

The University of Kansas

Department of Psychology & Research in Education

TO: Prospective School Psychology Students

FROM: Steven W. Lee, Ph.D., Director of Training
School Psychology Program

RE: Calendar Year 2002 – School Psychology Applications

Thank you for your interest in graduate study in the School Psychology program at the University of Kansas. We offer both the Ed.S. and Ph.D. degrees, and our doctoral program is accredited by the American Psychological Association. You should be aware that all application materials must be in the department by **February 15th** for review by the admissions committee for summer or fall enrollment.

I am attaching descriptive material as well as an application and recommendation forms. Please have all materials sent directly to the Admissions Committee for School Psychology at the address listed in the materials. This will expedite your application and reduce the chance of materials becoming lost.

Financial aid is available for graduate students in the form of graduate teaching and research assistantships. Graduate Teaching Assistantship decisions are usually made in the spring semester for the following academic year. The awarding of Research Assistantships occurs as research grants are awarded.

If you have questions or desire additional information feel free to contact me via email. Best wishes in all your future endeavors.

Steven W. Lee, Ph.D. swlee@ku.edu
Director of Training
School Psychology Program

Counseling Psychology ■ Educational Psychology and Research ■ School Psychology
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School Psychology Program

Psychology & Research in Education
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Degrees:

- Educational Specialist (Ed. S.)
- Doctor of Philosophy (Ph. D.)



Introduction and Philosophy

The School Psychology Program is a unique professional program within the School of Education, administered through the Department of Psychology and Research in Education. Committee representatives from the Department of Psychology and Research in Education, one representative from the Department of Special Education, and Ed.S. and doctoral student representatives coordinate the Program. The Program offers both the Ed.S. and Ph.D. degrees. The Ph.D. program is fully accredited by the American Psychological Association and the National Association of School Psychologists (NASP). Both the Ed.S. and Ph.D. programs are approved by the National Council for the Accreditation of Teacher Education (NCATE) and the Ed.S. program is approved for purposes of certification by the Kansas State Department of Education and by the National Association of School Psychologists (NASP).

The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program's education and training model and its curriculum plan are consistent with this philosophy. The educational philosophy and training approach is the preparation of the student as a psychoeducational consultant who, at the doctoral level, can function either as a field-based practitioner or as a university-based trainer of school psychologists. The psychoeducational consultant assumes that behavior is a function of the individual and the environment $B=f\{I \times E\}$.

Once admitted, the student will pursue one of the following programs with the assistance of an advisor:

- Educational Specialist (Ed. S.)
- Doctor of Philosophy (Ph. D.)



Application Materials

We are seeking persons who can excel academically and also have a commitment to and capability in working effectively with children and adults. Some background and contact with children such as teaching, youth group leadership, camp counselor, etc. are highly desirable.

Students must first meet the admission requirements for graduate study at the University of Kansas. Admission to the School Psychology Program also requires a recommendation for acceptance by the School Psychology Program Committee. Women and members of minority groups are especially encouraged to apply. A student seeking to enter the program submits an Application for Admission to Graduate Study to the School Psychology Program and a \$35 check payable to the *School of Education-SRO* along with:

- Two official transcripts of all prior undergraduate and graduate course work. The student should have achieved at least an overall 3.0 grade point average in prior course work.
- Graduate Record Examination Scores (scores of at least 500 in each of the Verbal, Quantitative and Analytical sections are desirable). The GREs must have been completed within the last five years. Further information is available at <http://www.gre.org>.
- A letter of intent by the student outlining his/her background and professional objectives.
- Three letters of recommendation (preferably one from an academic advisor, and at least one from someone familiar with the student's school or service experience).

Failure to meet the above GPA and GRE scores does not necessarily deny a student acceptance into the program. The committee considers a broad range of academic, personal, and experiential factors in making its decision on admission.



