

# Psychological and Quantitative Foundations, PhD

Programs designed to lead to professional licensure are subject to federal regulations regarding informational disclosures. Please see Professional Licensure Disclosures by Program for further information.

## Learning Outcomes

Graduate students will:

- gain course-specific knowledge and skills as required to perform well in their specialties (as demonstrated by completing their required courses in their specialty/major area with a grade-point average of 3.00 or higher);
- demonstrate integrated substantive knowledge and skills that can be applied to solve novel professional-level problems (as demonstrated by completing their comprehensive examinations satisfactorily and by completing their thesis proposals with committee approval);
- demonstrate required clinical practice skills and researcher autonomy (as demonstrated by satisfactory completion of all required practicums and/or internships, and required thesis defenses/article submissions as appropriate for their degrees);
- demonstrate initial engagement with, and commitment to, professional ethics, professional development, lifelong learning, and service to the profession (as demonstrated by participation and engagement in the appropriate state, regional, and national organizations as appropriate for their degrees);
- demonstrate entry-level professional qualifications (as demonstrated by being qualified to take any licensing exams that are required for practice and/or employment); and
- be qualified for suitable employment or postdoctoral appointments upon graduation (as reported on annual Qualtrics surveys).

## Graduate Education

Graduate education prepares students with advanced knowledge and skills in specialized fields. At the University of Iowa, the Graduate College advocates for student-centered graduate education and supports equitable application of rules and policies across graduate programs.

## Academics

University of Iowa graduate credentials are regulated by policies and requirements found in the Graduate College Manual of Rules and Regulations. This includes minimum grade-point average (GPA) requirements for academic standing and degree conferral. The Graduate College sets the minimum requirement. Individual graduate programs may establish higher GPA requirements.

## Admissions

Graduate student applicants must meet admission requirements for both the Graduate College and the program

to which they have applied. University of Iowa graduate admission requirements are published by the Graduate College and on the Graduate Admissions website.

## Financial Support

Graduate students might be eligible for financial support. Several contingencies apply, including degree program and award type, satisfactory progress toward degree, satisfactory completion of all duties related to an appointment, and availability of funding. Graduate students should inquire directly with their program for more information about funding availability. The Graduate Student Employment Standards govern the employment relationship between the University of Iowa and all graduate teaching and research assistants in all matters except wages, which are covered by an existing collective bargaining agreement or the conditions of an applicable federal grant.

## Counseling Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a counseling psychology subprogram requires a minimum of 100 s.h. of graduate credit. The program requires full-time study. Students are expected to maintain a UI cumulative grade-point average (GPA) of at least 3.00.

The goal of the program is to prepare counseling psychologists who will promote psychology as a science and contribute to the advancement of the profession. The faculty endorses a scientist/practitioner model of training and expects students to become competent researchers and proficient practitioners. Graduates find positions in a variety of settings, including higher education, counseling centers, clinics, private practice settings, and hospitals.

The program is fully accredited by the American Psychological Association. Students must show appropriate levels of emotional balance and interpersonal skills and act within the American Psychological Association's *Ethical Principles of Psychologists*. For more information, contact the program director.

The PhD in psychological and quantitative foundations with a counseling psychology subprogram requires the following coursework.

## Research Requirements

16 s.h. of research courses are required. Students must take at least one course in psychometrics, two quantitative courses, one qualitative course, and six semesters of the supervised research course as follows.

