

# Doctor of Philosophy in School Psychology

Reflecting a "scientist-practitioner" training orientation, the doctoral program in School Psychology extends the student's knowledge and applied research and teaching skills. Knowledge in the psychological foundations contributes to the development of effective scientist-practitioner school psychologists who utilize psychological theories and scientific research to inform their practice. We also recognize that the science and practice of school psychology mutually influence each other—science informs practice and practice informs science—and that an understanding of individual, ethnic, and cultural diversity serves as a foundation to effective science and practice of school psychology. Therefore, the program offers a curriculum within which all students are expected to acquire and demonstrate a substantial understanding of and/or competence in:

1. Professional school psychology (i.e., psychodiagnostic assessment, consultation, intervention, professional practice/ethics, learning, development, statistics, psychoeducational measurement, research design, and special education);
2. Psychological foundations (i.e., biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual bases of behavior, and history and systems of psychology);
3. Research skills; and
4. Appreciation/sensitivity to individual, ethnic, and cultural diversity.

The program is typically a four-year program of full-time study, followed by a full-year internship in health service psychology. The APA defines health service psychology as the integration of psychological science and practice in order to facilitate human development and functioning. Individuals who engage in health service psychology have been appropriately trained to be eligible for licensure as doctoral-level psychologists.

The program is housed in the KU School of Education and Human Sciences, which is accredited under the CAEP Accreditation System. The Ph.D. program is accredited by the American Psychological Association (APA) and is approved by the National Association of School Psychologists and Kansas Department of Education.

If you have any questions about the program's APA accreditation status, please contact:

Office of Program Consultation and Accreditation (<https://www.accreditation.apa.org/>)  
 American Psychological Association  
 750 First Street, N.E.  
 Washington, DC 20002-4242  
 Phone: 202-336-5979  
 Fax: 202-336-5978  
 Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

## Graduate Admissions Requirements

Applicants must meet both the University and departmental admission requirements to be considered for the program.

### University of Kansas Graduate Admission Requirements

- All applicants must meet the requirements outlined in the Admission to Graduate Study (<https://policy.ku.edu/graduate-studies/admission-to-graduate-study/>) policy.
- Bachelor's degree: A copy of official transcripts showing proof of a bachelor's degree (and any post-bachelor's coursework or degrees) from a regionally accredited institution, or a foreign university with equivalent bachelor's degree requirements is required.
- English proficiency: Proof of English proficiency (<https://gradapply.ku.edu/english-requirements/>) for non-native or non-native-like English speakers is required. There are two bands of English proficiency, including Admission and Full proficiency. For applicants to online programs, Full proficiency is required.

### Doctor of Philosophy in School Psychology Application Requirements:

- A completed graduate application (<https://gradapply.ku.edu/>).
- Application fee.
- Official transcripts of all degree-granting post-secondary institutions you have attended and an official transcript for each degree earned.
- Three letters of recommendation from individuals who can provide a thorough evaluation of one's abilities at the graduate level.
- GRE exam scores. Official copy of scores no older than five years; only the general GRE test is required.
- Personal statement addressing the following:
  - Describe your career goals
  - Describe how you see your career goals relating to this degree program (how you see this program preparing you to meet your career objectives)
  - Describe past work or educational experiences related to this degree program
  - Describe what skills/competencies and experiences you hope to gain in this program
  - Describe any past research experiences and accomplishments
  - Describe one research topic/issue that you would like to pursue in this program
  - Provide additional information concerning your background, experience, goals, or accomplishments/awards you believe are pertinent to your application

The doctoral program adheres to a scientist-practitioner model of training. Doctoral study extends the student's applied, research, and teaching skills. Research skills are described under Doctor of Philosophy with a Major in Education. Completion of the program typically requires 4 years of full-time study followed by a full year of internship.