Admission to the School Psychology Program

Applications will be reviewed in February for a summer or fall enrollment. Complete credentials should be on file by February 15, in order for the student to be considered for admission. Applicants will be notified of their admission status by March 15. Students who have been accepted will need to confirm their intention to attend the University by April 15. **Be aware that successful completion of 30 graduate hours is a prerequisite for admission into the Ph.D. program. Individuals who apply for doctoral admission and have not completed 30 graduate hours will be considered for admission to the Ed.S. program.** Applicants who have been accepted but choose not to enroll for the summer or fall semester will need to reapply should they wish admission for a subsequent enrollment period.


Feb 15	Complete credentials for applicants should be on file.
Feb 16	Applications are reviewed by committee members.
Mar 15	Applicants receive notification in writing of admission status.
Apr 15	Students granted admission need to confirm intention to attend the University of Kansas.



Advisement of Students

Each admitted student will be assigned a temporary advisor by the committee. Quality and consistency of curriculum planning and student professional development will be guided by periodic reviews of the student's progress by the Program Committee. Since members of the Program Committee serve on the student's program planning, dissertation and examination committees, a reasonable frequency of contact is assured. A student may invite other faculty to serve on the various thesis or research committees.

Exceptions to program requirements need to be approved by either the student's advisor or the School Psychology Program Committee.




Continuation and Progress in the School Psychology Program


The professional practice of psychology in all settings requires a high standard of ethical conduct. It is expected that students will behave in an ethically and professionally appropriate fashion and not exhibit behavior that is considered to be detrimental to themselves, fellow students, clients, or others with whom they have contact.

The Graduate School requires an overall GPA of 3.0 for the student to maintain graduate status. The School Psychology Program however, requires the attainment of at least a grade of B in each of several specific courses, practica, and field experiences, which are listed below.

_____ Semester Taken	___ Grade	PRE 690: Introduction to School Psychology
_____ Semester Taken	___ Grade	PRE 805: Practicum in Intelligence Testing
_____ Semester Taken	___ Grade	PRE 835: Clinical Techniques in Academic Assessment & Interpretation
_____ Semester Taken	___ Grade	PRE 855: Psychoeducational Clinic I
_____ Semester Taken	___ Grade	PRE 860: Assessment of Behavior Problems & Personality
_____ Semester Taken	___ Grade	PRE 865: Psychoeducational Clinic II
_____ Semester Taken	___ Grade	PRE 910: Practicum in School Psychology
_____ Semester Taken	___ Grade	PRE 911: Advanced Practicum in School Psychology
_____ Semester Taken	___ Grade	PRE 960: Assessment of Preschool Development
_____ Semester Taken	___ Grade	PRE 965: Foundations of Psychoeducational Consultation
_____ Semester Taken	___ Grade	PRE 975: Therapeutic Intervention: Home and School
_____ Semester Taken	___ Grade	PRE 991: Ed.S. Internship in School Psychology
_____ Semester Taken	___ Grade	PRE 992: Ph.D. Internship in School Psychology
_____ Semester Taken	___ Grade	PRE 998: Seminar in School Psychology.

Students not achieving the required B grade in these courses will be required to either retake the course or remediate the deficiencies as approved by the instructor or the School Psychology Committee.

 Admission to PRE 910, *Practicum in School Psychology*, requires that the student achieve a B grade in PRE 690, PRE 804, PRE 805, PRE 835, PRE 855, PRE 860, PRE 865, PRE 965, and PRE 998.

 Admission to PRE 991, *Ed.S. Internship in School Psychology*, and PRE 992, *Ph.D. Internship in School Psychology*, requires that the student achieve a B grade in both school psychology practica (PRE 910 and 911).

The program committee will review student progress once each year and offer feedback to each student. As situations of concern occur, the adviser or training director will consult with the student to better understand and resolve those concerns.



Transfer of Credit

Students may transfer six hours (eight if a KU undergraduate) of graduate credit to count towards a School Psychology graduate degree. Advisors will handle transfers, ensuring that there is an official transcript documenting that the course has been taken for graduate credit and that the course is equivalent to the course in our program.



Course Waivers

Requests for waiver of a required course based on a previously completed course are evaluated by the program faculty. Documentation such as previous course syllabi, readings, text used, etc. may be provided as supporting materials for a waiver. All course waivers must be approved by the program faculty and should be processed within the student's first year in the program.



