B. Analyze the views of the two respondents
- C. Present a clear comparison of differences among the three views presented
- D. State your perception of the validity of the arguments presented
## Rubric for Domain 9: Comparison Paper: Integration Presumption Paper

<table>
<thead>
<tr>
<th><strong>Domain 9 Standard VIII Element 8.1 Total Assessment</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline the Principal Arguments with Appropriate Citations to Law</td>
<td>The main points of the Colker paper are outlined with correct citations to applicable law.</td>
<td>Some of the main points are outlined and author is cited correctly.</td>
<td>No explanation of Colker's argument.</td>
</tr>
<tr>
<td>Analyze the Views of the Respondents</td>
<td>Each of the main points of the respondents' arguments are outlined and contrasted with Colker's viewpoint.</td>
<td>Some of the main points of the respondents' arguments are outlined and parts of Colker's viewpoint are mentioned in comparison.</td>
<td>The respondents' viewpoints are not adequately described.</td>
</tr>
<tr>
<td>Present a Clear Comparison of Differences Among the Views Presented</td>
<td>Compare and contrast all of the main arguments and evidence cited by the two respondents with Colker's arguments.</td>
<td>Compare and contrast some of the main arguments and evidence cited by the two respondents.</td>
<td>The respondents' points of view are not considered in comparison to each other.</td>
</tr>
<tr>
<td>State Your Perception of the Validity of the Arguments Presented</td>
<td>Your own opinion is outlined with evidence from the texts used to support your claims. Explain how social justice issues play a role in this argument.</td>
<td>Your own opinion is outlined with some quotations from the text that support your claims.</td>
<td>Your own opinion of the issue is vaguely mentioned or not present. No or minimal citations used.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>Target</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
</tbody>
</table>

- Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).
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- Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
Domain 9

Foundations of School Psychological Service Delivery

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Qualitative Research Article Critique
(DUE OCTOBER 1st)

Write a two to three page critical review of an empirical qualitative research article.

- Discuss at least one (and not more than four) of the following elements of qualitative research:
  - Research problem/question
  - Theoretical framework
  - Review of the literature
  - Methodology, design, and logic
  - Sample selection and unit of analysis
  - Data collection methods
  - Classification (i.e., the process of segmenting the data)
  - Analysis and interpretation
  - Generalization

- Describe the selected research design elements
- Reference both strengths and weaknesses of the article
- Provide evidence from the article to support your arguments
- Follow APA formatting standards
Rubric for Domain 9: Qualitative Research Article Critique

<table>
<thead>
<tr>
<th>Elements of Qualitative Research</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses at least one (and not more than four) elements of qualitative research.</td>
<td>Discusses more than four elements of qualitative research.</td>
<td>Does not reference elements of qualitative research.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of Research Design Elements</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a description of all selected research design elements.</td>
<td>Provides a description of some – but not all – of the selected research design elements.</td>
<td>Does not describe the selected research design elements.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths and Weaknesses</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>References both strengths and weaknesses of the article.</td>
<td>References strengths OR weaknesses of the article.</td>
<td>Does not reference the strengths or weaknesses of the article.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Arguments</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides evidence from the article to support all arguments.</td>
<td>Provides evidence from the article to support some – but not all – arguments.</td>
<td>Does not provide evidence to support arguments.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 9 Standard VIII Element 8.1 Competency 3a Total Assessment</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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Domain 9

Foundations of School Psychological Service Delivery

Domain 9: Research and Program Evaluation
School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Quantitative Research Article Critique
(DUE OCTOBER 1st)

Write a one- to two-page summary and critical review of an empirical randomized experiment article.