Course #	Title	Hours
These courses:		
PSQF:5900	Psychometrics	1-3
PSQF:6243	Intermediate Statistical Methods (required if will take PSQF:6244 or PSQF:6246 below)	3
PSQF:7394	Supervised Research in Counseling Psychology (taken six semesters for 1 s.h. each)	6
One of these:		
PSQF:7331	Qualitative Educational Research Methods	3

CSED:7338	Essentials of Qualitative Inquiry	3
EDTL:7070	Qualitative Research Methods in Teaching and Learning	3
EPLS:7373	Qualitative Research Design and Methods	3
One of these:		
PSQF:6244	Correlation and Regression (must take PSQF:6243 before this course)	4
PSQF:6246	Design of Experiments (must take PSQF:6243 before this course)	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3
PSQF:6270	Generalized Linear Models	3
PSQF:7201	Counseling Psychology Research Writing	3

Qualitative and quantitative methodology is discussed in PSQF:7394 Supervised Research in Counseling Psychology, which is directed each semester by faculty advisors. Research from each student is discussed and evaluated, critiqued, and supported.

## Discipline-Specific Knowledge

All students are required to have a thorough grounding in the basic discipline of psychology. This may be achieved through a minimum of 3 s.h. of credit in each of the following four areas: biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, and history and systems.

## Counseling Psychology Core

Course #	Title	Hours
All of these (or equivalents):		
PSQF:6223	Introduction to Counseling Psychology Practice/ Research I	3
PSQF:6225	Introduction to Counseling Psychology Practice, Research, and Theory	3
PSQF:6235	Multicultural Counseling	3
PSQF:6312	Psychopathology Across the Lifespan	3
PSQF:7306	Psychotherapy III: Work Psychology and Career Interventions	3
PSQF:7309	Personality Assessment	3
PSQF:7310	Intelligence Assessment	3
PSQF:7356	Process and Outcomes in Counseling Psychotherapy	3
PSQF:7365	Theories of Psychotherapy	3
PSQF:7434	Practicum in Counseling Psychology	3
PSQF:7452	Leadership, Consultation, and Supervision	3
PSQF:7453	Advanced Practicum in Counseling Psychology (repeatable)	3
PSQF:7457	Advanced Group Leadership Experience	3

PSQF:7465	Issues and Ethics in Professional Psychology	3
PSQF:7470	Internship and Professional Issues	3

Students must enroll in practica to reach a specified level of client contact, supervision, and additional experience hours. Practicum placements must have prior approval of the counseling psychology faculty. Students must successfully complete one semester of PSQF:7434 Practicum in Counseling Psychology before enrolling in PSQF:7453 Advanced Practicum in Counseling Psychology.

## Electives

Elective courses are determined in collaboration with the major advisor.

## Internship

Students spend a calendar year in an internship setting approved by the counseling psychology faculty. The faculty determines student readiness to apply for the internship based on completion of all required coursework, successful defense of comprehensive exams, and successful completion of practicum requirements. Internships usually require geographic relocation.

## Comprehensive Exam and Dissertation

The comprehensive examination consists of an oral and a written component. The exam includes research and practice elements. For more information, contact the program coordinator.

The dissertation research study is planned in collaboration with the student's major advisor. Dissertation credit ranges from 12 to 15 s.h.

## Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations on the Graduate College website. Preference is given to applicants who have an undergraduate GPA above 3.00 and a graduate GPA above 3.50; an undergraduate major, minor, or substantial coursework in psychology; and previous research and counseling experience.

The faculty encourages applicants from a wide range of backgrounds and identities. Applicants with a BA or a more advanced degree are eligible to apply.

## Educational Measurement and Statistics

The Doctor of Philosophy program in psychological and quantitative foundations with an educational measurement and statistics subprogram requires a minimum of 90 s.h. of graduate credit. Students must maintain a UI cumulative grade-point average of at least 3.00 to remain in good standing in the Graduate College.

The subprogram prepares students for senior professional positions in educational measurement and statistics including quantitative methods, psychometrics, and data analytics. Graduates find employment in higher education, state and federal agencies, not-for-profit and commercial testing organizations, large public and private school systems, educational technology, and research institutions. Many

students complete research internships with prospective employers during their second or third year of graduate study.

The doctorate is a U.S. Department of Homeland Security STEM-designated degree program in educational statistics and research methodology, recognized as such in the U.S. Department of Education's Classification of Instructional Programs (CIP code 13.0603) due to its focus on research, innovation, and the development of new technologies in testing and psychometric methods.