Field Placements

The School Psychology Program recognizes the importance of closely supervised and educationally relevant field experiences as a mandatory part of a student's training. Direct, supervised contact by the school psychology student with children experiencing a variety of problems is necessary for the student to develop the needed expertise to be of service to teachers and children. It is also recognized that field experiences should occur early in a student's program and periodically throughout the program. Such field experiences are an invaluable means of orienting a student to his/her professional role, and also as opportunities to integrate theoretical concepts and skills with actual application. The School Psychology Program subscribes to the *Guidelines for Meeting Internship Criteria in School Psychology* from the Council of Directors of School Psychology Programs.

Some frequently used area field placements for specialized experiences, practica and internships include Lawrence Public Schools, Kansas City Public Schools, Olathe Public Schools, Topeka Public Schools, Northeast Kansas Special Education Cooperative, and the Kansas University Medical Center - Children's Rehabilitation Unit. Our students have also participated in APA accredited internships in other geographic areas.



Financial Support

Departmental financial support for students is provided in the form of graduate teaching and research assistantships. The numbers of these assistantships vary from year to year and depend upon instructional needs and funding. Information on departmentally offered teaching and research assistantships is available to current and prospective students. Contact the departmental office for information on making an application and for current information on remuneration and tuition remission for teaching assistants.

The University of Kansas as a major research institution makes regular research assistantships available

in various departments. Our students are regularly involved in funded research with faculty and research scientists from Juniper Gardens Children's Project, Center for Research on Learning, Beach Center on Families and Disability, and the School Excellence and Equity Model Center, as well as many other child related research centers. Contact the departmental office for information on various research assistantships. For information on other types of financial aid please contact the Financial Aid Office, <http://www.ku.edu/~osfa>, The University of Kansas, Lawrence, KS 66045 (785) 588-5170.

Student Input and Program Evaluation

All school psychology students are eligible for membership in G.A.S.P., the Graduate Association of School Psychology. Outlined below are important benefits the organization offers its members.

- Meets periodically to discuss aspects of and experiences gained during the program.
- Provides peer contact to incoming students and disseminates current information that affects students.
- Invites guests and practitioners in the field to discuss issues related to school psychology.
- Sends an elected student representative to attend departmental meetings.

This organization also provides a social atmosphere through two annual picnics (fall and spring), a holiday party in December, and numerous other social functions. Incoming students are encouraged to contact G.A.S.P. officers to answer any questions that may arise.

Students may comment on the program annually on a special survey form. These surveys allow students to comment on the strengths of the program as well as improvements that could be made. These data are used for program evaluation along with the self-study materials used for regular visits from the American Psychological Association and folio preparation for accreditation from the National Association of School Psychologists and NCATE.

Joseph R. Pearson Hall

The Psychology and Research in Education Department is located in Joseph R. Pearson Hall. Student commons areas and two seminar rooms are located on the 6th floor of the newly renovated building. Commons areas are equipped with computers with internet access and numerous software programs. These areas are also stocked with some journals and books, and can be used for casual gatherings as well as study groups and meetings.

A map of the university is available at <http://www.ur.ku.edu/ku/mapmain.pdf>.

Do-All Forms

At certain points in your training, a Do-All Form will be completed by your advisor. Then it must be filed with the Graduate School. The Do-All must be filed for:












- ◆ Residence Requirement: Further information is available at <http://www.registrar.ku.edu/>.
- ◆ Completion of Research Skills Requirement
- ◆ Comprehensive Oral Examination (Doctoral Students Only)
- ◆ Dissertation Proposal (Doctoral Students Only): Title listed under miscellaneous, filed along with proposal.
- ◆ Dissertation Defense (Doctoral Students Only)



The Ed.S. Program

The Ed.S. program in school psychology endorses the training model of psychoeducational consultant. A psychoeducational consultant has multifaceted skills drawn from psychology and education and has as a main function the assistance of children toward greater realization of their potential. Indeed, the single most important yardstick of this person's effectiveness is whether his/her presence has made a positive difference in the lives of children. The psychoeducational consultant recognizes the tremendous influence that the teacher, the classroom milieu, and the educational philosophy of the school have on children. Therefore, the psychoeducational consultant is vitally concerned with enhancing teacher effectiveness, creating a positive classroom environment for children, and influencing educational thought within that school system.