- Describe the units, treatments, observation, and setting (UTOS)
- Describe the representation of the counterfactual
- Describe the construct being studied, as well as how the construct is defined and operationalized
- Describe the independent, dependent, and if applicable, the confounding variables
- Describe the causal explanations (i.e., the hypotheses) tested in this study
## Rubric for Domain 9: Quantitative Research Article Critique

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Units, treatments, observation, and setting (UTOS)</strong></td>
<td>Accurately describes all elements of UTOS: units, treatments, observation, and setting.</td>
<td>Accurately describes some—but not all—elements of UTOS: units, treatments, observation, and setting.</td>
<td>Does not reference UTOS: units, treatments, observation, and setting <strong>OR</strong> inaccurately describes all elements of UTOS.</td>
</tr>
<tr>
<td><strong>Representation of the Counterfactual</strong></td>
<td>Provides rich and accurate description of the representation of the counterfactual.</td>
<td>Provides accurate but vague/unclear description of the representation of the counterfactual.</td>
<td>Does not address or inaccurately describes the representation of the counterfactual.</td>
</tr>
<tr>
<td><strong>Construct</strong></td>
<td>Accurately describes the construct being studied, definition of the construct, and how the construct is operationalized.</td>
<td>Inaccurately describes or does not address one or two of the following: the construct being studied, the definition of the construct, or how the construct is operationalized.</td>
<td>Inaccurately describes or does not address the following: the construct being studied, the definition of the construct, <strong>AND</strong> how the construct is operationalized.</td>
</tr>
<tr>
<td><strong>Variables</strong></td>
<td>Accurately describes independent, dependent, and if applicable, confounding variables.</td>
<td>Inaccurately describes or does not address one or two of the following: the independent variable, dependent variable, or confounding variable (if applicable).</td>
<td>Inaccurately describes or does not address the following: the independent variable, <strong>AND</strong> dependent variable, <strong>AND</strong> confounding variable (if applicable).</td>
</tr>
<tr>
<td><strong>Causal Explanations</strong></td>
<td>Provides rich and accurate description of the causal explanations.</td>
<td>Provides accurate but vague or unclear description of the causal explanations.</td>
<td>Does not address or inaccurately describes the causal explanations.</td>
</tr>
</tbody>
</table>

**Domain 9 Standard VIII Element 8.1 Competency 3a Total Assessment**

Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).

All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.

Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

Domain 10

Foundations of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Self as an Ethical Person Paper and Changing View of Social Justice and Diversity Paper
(DUE FEBRUARY 1st)

Students will write two papers using the following guidelines:

Self as an Ethical Person Paper
- Write thoughtful analysis that addresses the following question: How have your knowledge of and experience with ethical issues impacted your professional development in both research and practice during your graduate training?
- Minimum of two pages in length.

Changing View of Social Justice and Diversity Paper
- How have issues of social justice and diversity impacted your professional development in both research and practice during your graduate training?
- Minimum of two pages in length.
### Rubric for Domain 10: Self as an Ethical Person Paper and Changing View of Social Justice and Diversity Paper

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1: Addressing Ethical Issues</strong></td>
<td>Paper includes clear description of ethical issues.</td>
<td>Paper includes description of ethical issues, however, the description is unclear.</td>
<td>Paper does not include a description of ethical issues.</td>
</tr>
<tr>
<td><strong>Paper 1: Addressing Professional Development in Research and Practice</strong></td>
<td>Paper clearly describes student’s professional development in both research AND practice.</td>
<td>Paper describes student’s professional development in both research AND practice, however, the description is unclear.</td>
<td>Paper describes student's professional development in research OR practice.</td>
</tr>
<tr>
<td><strong>Paper 2: Addressing Social Justice and Cultural Diversity</strong></td>
<td>Paper includes clear description of social justice and cultural diversity issues.</td>
<td>Paper includes description of social justice and cultural diversity issues, however, the description is unclear.</td>
<td>Paper does not include a description of social justice and cultural diversity issues.</td>
</tr>
<tr>
<td><strong>Paper 2: Addressing Personal Professional Development</strong></td>
<td>Paper clearly describes student’s professional development in both research AND practice.</td>
<td>Paper describes student’s professional development in both research AND practice, however, the description is unclear.</td>
<td>Paper describes student's professional development in research OR practice.</td>
</tr>
<tr>
<td><strong>Domain 10 Standard VIII Element 8.2 Competency 1a Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>

| Overall | Target | Acceptable | Unacceptable |
|---------|--------|------------|--------------|--------------|
|         |        |            |              |

