Psychological and Quantitative Foundations, Ph.D.

Counseling Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with a counseling psychology subprogram requires a minimum of 111 s.h. of graduate credit. The program requires full-time study.

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 Ph.D. in psychological and quantitative foundations with a counseling psychology subprogram requires the following work.

Research Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:7331</td>
<td>Seminar: Educational Psychology I - Current Topics (when subtitle is qualitative educational research methods)</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7394</td>
<td>Supervised Research in Counseling Psychology (at least 4 s.h. is required; students enroll for 1 s.h. per semester for up to four semesters)</td>
<td>4</td>
</tr>
</tbody>
</table>

One of these:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:6244</td>
<td>Correlation and Regression</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6246</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
</tbody>
</table>

Qualitative and quantitative methodological 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.

Basic Psychology

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. Students complete an additional 6 s.h. in the area of individual differences.

Counseling Psychology Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>All of these:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSQF:6223</td>
<td>Introduction to Counseling Psychology Practice/Research I-II</td>
<td>6</td>
</tr>
<tr>
<td>PSQF:6235</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7305</td>
<td>Psychotherapy I: Dynamic and Phenomenological Approaches</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7306</td>
<td>Psychotherapy III: Work Psychology and Career Interventions</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7309</td>
<td>Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7310</td>
<td>Intelligence Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7356</td>
<td>Process and Outcomes in Counseling Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7365</td>
<td>Psychotherapy II: Cognitive and Behavioral Approaches</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7434</td>
<td>Practicum in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7452</td>
<td>Leadership, Consultation, and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7453</td>
<td>Advanced Practicum in Counseling Psychology (repeatable)</td>
<td>1-3</td>
</tr>
<tr>
<td>PSQF:7465</td>
<td>Issues and Ethics in Professional Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must enroll in practicums to reach a specified level of client contact, supervision, and additional experience hours. The first practicum's site is typically University Counseling Service. Subsequent placements at other sites must have prior approval of the counseling psychology faculty. Students must successfully complete one semester of PSQF:6299 M.A. Project: Portfolio/Internship/Practicum 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 or almost all required course work, satisfactory progress toward completion of the portfolio requirement, 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. Preference is given to applicants who have an undergraduate g.p.a. above 3.00 and a graduate g.p.a. above 3.50; an undergraduate major, minor, or substantial course work in psychology; a Graduate Record Examination (GRE) General Test verbal score of 152 or higher, quantitative score of 151 or higher, and analytical writing score of 3.5 or higher; and previous research and counseling experience.

Students should submit a Graduate College application form, official transcripts of all previous college work, an official report of GRE General Test scores (the GRE advanced test in psychology is recommended but not required), a personal statement outlining career goals and reasons for seeking advanced training in counseling psychology, and three letters of recommendation from individuals qualified to assess the applicant’s potential for completing the doctoral program. The faculty encourages applications from minorities, women, and persons from a wide range of backgrounds and academic preparation. The program typically accepts between five and eight students each year.

Students begin the program in fall. Application deadline is December 1; admission decisions usually are made by March 1. Applicants are invited to campus for interviews before final selection.

**Couple and Family Therapy**

The Doctor of Philosophy program in psychological and quantitative foundations with a couple and family therapy (CFT) subprogram requires a minimum of 73 s.h. of graduate credit. The program aims to prepare couple and family therapists for roles in academic and research settings.

Using a social justice and a relational/systemic perspective, the program prepares CFT students to become ethically and multiculturally responsive scholars, clinicians, supervisors, and educators. The program has five goals: to equip students to generate and disseminate social justice and relational/systemic informed research using innovative research methods; to prepare effective CFT educators; to equip students with advanced couple and family therapy theoretical training for use in clinical and supervisory settings; to promote ethical practices of students in their scholarship, clinical, and educational endeavors; and to engender multicultural responsiveness of students in their scholarship, clinical, and educational endeavors.

Graduates are expected to have sufficient knowledge and skill to teach and conduct research at colleges and universities; supervise other professionals; and provide clinical services to individuals, couples, and families. Graduates also should have competencies to engage in and evaluate theory-based qualitative and/or quantitative research.

Requirements for the degree include course work, a systematic review, a theory of change paper, an ethics autobiography paper, a comprehensive exam portfolio, a clinical or academic internship, and a dissertation. Most students complete the program’s required course work in two or three years and take one or two years to complete the internship and dissertation. The CFT faculty reviews each student annually; students must fulfill program requirements in order to continue in the program.