By the completion of the Ed.S. program in school psychology students will be expected to demonstrate the following general competencies. The student will be able to

-  Describe the course of development and educational needs of both normal and exceptional individuals from infancy through adolescence.
-  Complete a psychoeducational study of the child, using instruments and procedures to assess cognitive, affective, and sensory-motor factors.
-  Effectively communicate findings and recommendations to teachers and parents through oral and written means.
-  Assist teachers through individual consultation and participation in multidisciplinary teams to influence individual and group classroom behavior.
-  Assist teachers through individual consultation and participation in multidisciplinary teams to plan, implement and evaluate classroom procedures to increase the cognitive learning of individual children.
-  Assist teachers through individual consultation and participation in multidisciplinary teams to plan, implement, and evaluate classroom procedures to increase the social and personal adjustment of individual children.
-  Implement a therapeutic program with a child and his/her family.
-  Identify research problems in the schools, develop viable designs, implement studies, analyze data, and report findings.
-  Examine literature pertinent to school psychology and describe strategies for implementing research findings.
-  Communicate knowledge and understanding of the development of school psychology, current issues and trends in the field, and ethical considerations.
-  Demonstrate sensitivity and appreciation of cultural and ethnic consideration as they relate to professional contacts with children, parents and teachers.

- Demonstrate proficiency in psychoeducational evaluation and intervention with young children and their families including consultation with parents.

Curriculum

The curriculum is designed to prepare the student to function professionally as a school psychologist within a psychoeducational consultant orientation. The Ed.S. program consists of two years of graduate study (approximately 70 semester hours) followed by a third year of internship. This program was developed to prepare a person to function effectively as a school psychologist and to meet the recommendations of professional organizations and the certification requirements of the State of Kansas. For students entering this program with a Bachelor's degree, the program will terminate with the awarding of the Educational Specialist degree. In some circumstances, undergraduate courses may substitute for those listed in the program for purposes of certification.

The program competencies are primarily obtained through a sequence of prescribed courses and field based experiences that all students complete. However, there may be room in a student's program for electives depending upon previous experiences and course work. This degree of flexibility permits each student to place varying emphasis on different areas as agreed between the student and advisor. The advanced school psychology practicum is another opportunity for the student to pursue particular interests.

Students *not possessing* a Bachelor's degree in Education will be required to complete a minimum of six hours from the following courses (or approved substitutions) in order to fulfill the state certification requirement on "understanding the school as a social institution and . . . developing a professional attitude regarding the role of education in the American way of life."

One course will be selected from each category.

A. General Curriculum	B. History/Philosophy
T&L 740: Foundations of Curriculum & Instruction T&L 842: Foundations of Curriculum Development	T&L 770: History & Philosophy of Education T&L 771: Philosophy of Education I T&L 775: History of Education & Culture in America

The courses in the Ed.S. program meet or exceed State of Kansas certification requirements.

First Year

Course Information	Hours	Fall	Spr	Sum
PRE 690: Introduction to School Psychology	3	X		
PRE 702: Advanced Ed Psych: Development & Education of Child	3			X
PRE 703: Constructive Classroom Discipline	3		X	
PRE704: Advanced Educational Psychology: Learning Processes in Ed**	3	X**		
PRE 725: Educational Measurement	3	X		
PRE 804: Theory and Research in the Assessment of Intelligence	3	X		
PRE 805: Practicum in Individual Intelligence Testing	3		X	
PRE 807: Theories and Research in Human Learning**	3	X**		
PRE 835: Clinical Techniques in Academic Assessment & Intervention	3			X
PRE 860: Assessment of Behavior Problems & Personality	3		X	
PRE 965: Foundations of Psychoeducational Consultation	3		X	
PRE 998: Seminar in School Psychology	3			X