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Domain 10

Foundations of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Six Principles Paper
(DUE OCTOBER 1st)

Students will write a three-page paper explaining how the six principles found in IDEIA (2004) advance (or fail to advance) social justice for all groups of children with disabilities and their parents with appropriate references to sections of the law. Compare and contrast how the principles function for parents of different racial, ethnic, and socio-economic status groups.
### Rubric for Domain 10: Six Principles Paper

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principles</strong></td>
<td>Knowledge of law is clearly explained for each of the principles with nuanced detail.</td>
<td>Knowledge of law is generally stated for all six principles.</td>
<td>Information is missing about one or more principles.</td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
<td>Explain how each principle advances or hinders social justice.</td>
<td>General discussion of social justice and IDEA.</td>
<td>No connection between the law and social justice.</td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>References are made to specific sections of the law in the appropriate format.</td>
<td>References are included for all of the principles but not all use the correct format citing specific sections of the law.</td>
<td>The appropriate legal citation is not included.</td>
</tr>
<tr>
<td><strong>Compare and Contrast</strong></td>
<td>Use critical thinking skills to explain the interaction between racial, ethnic, and socio-economic status in the functioning of the principles.</td>
<td>Briefly explain how the principles function for parents from diverse backgrounds.</td>
<td>No mention of differences in experience among families.</td>
</tr>
<tr>
<td><strong>Domain 10 Standard VIII Element 8.2 Total Assessment</strong></td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>

**Overall**

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
Domain 10

Foundations of School Psychological Service Delivery

Domain 10: Legal, Ethical, and Professional Practice
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Ethical Dilemma Paper
(DUE FEBRUARY 1st)

Culturally responsive mental health service delivery involves, among other things, a thorough knowledge of the ethics code of your profession, being clinically savvy, and having the ability to think on your feet. While some situations are relatively clear in terms of the proper ethical/legal/clinical response (e.g., teacher asks you for confidential information about a student), other situations are not quite as clear (e.g., student drops by your office many times for personal “chats” but parents do not consent to counseling). For this assignment, you are to first generate an ethical “what if” situation that could plausibly occur in your role as a school psychologist and then write a short paper that takes the following format:

1. Begin with a short vignette containing the “what if” situation.
2. Follow with a description of the pertinent law/ethical principles involved in this situation and a summary of at least two pertinent scholarly writings that address this topic.
3. Analyze how you would approach this situation if you were a school based mental health professional confronted with this “what if.” What steps would you take and why? What would be the potential risks and benefits to your approach and are there any contingencies that would alter your course? What ethical and legal guidelines would apply in making your decision, as well as current best practices in the field?
Rubric for Domain 10: Ethical Dilemma

