

SCHOOL PSYCHOLOGY (EDD)

The Ed.D. program in School Psychology utilizes a scientist-practitioner model as the foundation for the coursework students are asked to complete. The scientist-practitioner model is also combined with a systems-change lens to enhance one's understanding of using data-based decision-making and evidence-based practice to address issues of social justice and inequity. The courses in this program have been developed to attain these objectives and provide candidates with the necessary tools to lead for change in schools and communities. To accomplish these overarching objectives, there is a clear focus on assisting candidates to acquire the skills to:

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

See important statements and positions from the School Psychology faculty (<https://www.luc.edu/education/academics/areasofstudy/schoolpsychology/>)

Related Programs

Certificate

- School Discipline Reform Certificate (<https://catalog.luc.edu/graduate-professional/education/school-psychology/school-discipline-reform-certificate/>)

Combined

- School Psychology (MEd/EdS) (<https://catalog.luc.edu/graduate-professional/dual-degree-programs/school-psychology-med-eds/>)

Curriculum

More information can be found in the EdD in School Psychology Handbook (https://catalog.luc.edu/graduate-professional/education/school-psychology/school-psychology-edd/SPSY_EdD_Handbook_2024-2025.pdf).

The EdD program of studies consists of a total of 72 graduate semester hours (36 of which are typically transferred from prior graduate coursework). The program is designed for practicing school psychologists who are interested in obtaining a doctoral degree with a focus in data-based decision making and systems change in schools. This program is designed as a cohort model with entering students moving through the program together. It is delivered fully online with courses being offered primarily asynchronously, with some synchronous classes, and it is thoughtfully designed to meet the needs of working professionals.

Courses

Code	Title	Hours
Required Courses		
CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics (Capstone Prep)	3
CIEP 514	Advanced Systems Consultation	3
CIEP 527	Ethics and Law for School Psychologists	3

CIEP 548	Family, School and Community Collaboration	3
RMTD 400	Introduction to Research Methodology	3
RMTD 406	Educational Evaluation	3

Track Courses 15

All students choose either a District Administrator or Advanced Practitioner track.

District Administrator Track Courses

CIEP 502	Trauma Sensitive Schools
ELPS 408	Leading for Diversity
ELPS 468	Problems in Finance and Business Management
ELPS 472	Administration of Special Education and Pupil Services
ELPS 510	Seminar in the Sociology of Education

Advanced Practitioner Track

CIEP 526	Assessment Culturally & Linguistically Diverse Populations
CPSY 424	Career Development & Counseling
CPSY 426	Group Counseling: Theory and Practice
CPSY 437	Addiction Counseling
CPSY 444	Family Therapy I

Total Hours 36

Capstone

Each student will complete a Capstone Project in lieu of a dissertation. Candidates are responsible for the initiation and completion of their Capstone Project and our faculty serve as supports to help candidates complete their Capstone. The process that all candidates must follow for successful completion is delineated in the program handbook. All candidates must begin the Capstone process during the Spring semester of Year 1.

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

District Administrator Track

Course	Title	Hours
Year 1		
Fall		
RMTD 400	Introduction to Research Methodology	3
CIEP 514	Advanced Systems Consultation	3
Hours		6
Spring		
RMTD 406	Educational Evaluation	3
CIEP 548	Family, School and Community Collaboration	3
Hours		6
Summer I		
CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics	3
Hours		6

Summer II

ELPS 408	Leading for Diversity	3
CIEP 502	Trauma Sensitive Schools	3
Hours		6

Year 2**Fall**

CIEP 527	Ethics and Law for School Psychologists	3
ELPS 468	Problems in Finance and Business Management	3
Hours		6

Spring

ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 510	Seminar in the Sociology of Education	3
Hours		6

Total Hours 36

Advanced Practitioner Track

Course	Title	Hours
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Year 1**Fall**

RMTD 400	Introduction to Research Methodology	3
CIEP 514	Advanced Systems Consultation	3
Hours		6

Spring

RMTD 406	Educational Evaluation	3
CIEP 548	Family, School and Community Collaboration	3
Hours		6

Summer I

CIEP 409	Evidence Based Interventions	3
CIEP 466	School Psychology Special Topics	3
Hours		6

Summer II

CPSY 444	Family Therapy I	3
CPSY 426	Group Counseling: Theory and Practice	3
Hours		6

Year 2**Fall**

CIEP 527	Ethics and Law for School Psychologists	3
CPSY 424	Career Development & Counseling	3
Hours		6

Spring

CIEP 526	Assessment Culturally & Linguistically Diverse Populations	3
CPSY 437	Addiction Counseling	3
Hours		6

Total Hours 36

two courses each Spring, and up to four courses each summer. You'll take courses together as a cohort and follow the same course sequence.

Transfer Credit

Each student will have the opportunity to transfer a maximum of 36 semester hours of previous coursework towards the required 72 semester hours. Upon being accepted to the EdD program, each student will meet with the School Psychology Program Director to review transcripts to determine which, if any, courses can count toward the EdD program.

Continuous Enrollments

Doctoral students in School Psychology are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Services.

Graduate & Professional Standards and Regulations

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

Learning Outcomes

- You'll learn how to implement and evaluate evidence-based practices, knowing that your job as a school psychologist is not simply about assessment and placement, but to also address issues of inequity.
- You'll focus on consultation, education, and intervention.

Program Length

Students can complete all coursework in two years while attending part-time. Students will take two courses each Fall semester of the program,