**** One of these courses should be taken during the first year.**

Second Year

Course Information	Hours	Fall	Spr	Sum
PRE 715: Understanding Research in Education	3		X	
PRE 855: Psychoed Clinic I: Assessment, Consultation, & Intervention	3	X		
PRE 865: Psychoed Clinic II: Assessment, Consultation, & Intervention	3		X	
PRE 910: Practicum in School Psychology	3	X		
PRE 911: Advanced Practicum in School Psychology	3		X	
PRE 947: Specialist Research	2		X	
PRE 947: Specialist Research	2			X
PRE 960: Assessment of Preschool Development	3	X		
PRE 975: Therapeutic Intervention: Home & School	3	X		
SPED 725: Psychology & Education of Exceptional Children	3		X	
T & L: History & Philosophy of Education Requirement***	3			X***
T&L Curriculum Requirement***	3			X***

*** *Required only for students with non-education baccalaureate degrees. It is recommended that these courses be taken (where possible) in the summer session prior to the beginning of the first year of the program or in the summer of the second year.*

Third Year – Internship

Full Year Internship-Criteria are available upon request.

One hundred hours of applied experience with young children and their families will occur within the practica or internship in order for the student to obtain the early childhood (EC) endorsement.

Recommendation for School Psychology Certification

Upon completion of the Ed.S. degree requirements, including the Ed.S. research project and final exam, the student will be recommended for provisional certification as a school psychologist in Kansas. July 1st is the deadline for completing the Ed.S. degree requirements and filing for the degree for those students planning on internship in the Fall. Upon satisfactory completion of the internship experience, the student will be recommended for full certification. Certification as a school psychologist in Kansas normally occurs at the K-12 level. Students wishing to be certified at the Early Childhood (EC)-12 level must complete at least 100 clock hours of supervised experience with infants, toddlers or young children (B-5), their teachers, and/or parents during either the practicum sequence or during internship.

Students are responsible for contacting the Director of Student Services (School of Education) to obtain and complete the application for certification (provisional or full) when they have completed, or plan to complete the requisite courses and field experiences. Return the application and the processing fee to the Director of Student Services.

Further information is available at http://www.soe/student_services/index.html.



The Ed.S. Comprehensive Examination

A written exam will be administered early in the spring semester of each year for all students planning to complete their Ed.S. degree coursework by May or August. The exam will include a pool of integrative school psychology questions to be developed, reviewed, and graded by the available core program faculty. The pool will consist of four questions that could be used in the exam. These questions will be available to the students' three weeks in advance of the exam date. Two of the questions will be selected by the exam coordinator for all of the students taking the exam to complete on the exam date. Students should schedule themselves for the exam with the department at least one week before the exam pool questions are made available. All students planning to graduate in May or August must take Exam #1. Subsequent exams may be used for students not passing Exam #1.

Passing the exam would be defined as the student receiving passing grades from each of the core school psychology faculty grading the exam. A failing grade on the exam will be linked to remedial activities and retaking the exam (up to two times). In this way, only students that fail the exam three times would be denied provisional certification. Feedback on the results of the examinations would be given to the students in a written format by the evaluators.



Research Requirements Ed.S. Degree in School Psychology

Students in the educational specialist (Ed.S.) degree program in school psychology are required to complete a research component for their degree. They must enroll in four hours of specialist research credit with the consent of a research adviser under PRE 947 - Specialist Research. The purpose of the specialist research is to give the school psychology student an introductory experience in conducting research relevant to the theory and practice of school psychology. By conducting the specialist research the student is being exposed to research methods, theories, and writing skills necessary for conducting and understanding research.

The specialist research project is conducted with a graduate faculty advisor as supervisor of the project, although more than one faculty member may oversee the project. No research committee is required. Under the supervision and mentorship of the research adviser the student formulates research questions, designs the study, collects data, and writes up the study. The written product often takes the form of a journal article that is written in APA style, but the form of the final product is the determination of the research adviser. It is up to the research adviser to determine whether the research project meets an acceptable standard for completion.