#### Year 1

Fall	Hours Spring	Hours Summer	Hours
EPSY 710	3 EPSY 760	3 EPSY 810	3
EPSY 711	1 EPSY 835	3	
EPSY 715	3 EPSY 860	3	
EPSY 770	3 EPSY 965	3	

EPSY 798 (Applied Behavior Analysis & Evidence-Based Interventions in School Psychology)	3	Biological Basis of Behavior - choose 1):	3
EPSY 805	4	EPSY 836	
		OR	
		PSYC 961	
		OR	
		ABSC 857	
	17	15	3

**Total Hours 35****Year 2**

Fall	Hours	Spring	Hours	Summer	Hours	Hours
EPSY 705	3	Social Basis of Behavior Elective (select one from below)	3	History and Systems of Psychology- select one from below:	3	3
EPSY 822	3	EPSY 808		EPSY 882		
Research Skill elective (course options below):	3	or		or		
EPSY 855	3	PSYC 774		PSYC 805		
EPSY 947	2	or				
		PSYC 775				
		EPSY 798 (Consultation Systems & Program Evaluation)	3			
		EPSY 807	3			
		EPSY 865	3			
		EPSY 947	2			
	14		14			3

**Total Hours 31****Year 3**

Fall	Hours	Spring	Hours	Summer	Hours	Hours
EPSY 902	3	EPSY 880		Individual and Cultural Diversity (EPSY 875 or ELPS 830)	3	3
EPSY 910	3	Elective (800-level course):	3			
Elective (course outside EPSY, 700-level or above)	3	EPSY 911	3			
EPSY 975	3	Research Skill elective (course options below)	3			

Research Skill elective (course options below):	3	EPSY 996 (Optional)	2
	15		14
			3

**Total Hours 32****Year 4**

Fall	Hours	Spring	Hours
EPSY 999	6	EPSY 999 <sup>1</sup>	6
EPSY 995	3		
	9		6

**Total Hours 15****Year 5**

Fall	Hours	Spring	Hours
EPSY 992	2	EPSY 992	2
	2		2

**Total Hours 4****Total program hours = 118 credit hours.**

<sup>1</sup> Students that do not successfully defend their dissertation this semester, will need to be continuously enrolled in dissertation hours until they pass. Students are required to enroll in dissertation hours in the summer, only if they plan to defend that semester.

Code	Title	Hours
<b>Required Research Methods/Statistics Elective Courses -3 courses from list below (9 credit hours):</b>		
EPSY 803	Using R for Data Analysis	3
EPSY 812	Meta-Analysis	3
EPSY 814	Nonparametric Statistics	3
EPSY 816	Evaluating School Programs	3
EPSY 896	Seminar in: _____ (Casual Inference)	3
ELPS 896	Seminar in: (Rater-Mediated Assessments)	3
EPSY 905	Fundamentals of Multivariate Modeling (recommended)	3
EPSY 906	Latent Trait Measurement and Structural Equation Models	3
EPSY 921	Advanced Measurement Theory and Practice	3
EPSY 922	Introduction to Item Response Theory	3
EPSY 923	Advanced Theory and Applications of Item Response Theory	3
EPSY 926	Hierarchical Linear Modeling	3
ELPS 871	Introduction to Qualitative Research	3
PSYC 968	Research Methods in Clinical Psychology	3
ABSC 735	Within Subjects Research Methodology and Direct Observation	3
ABSC 770	Within Subjects Research Methodology and Direct Observation	3

**Timing of Comprehensive Exams.**

Students in the School Psychology Ph.D. program complete their oral comprehensive exams at the end of their third year of study.

Given the timing of internship placements through the national match process, School Psychology and Counseling Psychology Ph.D. students may be allowed to take comprehensive exams with up to 6 hours of non-required coursework remaining, so long as the remaining courses are not considered part of the research skills requirement or part of the program core that will be the subject of examination. These remaining hours can count towards the required 18 post-comp hours although students are still required to enroll in dissertation hours each term until the dissertation is successfully defended and completed.

At the completion of this program, students will be able to:

- Demonstrate research knowledge and apply research skills.
- Demonstrate skills to consult, collaborate and communicate effectively with individuals, families, groups, and systems.
- Understand and use assessments to identify strengths and needs, to develop effective interventions and programs, and measuring progress.
- Understand, identify, and implement mental health and academic interventions based on empirical evidence and with fidelity.
- Identify and respond appropriately to professional, legal, and ethical situations that may arise in their professional role.
- Respect and are appropriately responsive to individual and culture differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.