Students who enter the subprogram without an MA thesis must complete a substitute project before taking the PhD comprehensive examination.

The PhD in Psychological and Quantitative Foundations with an educational measurement and statistics subprogram requires the following coursework.

## Required Courses

During the first year of graduate study, a student and their advisor plan a program of study that is appropriate for the student's interests and vocational objectives. The doctorate involves advanced work in educational measurement and psychometrics, quantitative methods, research design, and related areas. Work in other University of Iowa departments that is consistent with the student's interests is encouraged. Many doctoral candidates also complete graduate certificates, minors, and secondary degrees during their graduate studies.

### Educational Measurement

Course #	Title	Hours
All of these:		
PSQF:6255	Construction and Use of Evaluation Instruments	3
PSQF:6257	Educational Measurement and Evaluation	3
PSQF:6258	Theory and Technique in Educational Measurement	3
PSQF:6262	Item Response Theory	3
PSQF:7358	Equating and Scaling of Educational Tests	3
At least two of these:		
PSQF:6259	Scaling Methods	3
PSQF:7355	Seminar: Educational Measurement and Evaluation	3
PSQF:7375	Topics in Educational Measurement and Statistics	3
PSQF:7455	Generalizability Theory	3
PSQF:7476	Research in Educational Measurement and Statistics	3

### Applied Statistics

Course #	Title	Hours
All of these:		
PSQF:6243	Intermediate Statistical Methods	3
PSQF:6246	Design of Experiments	3
PSQF:6252	Introduction to Multivariate Statistical Methods	3
PSQF:6270	Generalized Linear Models	3
At least three of these:		
PSQF:6244	Correlation and Regression	4

PSQF:6248	Research Synthesis and Meta-Analysis	3
PSQF:6249	Factor Analysis and Structural Equation Models	3
PSQF:6250	Computer Packages for Statistical Analysis	3
PSQF:6254	Causal Inference and Observational Designs	3
PSQF:6272	Clustered Multilevel Models	3
PSQF:7355	Seminar: Educational Measurement and Evaluation	3
PSQF:7375	Topics in Educational Measurement and Statistics	3
PSQF:7476	Research in Educational Measurement and Statistics	3

### Additional Research Requirements

The College of Education research requirements may be satisfied by 9 s.h. from the required courses in educational measurement and applied statistics, by completing PSQF:6220 Quantitative Educational Research Methodologies and PSQF:7331 Qualitative Educational Research Methods, or by completing two other courses comparable in content coverage and level of rigor with departmental approval.

### Third Area of Concentration

Students are required to complete a minimum of 9 s.h. in a coherent program of coursework outside of educational measurement and statistics that is beyond the courses listed above.

The third area of concentration may come from related disciplines such as mathematical statistics (prefix STAT), biostatistics (prefix BIOS), computer science (prefix CS), curriculum (offered in Teaching and Learning, prefix EDTL), higher education (offered in Educational Policy and Leadership Studies, prefix EPLS), program evaluation (prefix EPLS), learning sciences (offered in Psychological and Quantitative Foundations, prefix PSQF), data science (prefix DATA), or informatics (prefix IGPI). These must be courses numbered 4000 or above that are consistent with a plan approved by the student's advisor.

### Electives

Students are encouraged to take elective courses that complement their interests. These electives, chosen in collaboration with the academic advisor and numbered 4000 or above, may include courses in related areas such as psychology (prefix PSY), learning sciences (prefix PSQF), mathematical statistics (prefix STAT), informatics (prefix IGPI), or data science (prefix DATA).

All students are expected to develop proficiency in computer programming methods sufficient to support their research and professional objectives.

### Comprehensive Examination

After completing most of their coursework, students take the comprehensive examination. The comprehensive examination is not a deferred qualifying examination. Rather, it is intended to evaluate a student's mastery of the concepts from the program of study at or near the end of the student's formal preparation and before completion of the dissertation.