Students typically begin their specialist research after they have completed courses in educational research, measurement, and statistics. Many students begin their specialist research in the fall semester of their second year in the Ed.S. program. The Advisory Committee on Human Experimentation (ACHE) must first approve research that involves human subjects. Application forms for ACHE Committee Approval are available in the department office. Students are expected to comply with the ethical principles specified for conducting research in the NASP and APA Codes

of Ethics.

Further information is available at <http://www.research.ukans.edu/kucr/policy/comp/ache.asp>.



Doctoral Program Elements

In addition to Ph.D. study leading to an increase in theoretical background and research skills, the program involves college teaching and field supervision experiences. It is also assumed that while in residence, the student will participate with faculty in appropriate research endeavors. This may occur by the student serving as a research assistant or as a reflection of the student's awareness that such collaborative and supervised activities constitute an excellent basis for acquiring skills in many phases of research. All doctoral students must complete the Ed.S. program or its equivalent as part of the doctoral program.

Completing the course of study. With the assistance of the advisor, the student develops a plan of study including coursework and field experiences within the first year of doctoral study (preferably before the end of the first semester). The finalization of the plan requires the endorsement of the School Psychology Committee. The plan of study should reflect the student's interests and professional program objectives as well as meeting the program objectives and standards.

Residence requirements for the Ph.D. degree are preferably fulfilled by the student enrolling full-time for two successive semesters following admission to the program. (See the Graduate School Catalog for a definition of full-time enrollment). Other options consistent with Graduate School Policy may be negotiated with the committee. A residency plan must be completed by the student and advisor and filed in the graduate office. The residency has important professional value beyond simply completing course work. It is an opportunity for the student to have close and meaningful contacts with faculty through participation in professional activities. Further information is available at the web sites listed below.

Office of the University Registrar <http://www.ukans.edu/~registr>
KU Graduate Catalog <http://www.ur.ku.edu/Acadpub/gradcat>

Doctoral Comprehensive Examinations may be taken when the candidate has completed the major portion of course work at a satisfactory level and has completed the research skills and other requisite departmental requirements. The written portion of the doctoral comprehensive examinations must be taken during an established one-week period near the midpoint of each semester (no summer doctoral comprehensive examinations are permitted). Exact dates for these exams are published each year by the Graduate Division Office. Students must be enrolled when they take the exam.

The comprehensive examination committee consists of at least five members, all of whom must be members of the Graduate Faculty. At least one member must be from a department other than PRE. The outside faculty member represents the Graduate School. The comprehensive examination consists of both written and oral parts and covers the major and minor areas of study.

The entire written component lasts 18 hours. The written comprehensive exam is a closed book, closed note test, however the student may schedule a particular content area for a particular exam time. A student who receives a grade of Unsatisfactory may be allowed, upon recommendation of the School Psychology Program Committee, to repeat it, but it may not be taken more than three times.

Typical content areas for the written comprehensive exam in school psychology are:

- ◆ Psychoeducational assessment (3 hours)
- ◆ Direct and indirect intervention (3 hours)
- ◆ Professional school psychology (3 hours)
- ◆ Research methods, statistics and measurement (3 hours)
- ◆ Special education (3 hours)
- ◆ The minor area (3 hours)

Doctoral internship requirements are usually completed in the year following the completion of the majority of coursework and the comprehensive exam. It represents a year of supervision wherein the student extends skills and continues professional development while working professionally in an approved setting. The internship also provides an opportunity for students to integrate theory and practice as they "field test" skills and concepts gained through the program. The internship is generally one year in duration but may extend over two years. Content, structure and supervision requirements follow guidelines of the American Psychological Association and guidelines from the Council of Directors of School Psychology Programs. Materials and publications on internship sites are available in the department office.

Dissertation Requirement for the Ph.D. in School Psychology: Students in the Ph.D. program in School Psychology are required to complete a doctoral dissertation as part of their degree requirements. The purpose of the dissertation is to provide the doctoral candidate the opportunity to explore an area of research interest under the supervision of a dissertation advisor and committee. The dissertation reflects the scientist-practitioner orientation of the school psychology program. Students are expected to choose a dissertation topic that is important to the field, uses good scientific methods to investigate the topic, and communicates results such that their relationship to the field of school psychology is evident. Publication of the dissertation is not required for the degree, but is highly encouraged.