The Ph.D. in psychological and quantitative foundations with a couple and family therapy subprogram requires the following.

### Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Required Courses</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:5265</td>
<td>Research Methods in Couple and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:7331</td>
<td>Seminar: Educational Psychology I - Current Topics (when subtitle is qualitative educational research methods)</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7459</td>
<td>Seminar: Issues and Trends in Counseling Research</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:7460</td>
<td>Seminar: Research in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6244 or PSQF:6246</td>
<td>Correlation and Regression / Design of Experiments</td>
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</tbody>
</table>

### Advanced Research Methods Course

An advanced qualitative course (3 s.h.) or one of these quantitative courses (4 s.h.):

<table>
<thead>
<tr>
<th>Code</th>
<th>Advanced Research Methods Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:7395</td>
<td>Social Context and Family Research</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7399</td>
<td>Supervision in Couple and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7404</td>
<td>Seminar in Child and Adolescent Intervention Research</td>
<td>3</td>
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### Theoretical and Clinical Core

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<tr>
<th>Code</th>
<th>Theoretical and Clinical Core</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:5262</td>
<td>Advanced Couple and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7356</td>
<td>Process and Outcomes in Counseling Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7361</td>
<td>Advanced Practicum in Couple and Family Therapy (must enroll multiple times for total of 9 s.h.)</td>
<td>9</td>
</tr>
<tr>
<td>PSQF:7389</td>
<td>Seminar in Couple Intervention Research</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7395</td>
<td>Social Context and Family Research</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7399</td>
<td>Supervision in Couple and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7404</td>
<td>Seminar in Child and Adolescent Intervention Research</td>
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### Teaching Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Teaching Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:6216</td>
<td>Tools and Utilities for Online Teaching</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6217</td>
<td>Seminar in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7380</td>
<td>Practicum in College Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EALL:7475</td>
<td>Ph.D. ePortfolio in College Teaching</td>
<td>3</td>
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</table>

### Ethics and Multicultural Course

This course:

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<thead>
<tr>
<th>Code</th>
<th>Ethics and Multicultural Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:6235</td>
<td>Multicultural Counseling</td>
<td>3</td>
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</table>
Comprehensive Examination

The comprehensive examination consists of a portfolio that a student has compiled during the program and its oral defense once course work has been completed.

Internship

Students must complete a clinical or academic internship.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:7500</td>
<td>Internship in Couple and Family Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>

Dissertation

Work for the doctoral dissertation employs a student’s independent skills in conducting original research. The dissertation process is supervised by a student’s advisor. Depending on a student’s research questions, the dissertation may require quantitative, qualitative, or mixed methods and may involve data collection or the secondary analysis of an existing data set. The thesis advisor and the examining committee approve the topic and procedures at a formal prospectus meeting. The final oral examination on the thesis is conducted by the examining committee.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:7493</td>
<td>Ph.D. Thesis in Psychological and Quantitative Foundations</td>
<td>10</td>
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</tbody>
</table>

Admission

Applicants to the program must meet the department’s general admission requirements. Applicants should have a graduate g.p.a. of at least 3.00 and a Graduate Record Exam (GRE) General Test combined verbal and quantitative score of at least 300 on the revised test or at least 1100 on the older version of the test. They also must hold a master’s degree in couple and family therapy or marriage and family therapy from a program that is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) or its equivalent.

Students are admitted for fall entry. All application materials should be received on or before December 31, when the faculty begins evaluating applications. The program requires an interview with the faculty, in person, or by telephone. Generally, the interview is scheduled once complete application materials have been received.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:6220</td>
<td>Quantitative Educational Research Methodologies</td>
<td>3</td>
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</table>

An equivalent course comparable in content and level of rigor, such as EALL:5150

Quantitative Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6244</td>
<td>Correlation and Regression</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6246</td>
<td>Design of Experiments</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6247</td>
<td>Nonparametric Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6249</td>
<td>Factor Analysis and Structural Equation Models</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6252</td>
<td>Introduction to Multivariate Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6206</td>
<td>Research Process and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6209</td>
<td>Survey Research and Design</td>
<td>3</td>
</tr>
<tr>
<td>EPLS:6370</td>
<td>Quantitative Methods for Policy Analysis</td>
<td>3</td>
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</table>

Qualitative Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:6220</td>
<td>Qualitative Educational Research Methodologies</td>
<td>3</td>
</tr>
</tbody>
</table>

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. The program prepares students for senior professional positions in educational measurement, evaluation, and statistical methods. Graduates find employment in colleges and universities, state and federal agencies, large public and private school systems, test publishing firms, and research centers.