<table>
<thead>
<tr>
<th>Rubric Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies Ethical Considerations</td>
<td>Describes the ethical consideration in detail having gathered pertinent facts. Ascertains exactly what must be decided. Grounds discussion in terms of the ethical guidelines (NASP and APA).</td>
<td>Identifies the ethical considerations, including pertinent facts, but only generally discusses what must be decided.</td>
<td>Only identifies some of the ethical considerations and misses the others.</td>
</tr>
<tr>
<td>Identifies People involved in the Decision</td>
<td>Accurately identifies “the client” and maintains the accurate focus on serving the client. Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints/interests of all involved.</td>
<td>Determines who should be involved in the decision making process, but does not discuss their viewpoints or interests with great detail.</td>
<td>Is unsure as to who should be involved in the decision-making process and how the viewpoints/interests may impact the decisions.</td>
</tr>
<tr>
<td>Considers Alternatives and Consequences</td>
<td>Identifies a number of alternatives and, in detail, evaluates each on the basis of whether or not there is interest and concern over the welfare of all involved in the decision.</td>
<td>Identifies at least two alternatives and predicts their associated consequences in some detail.</td>
<td>Identifies only one solution or does not identify any solution.</td>
</tr>
<tr>
<td>Makes a Decision</td>
<td>Makes a decision and formulates a plan that is a thoughtful reflection on the benefits and risks of action.</td>
<td>Makes a decision but neglects to formulate a plan that outlines the execution of the decision.</td>
<td>Has difficulty identifying an appropriate course of action. Does not make a clear decision.</td>
</tr>
<tr>
<td>Identifies Ethical Considerations</td>
<td>Describes the ethical consideration in detail having gathered pertinent facts. Ascertains exactly what must be decided. Grounds discussion in terms of the ethical guidelines (NASP and APA).</td>
<td>Identifies the ethical considerations, including pertinent facts, but only generally discusses what must be decided.</td>
<td>Only identifies some of the ethical considerations and misses the others.</td>
</tr>
<tr>
<td>Domain 10 Standard VIII Element 8.2 CF 7 Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>

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Additional Items

Résumé
(DUE FEBRUARY 1st)

Submit a résumé (no more than two pages) that includes personal contact information and previous professional experiences. Please also include a list of three professional references. The list of references may be included on a separate page (for a total of three pages; two pages for personal contact information/previous professional experiences and one page for three professional references).

Résumé Guidelines:
- Must include personal contact information
- Must include previous professional experiences
- Must include three professional references
- Use consistent formatting throughout the entire résumé
- Ensure accurate spelling throughout the entire résume

Rubric for Résumé:

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Résumé displays a consistent format throughout the entire document.</td>
<td>Some, but not all, aspects of the résumé are consistent in formatting.</td>
<td>Résumé does not display a consistent format.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>No spelling errors.</td>
<td>No more than two spelling errors.</td>
<td>More than two spelling errors. Spelling errors interfere with the professionalism of the résumé.</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Résumé is no more than two pages in length.</td>
<td>Résumé is less than one page in length but is highly professional and informative.</td>
<td>Résumé is less than one page in length and is not professional or informative.</td>
</tr>
<tr>
<td><strong>Contact and Experience</strong></td>
<td>Résumé includes personal contact information and professional experience.</td>
<td>Résumé includes limited personal contact information or limited professional experience.</td>
<td>Résumé does not include personal contact information or professional experience.</td>
</tr>
<tr>
<td><strong>Reference List</strong></td>
<td>Résumé includes three professional references.</td>
<td>Résumé includes three professional references.</td>
<td>Résumé includes fewer than three professional references.</td>
</tr>
<tr>
<td><strong>Résumé Total Assessment</strong></td>
<td>Candidate must receive no more than one section rated as Acceptable (with all others rated at the</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the standard.</td>
</tr>
</tbody>
</table>
Unofficial Transcript (DUE FEBRUARY 1st)

Submit a copy of an unofficial Loyola University transcript. To request an unofficial transcript:

1. Log into Locus. [https://locus.luc.edu](https://locus.luc.edu)

2. Click Academics.

3. Click View Unofficial Transcript.

4. Complete the online directions to request an unofficial transcript.
Rubric for Unofficial Transcript:

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unofficial Transcript</td>
<td>An unofficial copy of the student's transcript is included.</td>
<td></td>
<td>An unofficial copy of the student's transcript is not included.</td>
</tr>
<tr>
<td>Unofficial Transcript Total Assessment</td>
<td>Candidate must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the standard.</td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

Documentation of NCSP Praxis Exam (DUE FEBRUARY 1st)

Students must provide documentation of passed NCSP Praxis exam.