Final Oral Exam: The final oral examination and defense of the dissertation are the culminating steps that complete the dissertation process. The purpose of the final oral examination is to provide the doctoral candidate the opportunity to present the research and results to the doctoral dissertation committee and to answer questions related to all phases of the dissertation.

When the completed dissertation has been accepted by the dissertation committee in final draft form, and all other degree requirements have been satisfied, the chair of the dissertation committee requests the Graduate Division to schedule the final oral examination.

The final oral examination over the dissertation in school psychology is graded Satisfactory or Unsatisfactory. If an Unsatisfactory grade is reported, the candidate may be allowed to repeat the examination on the recommendation of the dissertation committee.

Instructions about the proper form of the dissertation and publication procedures may be obtained from the Graduate School or from the Graduate Division of each program. *All doctoral candidates must be enrolled in coursework in the semester they plan to graduate.*

Time Limits for the completion of the Ph.D: The School Psychology program recommends that doctoral students complete the program in six years. The School of Education *allows eight years* for the completion of the doctoral degree. Enrollment beyond the eight-year time limit requires a petition for the additional time required to complete the remaining degree requirements.

Petitions for time extensions can be obtained from the Student Services Office in the School of Education.

General University Information on Doctoral Study: The general University requirements for the Ph.D. degree are presented in the University of Kansas Graduate School Catalog, <http://www.ur.ku.edu/Acadpub/gradcat/contents.html>. Guidance on such matters as the comprehensive examination (written and oral sections), the dissertation committee, continuous enrollment following completion of comprehensive examination, and the final oral exam are included in this catalog as well.

Suggested Course Sequence for the Ph.D. in School Psychology

A statistics course (PRE 710 & 711 or 811) may also be required if the student has not completed a statistics course (equivalent to PRE 710 & PRE 711) as part of their undergraduate preparation prior to entry into the program.

First Year

Course Information	Hours	Fall	Spr	Sum
PRE 690: Introduction to School Psychology	3	X		
PRE 703: Constructive Classroom Discipline	3		X	
PRE 704: Advanced Educational Psych: Learning Processes in Ed <i>OR</i> PRE 807: Theories and Research in Human Learning	3	X**		
PRE 725: Educational Measurement	3	X		
PRE 804: Theory and Research in the Assessment of Intelligence	3	X		
PRE 805: Practicum in Individual Intelligence Testing	3		X	
PRE 835: Clinical Techniques in Academic Assessment & Intervention	3			X
PRE 860: Assessment of Behavior Problems & Personality	3		X	
PRE 965: Foundations of Psychoeducational Consultation	3		X	
PRE 998: Seminar in School Psychology	3			X
SPED725: Psychology and Education of Exceptional Children	3			X

**** One of these courses should be taken during the first year.**

Second Year

Course Information	Hours	Fall	Spr	Sum
PRE 702: Advanced Educational Psych: Development & Ed of the Child	3	X		
PRE 715: Understanding Research in Education			X	
PRE 855: Psychoed Clinic I: Assessment, Consultation, & Intervention	3	X		
PRE 865: Psychoed Clinic II: Assessment, Consultation, & Intervention	3		X	
PRE 960: Assessment of Preschool Development	3	X		
PRE 975: Therapeutic Intervention: Home & School	3	X		
Elective: Biological Basis of Behavior	3		X	
Elective: Minor	3		X	
Elective: Minor	3			X
Elective: Social Basis of Behavior Elective	3	X		
T&L 740: Foundations of Curriculum Instruction <i>OR</i> T&L 842: Foundations of Curriculum Development	3			X***
T&L 770: History & Philosophy of Education <i>OR</i> T&L 771: Philosophy of Education I <i>OR</i> T&L 775: History of Education & Culture in America	3			X***