During the first year of graduate study, a student and the advisor plan a program of study that is appropriate for the student’s interests and vocational objectives. The typical program involves advanced work in educational measurement, data analysis methods, research methodology, and educational psychology. Work in other University of Iowa departments is encouraged.

Students who concentrate in statistics and intend to teach at the college level take courses in the mathematical theory of statistics. Those who concentrate in educational measurement and evaluation take appropriate courses in curriculum, counseling, or higher education. All students are required to develop familiarity with computer programming techniques and equipment.

Students who enter the program without completing an M.A. thesis must complete a substitute project before taking the Ph.D. comprehensive examinations.

After completing most of their course work, students take the comprehensive examination, which typically consists of three 3-hour written examinations on educational measurement, applied statistics, and program evaluation, or approved substitute areas, such as educational psychology or mathematical statistics, in which a student has completed at least 9 s.h. of course work. In place of one written examination, the student’s committee may assign a project involving analytical and evaluative skills, or research creativity. The written examinations are followed by an oral examination in which the committee seeks further evidence of the student’s command of the three fields. A single decision is made on all aspects of the comprehensive examination.

Work for the Ph.D. concludes with the dissertation, which is included in the 90 s.h. required for the degree.
Admission

Applicants must meet the admission requirements of the Graduate College. They must have a combined verbal and quantitative score of at least 300 on the Graduate Record Examination (GRE) General Test and must hold an M.A. from an accredited institution. At least one year of professional experience in teaching, research, or a related field is desirable. Applicants who expect to concentrate in statistics should have training in college mathematics through differential and integral calculus. Applicants who do not meet these requirements but who show offsetting evidence of superior ability may be granted conditional admission.

Applicants must submit a statement of purpose that explains how the educational measurement and statistics subprogram will help them accomplish their educational and vocational goals.

For information about admission dates, contact the educational measurement and statistics program coordinator.

### Educational Psychology

The Doctor of Philosophy program in psychological and quantitative foundations with an educational psychology subprogram requires a minimum of 72 s.h. of graduate credit. Educational psychology is characterized by empirical research and theory typical of the social and behavioral sciences. The program is designed to help students master the core content and methods of educational psychology and acquire the depth of knowledge and methodological sophistication necessary for original research that contributes to the discipline.

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 course work from another program may be able to waive some of the Ph.D. program requirements. Students who enter the program without completion of a M.A. thesis are required to complete a research practicum in which students assist with and later design and carry out original research during their first or second year. Students who have completed an empirical M.A. thesis acceptable to the faculty may omit the second-year project.

The program of study includes substantive areas within educational psychology and the learning sciences, including courses in cognition, development, learning theory, and the design of instruction, learning environments, and learning technologies. Other learning opportunities include a research practicum in which students assist with and eventually design and carry out original research, a slate of research courses that meet the College of Education’s research requirements, and other learning opportunities that meet the College of Education’s research requirements.

The heart of educational psychology as a field 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 course work and research-related activities.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:6220</td>
<td>Quantitative Educational Research Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:7331</td>
<td>Seminar: Educational Psychology I - Current Topics (when subtitle is qualitative educational research methods)</td>
<td>3</td>
</tr>
</tbody>
</table>
Research Project

In consultation with a faculty member, students design, implement, and present an original second-year research study. 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 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 educational psychology faculty, an additional research course may be required.

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSQF:6230</td>
<td>Research in Educational Psychology</td>
<td>3</td>
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</table>

Required Courses

All of these:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSQF:6200</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6205</td>
<td>Design of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6281</td>
<td>Cognitive Theories of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:7493</td>
<td>Ph.D. Thesis in Psychological and Quantitative Foundations (minimum requirement)</td>
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</table>

Core Courses

Selection of courses depends on a student's area of specialization.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>At least 15 s.h. from these:</td>
<td></td>
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</tr>
<tr>
<td>PSQF:6203</td>
<td>Tools and External Representations in Learning Processes</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6204</td>
<td>Foundations of the Learning Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6206</td>
<td>Advanced Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6208</td>
<td>Designing Educational Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6214</td>
<td>Design of Learning Environments: Theory, Practice, and Method</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6215</td>
<td>Web-Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6275</td>
<td>Constructivism and Design of Instruction</td>
<td>3</td>
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</tbody>
</table>

Electives

Students may take up to 9 s.h. of elective course work. Students can take PSQF:6217 Seminar in College Teaching and/or additional research courses. Other courses may be included in consultation with their advisor.

