Doctor of Philosophy in School Psychology

Ph.D. in School Psychology

Training Director: Matthew Reynolds, 130T J.R. Pearson, 785-864-9712, mreymonds@ku.edu

The program leads to the Doctor of Philosophy (Ph.D.) degree. 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 program is housed in the KU School of Education, which is accredited under the National Council for Accreditation of Teacher Education (NCATE) Standards through 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 (http://www.apa.org/ed/accreditation)
American Psychological Association
750 First Street, N.E.
Washington, DC 20002-4242
Phone: 202-336-5979
Fax: 202-336-5978
Email: apaaccred@apa.org

Graduate Admission to the School of Education

Graduate programs in education are open to students with acceptable baccalaureate and graduate degrees whose academic records indicate that they can do successful work at the graduate level. Regular admission requires a grade-point average of at least 3.0 on a 4.0 scale in prior degrees. Individual departments may require additional information and may have more stringent admission requirements.

Some departments may offer special provisional admission categories to students who may not qualify under regular admission criteria. Departments that offer provisional admission require a grade-point average of at least 2.5. Applicants must provide evidence of ability to work successfully at the graduate level, including experience in and commitment to the profession. Exceptions to established policies must be sought individually by petition to the Graduate Division of the School of Education.

See Admission in the Graduate Studies (http://catalog.ku.edu/graduate-studies) section of the online catalog for more information.

Each department in the School of Education sets its own application deadlines. Prospective graduate students should contact their departments for more information.

Graduate Admission

Prerequisites for Regular Admission

Prerequisites include the following:

- Undergraduate grade-point average of 3.0 or higher on a 4.0 scale
- Graduate grade-point average of 3.5 or higher on a 4.0 scale
- Graduate Record Examination general test scores
- For Counseling Psychology - Completed bachelor’s or master’s degree in counseling, psychology, or a related area. An applicant who does not have an undergraduate degree in education or psychology should have a minimum of 15 undergraduate credit hours in the behavioral sciences.
- For Educational Psychology and Research - Completed bachelor’s or master’s degree in psychology, education, or a related area. An applicant who does not have an undergraduate degree in education or psychology should have a minimum of 15 undergraduate credit hours in the behavioral sciences.
- For School Psychology - Completed bachelor’s or master’s degree. School Psychology does not have a requirement for a specific undergraduate background.

At the first enrollment, a doctoral student reviews any previous graduate work with an advisor to identify any course work in which the student is deficient. Students holding master’s degrees in other areas should recognize that such course work may require up to a year to complete and, in some instances, must be taken before the actual doctoral course requirements.

See individual programs for specific admission requirements and deadlines.

Submit your graduate application online (http://www.graduate.ku.edu).

Admission

The admission deadline is December 15 to begin course work in the following summer or fall.
Required Admission Materials

1. Graduate application (http://www.graduate.ku.edu) and application fee. See Admission in the Graduate Studies (http://catalog.ku.edu/graduate-studies) section of the online catalog.

2. 1 copy of official transcripts of all previous college work, sent directly to Graduate Studies (http://www.graduate.ku.edu). The original transcript is forwarded to the School of Education to complete licensing and/or certification paperwork.

3. GRE (general test) scores: Institution code, R6871; Major Field code, 3406. The GRE should have been taken within five years of the application date, and scores should typically equal or exceed the 50th percentile.

4. Letter of intent.

5. Résumé.

6. 3 letters of recommendation from people who can assess the applicant’s prospects for completing the program.

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 715</td>
<td>3 EPSY 760</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 770</td>
<td>3 EPSY 835</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 798 (Applied Behavior Analysis &amp; Evidence-Based Interventions in School Psychology)</td>
<td>3 EPSY 860</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 805</td>
<td>3 EPSY 965 (EPSY 901 Research Practicum)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 901</td>
<td>2 EPSY 901</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Hours 28

Year 2

<table>
<thead>
<tr>
<th>Summer</th>
<th>Hours Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 710</td>
<td>3 PSYC 961</td>
<td>3 Social Basis of Behavior Elective (PSYC 774 or PSYC 775)</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 711</td>
<td>1 EPSY 705</td>
<td>3 EPSY 798 (Consultation Systems &amp; Program Evaluation)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 36

Year 3

<table>
<thead>
<tr>
<th>Summer</th>
<th>Hours Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 725</td>
<td>3 EPSY 902</td>
<td>3 EPSY 880</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 810</td>
<td>3 EPSY 910</td>
<td>3 EPSY 921</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 947</td>
<td>2 EPSY 911</td>
<td>3 EPSY 975</td>
<td>3</td>
</tr>
<tr>
<td>EPSY 901</td>
<td>3 Elective: Research Skills (EPSY 803, EPSY 811, EPSY 812, EPSY 816, EPSY 822, EPSY 905**, EPSY 906, EPSY 922, EPSY 926, PSYC 887, or ABSC 735)</td>
<td>3 EPSY 947</td>
<td>2</td>
</tr>
<tr>
<td>EPSY 911</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 996</td>
<td>2 EPSY 996</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 36

Year 4

<table>
<thead>
<tr>
<th>Summer</th>
<th>Hours Fall</th>
<th>Hours Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 875</td>
<td>3 EPSY 999</td>
<td>6 EPSY 999</td>
<td>6</td>
</tr>
<tr>
<td>ELPS 830</td>
<td>3 EPSY 995</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Timing of Comprehensive Exams.

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.