

Student Admissions, Outcomes, and Other Data

2021-2022 School Psychology Doctoral Program Description

The doctoral program is designed to prepare professional psychologists with educational expertise who can function in a variety of diverse, educationally-related settings. The program's training model and philosophy espouse commitments to (a) diversity and social justice, (b) evidence-based practice, and (c) school-based practice. These views foster the conception of the school psychologist as broadly capable of conducting research and practicing effectively with clients, in addition to considering the ecological complexity in which the child exists. The assessment of children and adolescents as well as planning for interventions necessitates this broader conceptualization of childhood problems. The program integrates social justice perspectives throughout its training sequence and focuses on evidence-based practices in working with school-aged youth. The program emphasizes a balance between psychological and educational theory as well as applied practice.

For the doctoral entering Class of 2021, 21 students applied, 11 were admitted, and 6 enrolled. For the Doctoral Class of 2021, the GRE was not required and only 2 of the enrolled students provided GRE scores. For those two students, the mean Verbal scaled score is 153 (52 %ile), Quantitative scaled score is 148 (30%ile) and Analytic scaled score was 4.25 (67%ile). The overall mean undergraduate GPA of the 2021 class is 3.44. See accompanying tables for more detailed program data.

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, provide website link (or content from brochure) where this specific information is presented:	

Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																							
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		Total			
Total number of students with doctoral degree conferred on transcript	7		4		4		3		1		2		3		3		0		0		27			
Mean number of years to complete the program	7.43		5.5		7.0		7.0		5		5		5.33		5		NA		NA		5.9			
Median number of years to complete the program	6		6		6		8		5		5		5		5		NA		NA		5.75			
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Students in less than 5 years	1	14	1	25	0	0	0	0	0	0	0	0	0	0	0	0	1	25	0	0	0	0	3	11
Students in 5 years	1	14	0	0	2	50	1	33	1	100	2	100	2	67	1	25	0	0	0	0	0	0	10	37
Students in 6 years	2	29	2	50	0	0	0	0	0	0	0	0	1	33	0	0	0	0	0	0	0	0	5	19
Students in 7 years	0	0	1	25	1	25	0	0	0	0	0	0	0	0	1	25	0	0	0	0	0	0	3	11
Students in more than 7 years	3	43	0	0	1	25	2	67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	22

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable: Students entering with a Masters or Education Specialist degree may receive credit for prior graduate work which typically reduces the time to completion of the doctoral degree. Transfer credit for prior graduate work is determined on an individual basis.

Program Costs

Description	2022-2023 1 st -year Cohort Cost
Tuition for full-time students (in-state)	\$6,973
Tuition for full-time students (out-of-state)	\$17,129.50
Tuition per credit hour for part-time students (<i>if applicable enter amount; if not applicable enter "NA"</i>)	N/A
University/institution fees or costs	\$0*
Additional estimated fees or costs to students (e.g., books, travel, etc.)	\$1,000

*The University fees are included in the full-time tuition rate for in-state and out-of-state students.

See University of Kentucky's Registrar's webpage for more information: <http://www.uky.edu/registrar/tuition-fees>. We have several regular funding opportunities for students including the following: (a) Teaching assistantships for the EDP 202/203 courses; (b) the Lyman T. Johnson Fellowships for students who are racial/ethnic minorities or who are interested in studying diversity issues; and (c) two departmental assistantships. School Psychology doctoral students often receive research assistantships through a variety of other centers and departments on campus.

**Internship Placement –
Table 1**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	0	0	1	33	1	33	0	0	0	0	2	100	4	100	0	0	1	100	1	100
Students who obtained APPIC member internships that were not APA/CPA-accredited (<i>if applicable</i>)	1	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	1	50	2	67	2	67	2	100	3	100	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	2	100	3	100	3	100	2	100	3	100	2	100	4	100	0	0	1	100	1	100
Students who sought or applied for internships including those who withdrew from the application process	2	100	3	100	3	100	2	100	3	100	2	100	4	100	0	0	1	100	1	100

**Internship Placement -
Table 2**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	2	100	3	100	3	100	2	100	3	100	2	100	4	100	0	0	1	100	1	100
Students who obtained paid internships	2	100	3	100	3	100	2	100	3	100	2	100	4	100	0	0	1	100	1	100
Students who obtained half-time internships* (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Cell should only include students who applied for internship and are included in applied cell count from “Internship Placement – Table 1”

Attrition

Variable	Year of First Enrollment																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	4	100	2	100	3	100	2	100	2	100	5	100	1	100	4	100	2	100	6	100
Students whose doctoral degrees were conferred on their transcripts	4	100	1	100	2	67	1	50	0	0	1	20	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	1	33	0	0	1	50	0	0	1	100	3	75	2	100	6	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	1	50	0	0	1	50	1	50	4	80	0	0	1	25	0	0	0	0

Licensure

Outcome	2012-2022
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	27
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	17
Licensure percentage	63%

Note. Many program graduates are certified as School Psychologists and do not seek licensure.