The comprehensive examination committee shall be composed of at least three members from the educational measurement and statistics subprogram and one additional member of the Graduate College faculty from another department or subprogram. The requirements to pass the comprehensive exam shall follow the College of Education and Graduate College guidelines.

During the comprehensive exam, the committee seeks further evidence of the student's independent command of concepts across their program of study. The comprehensive examination consists of a written component followed by an oral component.

The details and format of the written and oral components of the exam are determined by the comprehensive examination committee to ensure that the exam represents the student's own work. The written component may include a traditional examination (in-person or take-home) or an extended research activity. The oral component is satisfied by a meeting of the examination committee with the student. At the conclusion of the oral component, the examining committee makes a single decision (satisfactory, with reservations, or unsatisfactory) across all aspects of the examination.

## Dissertation

Work for the PhD concludes with the dissertation. The dissertation research study is planned in collaboration with the student's examining committee chair and members and includes a proposal meeting and a final examination.

The dissertation committee shall include a minimum of at least three members from the educational measurement and statistics subprogram and one member from another department or subprogram. Committee members approve both the examination and the final document submitted by the student. The requirements to pass the final exam shall follow the College of Education and Graduate College guidelines.

A student must complete a minimum of 9 s.h. of dissertation credit, and no more than 12 s.h. may count towards the 90 s.h. that are required for the doctorate. Students may register for additional dissertation credit hours until the dissertation is completed.

## Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations on the Graduate College website. Preference is given to applicants who have an undergraduate GPA above 3.00 and a graduate GPA above 3.50.

The faculty encourages applicants from a wide range of backgrounds and identities. Applicants with a BA/BS or a more advanced degree are eligible to apply.

## Learning Sciences and Educational Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a learning sciences and educational psychology subprogram requires a minimum of 72 s.h. of graduate credit. Students are expected to maintain a UI cumulative grade-point average of at least 3.00.

The subprogram synthesizes core content and methods of educational psychology with training in the learning sciences.

Educational psychology is characterized by empirical research and theory typical of the social and behavioral sciences. The learning sciences reflect an outgrowth of cognitive science. The field offers a multidisciplinary approach to understanding when, how, and why people learn in social and material contexts that include but are not limited to classrooms. The learning sciences blend theories and methods from several disciplines, such as cognitive psychology, anthropology, instructional design, and more. Students will acquire the depth of knowledge and methodological sophistication necessary for original research that contributes to educational psychology and the learning sciences. They will develop and demonstrate their knowledge of learning theory and design principles in the context of research and design projects.

Students work closely with their advisor to develop a plan of study and define a program that matches their goals and interests. Those who begin the program after earning a master's degree or with coursework from another program may be able to waive some of the PhD program requirements.

The program of study includes substantive areas within the learning sciences and educational psychology, including courses in cognition, development, learning theory, and the design of instruction, learning environments, and learning technologies. Other learning opportunities include a design project in the second year, a precandidacy independent research project in which students design and carry out original research, a slate of research courses that meet the College of Education's research requirements, a minor area of a student's choice, and a dissertation in the student's area of interest.

## Research Requirement

The heart of the learning sciences and educational psychology as fields of inquiry is the creation, dissemination, and use of rigorous research to better understand and address educational issues. While many of the required courses address various aspects of the guiding principles set out by the National Research Council, students engage in the following coursework and research-related activities.

Course #	Title	Hours
All of these:		
PSQF:6220	Quantitative Educational Research Methodologies	3
PSQF:6243	Intermediate Statistical Methods	3
PSQF:7331	Qualitative Educational Research Methods	3
One of these:		
PSQF:6246	Design of Experiments	3
PSQF:6270	Generalized Linear Models	3
EDTL:7072	Advanced Methods of Literacy Research: Qualitative Data Analysis and Reporting	3
EDTL:7410	Mixed Methods Research	3

Other advanced research, statistics, or measurement course approved by the advisor

## Research Project

Prior to candidacy and in consultation with a faculty member, students design, implement, and present an original research project. This experience provides the opportunity to conduct a pilot study that will strengthen their thesis in terms of

methods, instruments, theoretical grounding, or focus of a research question. Student presentations of their research are open to the public. Students are encouraged to submit their study results for broader dissemination at a local, regional, or national conference.