Third Year

Course Information	Hours	Fall	Spr	Sum
PRE 800: Development During Youth and Adulthood <i>OR</i> PRE 806: Issues of Human Growth and Development	3	X		
PRE 811: Analysis of Variance	3	X		
PRE 814: Nonparametric Statistics	3		X	
PRE 875: Cross-Cultural Counseling <i>OR</i> T&L 743: Multicultural Education	3			X
PRE 902: Research Design in Education	3	X		
PRE 903: Computer Applications for Statistical Analysis	3		X	
PRE 910: Practicum in School Psychology	4	X		
PRE 996: College Teaching Experience in ...	2		X	
Elective: Minor	3		X	
Elective: Research Skills	3			X
PSYC 805: History of Psychology <i>OR</i> HDFL 891: History and Systems of Psychology	3		X	

Fourth Year

Course Information	Hours	Fall	Spr	Sum
PRE 992: Field Experience in Ph.D. Internship	5	X		
PRE 992: Field Experience in Ph.D. Internship	5		X	
PRE 999: Doctoral Dissertation	6	X		
PRE 999: Doctoral Dissertation	6		X	
PRE 999: Doctoral Dissertation	6			X



Faculty and Student Support

The key faculty members associated with the program are Professors Harrington, Lee, Lopez, and Lowe from the Department of Psychology and Research in Education, and Professor Horn representing the Department of Special Education. The School Psychology faculty schedule group and individual meetings to help new students orient to the program and devise their schedule for the semester and a tentative program of study. Assigned advisors aid students in their transition to the University of Kansas and graduate study.

The Graduate Associate of School Psychologists (GASP) is composed of all Ed.S. and Ph.D. students in School Psychology. Elected officers and members coordinate numerous orientation activities that help new students become more comfortable in the program and in the Lawrence community. GASP serves several important functions as it facilitates orientation, promotes scholarly development, and serves as a direct communication channel to the School Psychology faculty and the larger Psychology and Research in Education faculty.



Characteristics of Students Admitted to the Program for 2000 – 2001

Means	Ed.S. Degree	Ph.D. Degree
Undergraduate GPA (mean)	3.59	3.45
GRE Verbal (mean)	509	455
GRE Quantitative (mean)	589	605
GRE Analytic (mean)	618	625

Most students admitted to the school psychology program have a baccalaureate degree in psychology.

Over the past two years we have admitted Ed.S. students from the University of Illinois, University of Nebraska, University of Kansas, University of Missouri, University of Michigan, Iowa State University, St. Louis University, University of Minnesota, and Kansas State University, to name a few.

Many students who are admitted and pursue doctoral study were originally admitted to the Ed.S. program. However, students can come to the program specifically for doctoral study. Some of these have come from the University of South Carolina, Texas A&M University, University of Houston, University of North Carolina, University of Utah, University of Kansas and Ohio State University.



Program Graduates

Over the last six years we have accepted 40 Ed.S. students, approximately 7 each year. These students have come from Kansas and states nationwide. All of our Ed.S. graduates have obtained employment in the public schools with most of them remaining in the northeast Kansas area. However, a number have obtained employment in other states including Arizona, Iowa, Missouri, Montana, and Oklahoma.

We have accepted approximately 30 doctoral students over the last 6 years. Students have come from the Midwest, as well as from greater geographic distances, for example Alabama, Kentucky, Massachusetts, North Carolina, and Pennsylvania. The attrition rate is quite low with students completing doctoral studies typically in a 3 to 6 year period past any previous graduate degree. Of those graduating (approximately 2 per year) most have assumed public school positions, while a few have taken faculty positions. Our graduates have become licensed as psychologists in a number of states including Florida, Kansas, Michigan, New Jersey, Oklahoma, and Virginia.

The University of Kansas has an affirmative action program and is an equal opportunity institution.

Safety and Crime at KU

For detailed information, request *Awareness* from the Office of Admissions. *Awareness* describes KU's safety policies, procedures, and campus resources and provides definitions, explanations, and a statistical portrait of crimes on campus. Further information is available at <http://www.ukans.edu/safety/>.

08/09/01