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSP Praxis Exam</td>
<td>Documentation indicates passing NCSP Praxis exam scores.</td>
<td></td>
<td>Documentation indicates failing NCSP Praxis exam scores or no documentation of NCSP Praxis exam scores provided.</td>
</tr>
<tr>
<td>NCSP Praxis Exam Total Assessment</td>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the standard.</td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
## Documentation of APICC Internship Application

**(DUE FEBRUARY 1st)**

Students must submit a completed APICC internship application to the [APICC website](#).

<table>
<thead>
<tr>
<th><strong>APICC Internship Application</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A completed APICC internship application is submitted to the APICC website.</td>
<td>A completed APICC internship application is submitted to the APICC website.</td>
<td>A completed APICC internship application is not submitted to the APICC website or an incomplete application is submitted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>APICC Internship Application Total Assessment</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).</td>
<td>All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.</td>
<td>Any Unacceptable section ratings will result in a rating of Unacceptable for the standard.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Overall</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
</table>

### Clerkship Rubric

<table>
<thead>
<tr>
<th><strong>Accountability</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student accurately logs 10 hours weekly for duration of clerkship and submits all paperwork. Student attends all clerkship sessions scheduled.</td>
<td>Student logs hours for duration of clerkship and submits all paperwork. Student misses two or fewer clerkship sessions scheduled.</td>
<td>Student does not submit paperwork or does not account for hours spent during clerkship. Student missed three or more scheduled clerkship sessions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal Orientation</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student works collaboratively with supervisor to develop several personal goals for the clerkship.</td>
<td>Student develops goals for their clerkship and shares them with the supervisor.</td>
<td>Goals are not developed and/or communicated to the supervisor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Disposition and Supervision</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Practiced in receiving feedback from clerkship supervision and demonstrating growth through reflection and action. Student responds to feedback with constructive and positive strategies.</td>
<td>Student communicates with Supervisor and receiving feedback and direction toward growth through reflection or action. Student is defensive concerning feedback.</td>
<td>Student does not accept or utilize supervisor feedback. Student experiences significant interpersonal issues surrounding supervision or feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal Growth</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies personal areas of strength and areas to work on during the course of the clerkship. Previously stated goals are met.</td>
<td>Student identifies personal areas of strength or weaknesses by the end of the clerkship. Previously stated goals are met or clear explanation for why they were not met.</td>
<td>Student cannot identify any areas of personal strength of weakness in the clerkship role. Goals that are not met do not have a clear explanation for not being met.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clerkship Total Assessment</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Overall</strong></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
</tr>
</thead>
</table>
Rubric for Research Team Participation

** Please note: the format for this rubric is different from other rubrics. **

<table>
<thead>
<tr>
<th>Participation</th>
<th>First Year Goals</th>
<th>Second &amp; Third Year Goals</th>
<th>Fourth &amp; Fifth Year Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student is actively involved with at least one research team. Student attends meetings regularly.</td>
<td>Student is actively involved with at least one research team, with the goal of working on a research project for publication. Student attends meetings regularly.</td>
<td>Student is actively involved with at least one research team and is either working on independent research or collaborating with other faculty, students or outside parties on research for publication. Student attends team meetings as appropriate.</td>
</tr>
<tr>
<td>Contribution</td>
<td>Student is observing and learning research techniques and housekeeping practices. Student completes all team tasks for which she or he volunteers.</td>
<td>Student is conducting research and completes all tasks delegated from the team leaders.</td>
<td>Student is involved with initiating and leading research projects and is able to independently conceptualize research.</td>
</tr>
<tr>
<td>Disposition</td>
<td>Student shows honesty, integrity, values, and ethical behavior in all research practices. Student learns to work with team members.</td>
<td>Student shows practices honesty, integrity, values and ethical behavior in all research practices. Student interacts positively with other team members, possibly taking on some leadership roles.</td>
<td>Student shows and models honesty, integrity, values and ethical behavior in all research practices. Student interacts positively with other team members and naturally assumes team leadership roles.</td>
</tr>
<tr>
<td>Target</td>
<td>Student meets all three criteria.</td>
<td>Student meets all three criteria.</td>
<td>Student meets all three criteria.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Student meets at least two criteria.</td>
<td>Student meets at least two criteria.</td>
<td>Student meets at least two criteria.</td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Student meets one or none of these criteria.</td>
<td>Student meets one or none of these criteria.</td>
<td>Student meets one or none of these criteria.</td>
</tr>
<tr>
<td>Overall</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
</tr>
<tr>
<td>Assessment</td>
<td>Acceptable</td>
<td>Acceptable</td>
<td>Acceptable</td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Unacceptable</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>
# Ph.D. Portfolio Assignments