For students who have received approval to omit this requirement because of an empirical thesis that is acceptable to the learning sciences and educational psychology faculty, an additional research course may be required.

Course #	Title	Hours
PSQF:6230	Research in Educational Psychology	3

## Required Courses

Course #	Title	Hours
All of these:		
PSQF:6200	Educational Psychology	3
PSQF:6203	Tools and External Representations in Individual and Social Learning	3
PSQF:6204	Foundations of the Learning Sciences	3
PSQF:6205	Design of Instruction	3
PSQF:6213	Advanced Lifespan Development	3
PSQF:6214	Design of Learning Environments: Theory, Practice, and Method	3
PSQF:6281	Cognitive Theories of Learning	3
PSQF:6299	MA Project: Portfolio/ Internship/Practicum	2
PSQF:7493	PhD Thesis in Psychological and Quantitative Foundations (minimum requirement)	10

## Core Electives

The selection of core electives depends on a student's area of specialization. Students may mix across specialization areas with advisor approval.

Students choose at least 9 s.h.; they should contact their advisor for additional approved courses.

## Seminar

Topics in this seminar vary; students may repeat the course if content is related to learning sciences or educational psychology. This seminar is a platform for students to develop independent scholarship in their specialization for other degree requirements such as design, research, or other professional development.

Course #	Title	Hours
PSQF:7371	Seminar in Learning Sciences and Educational Psychology	3

## Cognition, Learning, and Development

Course #	Title	Hours
PSQF:6275	Constructivism and Design of Instruction	3

PSY:6440	Developmental Cognitive Neuroscience	3
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## Learning in the Disciplines

Course #	Title	Hours
EDTL:6267	Seminar: Current Issues in Art Education	3
EDTL:6315	MA Seminar: English Education	3
EDTL:6483	Multilingual Education and Applied Linguistics	3
EDTL:6570	Foundation of School STEM Curriculum	3
EDTL:6757	Learning in the Science Classroom	3
EDTL:6758	Writing in the Science Classroom	3
EDTL:6833	History and Foundations of Social Studies Education	3

## Technology and Media

Course #	Title	Hours
PSQF:6208	Digital Media and Learning	3
PSQF:6211	Universal Design and Accessibility for Online Instruction	3
PSQF:6215	Online Instruction: Design and Facilitation	3
PSQF:6216	Tools and Utilities for Online Teaching	3

## Additional Electives

Students may take up to 6 s.h. of elective coursework. These electives can include any psychological and quantitative foundations courses (prefix PSQF) numbered 5000 or above that are not already required. For example, students can take PSQF:6217 Seminar in College Teaching and/or additional research courses. Up to 3 s.h. from courses that are offered by other departments in the College of Education (CSED, EDTL, EPLS) or from other University of Iowa departments and programs (e.g., Psychological and Brain Sciences, PSY) may count with advisor approval.

## Cognate Area

Students must complete a minimum of 12 s.h. that constitute a coherent content-focused program of coursework outside educational psychology and beyond the courses previously listed. The cognate area may be from a foundation discipline such as mathematics education, educational philosophy, or program evaluation. Courses must be numbered 5000 or above, can span across the College of Education (prefixes PSQF, CSED, EDTL, EPLS) or from other University of Iowa departments and programs (e.g., Psychological and Brain Sciences, prefix PSY), and must be consistent with a plan approved by a student's advisor.

## Comprehensive Examination

The PhD comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory.

All students are required to complete a traditional comprehensive examination. This examination includes foundational content in educational psychology and learning

sciences, the student's cognate area, and a specialty area of the student's choice.

