SCHOOL PSYCHOLOGY (EDD)

Ready to support students’ mental health and address social inequities in schools

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/)

Curriculum

The EdD program of studies consists of a total of 72 graduate semester hours. 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. We also offer a mental health focus, which requires additional courses to obtain an LPC (Licensed Professional Counselor) credential. This program is designed as a cohort model with entering students moving through the program together.

The program 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. 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 below. All candidates must begin the Capstone process during the Spring semester of Year 1.


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.

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

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.

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.