<table>
<thead>
<tr>
<th>Domain</th>
<th>Assignment Name</th>
<th>Course</th>
<th>Year / Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem Solving Case Report</td>
<td>CIEP 479: School Based Consultation</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>2</td>
<td>PBS Consultation and Collaboration Case</td>
<td>CIEP 479: School Based Consultation</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>3</td>
<td>Academic Case Report</td>
<td>CIEP 477: Prevention, Assessment, and Intervention: Academic</td>
<td>1st Year: Fall</td>
</tr>
<tr>
<td>3</td>
<td>Full and Individual Evaluation</td>
<td>CIEP 463: Practicum in School Psychology II</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>3</td>
<td>Impact on Student Learning: Academic</td>
<td>CIEP 546: School Psychology Advanced Practicum</td>
<td>3rd/4th: Fall/Spring</td>
</tr>
<tr>
<td>3</td>
<td>Impact on Student Learning: Behavior</td>
<td>CIEP 546: School Psychology Advanced Practicum</td>
<td>3rd/4th: Fall/Spring</td>
</tr>
<tr>
<td>4</td>
<td>Functional Behavioral Assessment (FBA)</td>
<td>CIEP 482: Prevention, Assessment, and Intervention – Behavior</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>4</td>
<td>Individual Counseling Case OR Group Counseling Experience</td>
<td>CIEP 463: Practicum in School Psychology II</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>5</td>
<td>Systems Consultation Project</td>
<td>CIEP 545: Advanced System Consultation and Supervision of Psychology</td>
<td>3rd Year: Fall</td>
</tr>
<tr>
<td>6</td>
<td>PREPaRE WS1 Reflection</td>
<td>CIEP 463: Practicum in School Psychology II</td>
<td>2nd Year: Spring</td>
</tr>
<tr>
<td>7</td>
<td>Home-School Collaboration Project</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Parent Resource Directory</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>8</td>
<td>Personal Reflection Paper</td>
<td>ELPS 432: Multiculturalism for Social Justice in Higher Education</td>
<td>1st Year: Fall</td>
</tr>
<tr>
<td>9</td>
<td>Comparison Paper: Integration Presumption</td>
<td>CIEP 410: Legal Issues – Educating Students with Disabilities</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>9</td>
<td>Qualitative Research Article Critique</td>
<td>RMTD 420: Qualitative Methods</td>
<td>1st Year: Fall</td>
</tr>
<tr>
<td>9</td>
<td>Quantitative Research Article Critique</td>
<td>RMTD 421: Quantitative Methods</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>10</td>
<td>Self as an Ethical Person Paper and Changing View of Social Justice and Diversity Paper</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>10</td>
<td>Six Principles Paper</td>
<td>CIEP 410: Legal Issues – Educating Students with Disabilities</td>
<td>1st Year: Spring</td>
</tr>
<tr>
<td>10</td>
<td>Ethical Dilemma Paper</td>
<td>CIEP 413: Abnormal Psychology of Childhood and Adolescence</td>
<td>2nd Year: Summer</td>
</tr>
</tbody>
</table>
By accepting admission into the Loyola Doctoral School Psychology Program, I have read, understand and agree to abide by the policies and procedures and ethical standards as stated in the Student Handbook.

____________________  ____________________
Student Signature                                      Date