In rare and well-justified circumstances, a student may petition their advisor and examining committee to complete an alternative format (e.g., a review article). Any such request requires approval from the examining committee and the Department of Psychological and Quantitative Foundations.

The examining committee is composed of four faculty members. It does not necessarily include the same faculty members as the dissertation committee.

## Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average; see the Manual of Rules and Regulations on the Graduate College website.

Applicants who do not meet all admission requirements may be granted conditional admission on the basis of other evidence, such as high grade-point average, strong academic preparation, and highly supportive recommendations. Conditional admission is rare.

Following an initial review of the application, applicants may be asked to participate in a virtual interview with one or more faculty members. No preparation is required for this interview, it provides faculty members an opportunity to better understand the applicant's graduate school goals and provides applicants with an opportunity to ask questions about the program.

Applicants who accept admission or financial aid and do not relinquish either one on or before April 15 may not solicit or accept another offer. Offers made by the program after April 15 include the provision that the offer is void if the applicant has accepted and continues to hold a previous offer from another program listed in the American Psychological Association publication *Graduate Study in Psychology and Associated Fields*. This policy is consistent with standards set by the association's Board of Educational Affairs.

## School Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 105 s.h. of graduate credit. Students are expected to maintain a UI cumulative grade-point average (GPA) of at least 3.00.

The primary mission of the school psychology program is to train health service psychologists to be outstanding ethical and multiculturally competent scientist-practitioners who promote psychology as a profession and science for the betterment of the human condition. As such, the program places significant emphasis on instilling attitudes and skills that are necessary for becoming critical consumers of research, active disseminators of research, and valuable contributors to the scientific foundations of the field.

Graduates from the school psychology program obtain positions as school service providers, private practitioners, faculty members, and psychologists in community mental health agencies, residential settings, and pediatric and psychiatric settings.

The program is accredited on contingency by the American Psychological Association. The date of expiration is March 4, 2030. Students must show appropriate levels of emotional balance and interpersonal skills and act within the American

Psychological Association's Ethical Principles of Psychologists and Code of Conduct. For more information, contact the program director.

Students develop a plan of study in consultation with their academic advisors. Successful completion of the PRAXIS II—School Psychology subject test 5403 is required for program completion.

The PhD in psychological and quantitative foundations with a school psychology subprogram requires the following coursework.

## Research Requirement

To receive credit for additional courses, students must obtain prior approval from their advisor and the school psychology program.

Course #	Title	Hours
All of these:		
PSQF:5199	Topical Workshop in Psychological and Quantitative Foundations (when topic is introduction to school psychology research writing)	1
PSQF:5900	Psychometrics	1
PSQF:6243	Intermediate Statistical Methods	3
PSQF:6246	Design of Experiments (must take PSQF:6243 before this course)	3
PSQF:7331	Qualitative Educational Research Methods	3
or EPLS:7373	Qualitative Research Design and Methods	
PSQF:7342	Research Project in School Psychology	2-4
EDTL:7953	Seminar: Single Subject Design Research	3

## Basic Psychology

Students are required to have a thorough grounding in the basic discipline of psychology, which may be achieved through earning a minimum of 3 s.h. in each of the following six areas: history and systems; and affective, biological, cognitive, developmental, and social bases of behavior. Students complete additional courses in individual differences and other course areas consistent with accreditation.