Minor Area

Students must complete a minimum of 12 s.h. that constitute a coherent program of course work outside educational psychology and beyond the courses listed above. The minor 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 departments and colleges, and must be consistent with a plan approved by a student’s advisor.

Comprehensive Examination

The Ph.D. comprehensive examination emphasizes competence and depth in one or more narrowly defined areas of research and theory. Students choose from three options in consultation with their advisor and with the approval of the examining committee, composed of five faculty members and does not necessarily include the same faculty members as the dissertation committee. The options are a review article, an extended research activity, or a traditional comprehensive examination. For details of each option's requirements, contact the Department of Psychological and Quantitative Foundations.

Admission

Applicants must meet the admission requirements of the Graduate College, including the minimum grade-point average. They must have a verbal score of at least 150 and a quantitative score of at least 152 on the Graduate Record Examination (GRE) General Test; successful applicants usually score higher. International applicants whose first language is not English must submit acceptable scores on the Test of English as a Foreign Language (TOEFL). 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.

Admission is for fall entry. Application deadline is January 15; late applications might not be considered. Review of applications begins soon after, when applicants who wish to be considered for fellowships and other awards are screened. Admission decisions are announced approximately six weeks after the application deadline. 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 department is not admitting students to the school psychology subprogram at this time.

The Doctor of Philosophy program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 125 s.h. of graduate credit. The program’s goal is to prepare doctoral-level school 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.

Students develop a plan of study in consultation with their academic advisors. They 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. of credit in each of the following areas: biological bases of behavior, cognitive/affective bases of behavior, social bases of behavior, individual differences, and history and systems.

Students are required to complete yearly portfolio reviews, which include oral examinations; carry out a preliminary dissertation research project equivalent in scope to an M.A. thesis; participate in an internship; and complete a doctoral dissertation, earning a minimum of 10 s.h. in PSQF:7493 Ph.D. Thesis in Psychological and Quantitative Foundations.

**Research Requirement**

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

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<tbody>
<tr>
<td>PSQF:6243</td>
<td>Intermediate Statistical Methods</td>
<td>4</td>
</tr>
<tr>
<td>PSQF:6244</td>
<td>Correlation and Regression</td>
<td>4</td>
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<tr>
<td>PSQF:6246</td>
<td>Design of Experiments</td>
<td>4</td>
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<tr>
<td>PSQF:7331</td>
<td>Seminar: Educational Psychology I - Current Topics (when subtitle is qualitative educational research methods)</td>
<td>3</td>
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**Program Core**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PSQF:6238</td>
<td>Assessment of Learning Differences (taken with PSQF:7237)</td>
<td>3-4</td>
</tr>
<tr>
<td>PSQF:6263</td>
<td>Consultation Theory and Practice (taken with PSQF:7337)</td>
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<tr>
<td>PSQF:7224</td>
<td>Introduction to School Psychology Practice</td>
<td>3</td>
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<tr>
<td>PSQF:7237</td>
<td>Beginning Practicum in School Psychological Service (minimum of 150 hours required)</td>
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<tr>
<td>PSQF:7310</td>
<td>Intelligence Assessment (taken with PSQF:7237)</td>
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<tr>
<td>PSQF:7313</td>
<td>Psychopathology in Childhood</td>
<td>3</td>
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<tr>
<td>PSQF:7315</td>
<td>Social and Emotional Assessment of Children and Adolescents</td>
<td>3</td>
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<tr>
<td>PSQF:7337</td>
<td>Advanced Practicum in School Psychology (minimum of 750 hours required)</td>
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<tr>
<td>PSQF:7352</td>
<td>Seminar: Behavioral Assessment and Evaluation</td>
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<tr>
<td>PSQF:7367</td>
<td>Social Psychology and Social Systems</td>
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<td>PSQF:7380</td>
<td>Practicum in College Teaching (optional)</td>
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<tr>
<td>PSQF:7390</td>
<td>Supervision of School Psychology Practicum/Internship</td>
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<tr>
<td>PSQF:7437</td>
<td>Internship in School Psychology (one year full-time or two years half-time; total of 1800 hours required)</td>
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</table>

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.