

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. 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.

More information can be found in the EdD in School Psychology Handbook (<https://www.luc.edu/media/lucedu/education/pdfs/SPSYEdDHandbook2022-23.pdf>).

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

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
Hours		6																																																																					
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Advanced Practitioner 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		
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

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.

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

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.

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/graduate-professional-academic-standards-regulations/>) under their school. Any additional University Policies supercede 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.