## Core Courses

Course #	Title	Hours
All of these (or equivalents):		
PSQF:5219	Foundations of Health Service/School Psychology	3
PSQF:6213	Advanced Lifespan Development	3
PSQF:6235	Multicultural Counseling	3
PSQF:6238	Assessment of Learning Differences	3
PSQF:6263	Consultation Theory and Practice	3
PSQF:6281	Cognitive Theories of Learning	3

PSQF:6312	Psychopathology Across the Lifespan	3
PSQF:7320	History and Systems of Psychology	3
PSQF:7237	Beginning Practicum in School Psychological Service (minimum of 150 hours required)	3
PSQF:7310	Intelligence Assessment	3
PSQF:7315	Social and Emotional Assessment of Children and Adolescents	3
PSQF:7337	Advanced Practicum in School Psychology (minimum of 750 hours required)	15
PSQF:7344	Academic Interventions	3
PSQF:7367	Social Psychology and Social Systems	3
PSQF:7390	Supervision of School Psychology Practicum/ Internship	3
PSQF:7465 or EDTL:5963	Issues and Ethics in Professional Psychology Ethics and Professional Conduct for Behavior Analysts and Psychologists	3
CSED:5222	Counseling Children and Adolescents in Schools	3
EDTL:4900	Foundations of Special Education	3
EDTL:4950	Behavioral and Social Interventions	3
EDTL:5961	Foundation of Applied Behavior Analysis	3
PSY:6370	Principles of Neuropsychology	3

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. Placements must have prior approval of the school psychology faculty. Students must successfully complete one semester of PSQF:7237 Beginning Practicum in School Psychological Service before enrolling in PSQF:7337 Advanced Practicum in School Psychology. Students must adhere to the most recent ethical principles and standards of the American Psychological Association.

## Elective Courses

Students earn a minimum of 6 s.h. in elective courses. These courses are determined in collaboration with the major advisor and can include the following.

Course #	Title	Hours
PSQF:6217	Seminar in College Teaching	1-3
EDTL:4975	Explicit Instruction	3
EDTL:5966	Advanced Topics in Applied Behavior Analysis	3
PEDS:7264	Clinical Applications of Applied Behavior Analysis	3

## Yearly and Comprehensive Portfolios

Students are required to complete yearly portfolio reviews, which include oral examinations. The comprehensive portfolio consists of an oral and a written component that includes research and practice elements. For more information, contact the program coordinator.

## Internship

Students spend a calendar year in an internship setting approved by the school psychology faculty. The faculty determines students' readiness to apply for internships based on their completion of all required coursework and successful completion of practicum and program requirements. Internships may require geographic relocation.

Course #	Title	Hours
This course:		
PSQF:7437	Internship in School Psychology	2

## Dissertation

Students complete a doctoral dissertation. The program has adopted a two-article format. Article 1 (PSQF:7342) is completed by the end of the third year of the program. Following the successful defense of Article 1, students register for a total of 6 s.h. of dissertation credit (Article 2, PSQF:7493). All dissertation research studies are planned in collaboration with a student's major research advisor. Students may register for additional dissertation credits until completion.

Course #	Title	Hours
This course:		
PSQF:7493	PhD Thesis in Psychological and Quantitative Foundations	6

## Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations on the Graduate College website. Preference is given to applicants with an undergraduate major in psychology, education, or a related field; have an undergraduate GPA of 3.00 or higher; a graduate GPA of 3.00 or higher; related research experience; and an interest and experience working with children and adolescents in K-12 settings. Applicants are reviewed holistically.

The faculty encourages applicants from minoritized and other underrepresented groups to include persons from a wide range of backgrounds and academic preparation.

## Academic Plans

### Sample Plans of Study

Sample plans represent one way to complete a program of study. Actual course selection and sequence will vary and should be discussed with an academic advisor. For additional sample plans, see MyUI.

## **Psychological and Quantitative Foundations, PhD**

- Counseling Psychology Subprogram
- Educational Measurement and Statistics Subprogram
- Learning Sciences and Educational Psychology Subprogram
- School Psychology Subprogram

### **Counseling Psychology Subprogram**

This sample plan is currently being reviewed and will be added at a later date.

### **Educational Measurement and Statistics Subprogram**

This sample plan is currently being reviewed and will be added at a later date.

### **Learning Sciences and Educational Psychology Subprogram**

This sample plan is currently being reviewed and will be added at a later date.

### **School Psychology Subprogram**

This sample plan is currently being reviewed and will be added at a later date.