TO:    Prospective Graduate Students

FROM:  Thomas Krieshok, PhD
        Professor and Chair

RE:    Calendar Year 2002 Applications

Thank you for your interest in the graduate programs in the Department of Psychology and Research in Education. The attached materials should answer many of your questions about our programs. Listed below are other KU departments that you may need to contact directly as you make your educational plans.

Office of Admissions and Scholarships  785/864-3911 phone  University catalogs
KU Visitor’s Center, 1502 Iowa Street  785/864-5006 fax  and campus tours
www.admissions.ku.edu/

Office of Graduate Studies  785/864-4141  Domestic and international
Strong Hall, Room 308  785/864-4555  graduate student applications
www.ku.edu/~graduate

Office of Student Financial Aid  785/864-4700 phone  www.ku.edu/~osfa
Strong Hall, Room 50  785/864-5469 fax

Office of the Registrar  785/864-4422 phone  Transcripts, enrollment
Strong Hall, Room 150  785/864-5462 phone  Tuition and fee costs
www.registrar.ku.edu/

Office of Student Housing  785/864-4560 phone  On-campus housing
Corbin Hall, 422 W 11th, Suite DSH  785/864-5048 fax  www.ku.edu/~dshweb/

Student Development Center  785/864-4064 phone  Non-traditional students and
Strong Hall, Room 22  785/864-4050 fax  students with special needs
www.ku.edu/~develop/

If you need further assistance, please contact our main office (785/864-3931 or preadmit@ku.edu).
Graduate Admissions for Degree-Seeking Students

Requirements and Procedures

The Department of Psychology and Research in Education offers graduate degrees in the programs outlined below. Complete information about each program can be obtained in the program descriptions and handbooks.

<table>
<thead>
<tr>
<th>Program</th>
<th>Counseling Psychology Program</th>
<th>School Psychology</th>
<th>Educational Psychology &amp; Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>M.S. and Ph.D.</td>
<td>Ed.S. and Ph.D.</td>
<td>M.S.Ed. and Ph.D.</td>
</tr>
<tr>
<td>Areas of Emphasis</td>
<td>Elementary School Counseling; Secondary School Counseling; Counseling Psychology</td>
<td></td>
<td>Learning and Instruction; Growth and Development; Measurement and Assessment; Statistics; Research and Evaluation</td>
</tr>
</tbody>
</table>

DEPARTMENTAL REQUIREMENTS FOR REGULAR ADMISSION

- Graduate programs in education are open to persons with baccalaureate or master’s degrees with an academic record that indicates that the applicant has the ability to complete graduate study. (Admission is contingent upon evidence that the degree has been conferred. Indicate the expected date of completion on the application.)

- Grade Point Average (GPA) of 3.0 for most programs.

- Graduate Record Examination (GRE) scores on the Verbal, Quantitative, and Analytic sections. The test must have been taken within five years of the application date, and scores should typically equal or exceed 500 in each section. GRE scores are not required for applicants to the master’s program in Elementary or Secondary School Counseling. (Further information about the GRE is available at [http://www.gre.org](http://www.gre.org).)

- The Test Of English as a Foreign Language (TOEFL) is required for non-native speakers of English. The test must have been taken within five years of the application date. A minimum score of 570 is required, and only official copies are acceptable.

- Two official copies of transcripts from all institutions of higher education. Transcripts received from foreign students will be evaluated by university personnel. Transcripts provided by the applicant will not be accepted.

- Three (3) letters of recommendation from individuals in a position to evaluate the applicant’s qualifications for graduate study. The department provides standard forms and the applicant is responsible for distributing the forms.
Practicum Evaluation Form. Required *ONLY* for students applying to the *Ph.D. program in Counseling Psychology*. The department provides a standard form and the applicant is responsible for distributing it.
DEPARTMENTAL REQUIREMENTS FOR REGULAR ADMISSION  continued

For applicants to the EPR and School Psychology programs, a letter of intent from the applicant describing general professional goals and reasons for interest in the program. The letter should also include a description of previous experience relevant to the application.

For applicants to the CPSY master’s program, an application summary form must be completed.

For applicants to the CPSY doctoral program, an application summary form, a practicum summary form, and a teaching assistantship form must be submitted.

All applicants must submit a Graduate School application form accompanied by a check for $35 made out to the KU School of Education.

The above criteria are necessary, but are not the only conditions to assure an applicant’s admission to a departmental program. Program admission ultimately depends on committee members’ votes based on their perceptions of the applicant’s potential for successful completion of the requested degree program and the availability of faculty to advise and direct the applicant’s training.

SPECIAL ADMISSION

Students not meeting the requirements for regular admission may be considered for admission as special students. Policies and procedures for admission as special students have been established by the School of Education and are described in the Graduate Catalog that can be obtained from the Graduate School.

ADMISSIONS PROCEDURES

All admissions documents must be sent directly to the Department of Psychology and Research in Education, Attn: Admissions. Joseph R. Pearson Hall, 1122 West Campus Road, Room 621, Lawrence, KS 66045-3101. Phone: 785-864-3931. Fax: 785-864-3820. The admissions committee will not review an incomplete application, and it is the applicant’s responsibility to see that all documents have been received by the departmental deadline.

ADMISSIONS TIME FRAMES

Admission starting in the fall semester (students may begin coursework in summer).

- CPSY doctoral admissions documents must be postmarked by January 15.
- CPSY master’s admissions documents must be postmarked by February 15.
- EPR master’s and doctoral admissions documents must be postmarked by February 15.
- School Psychology educational specialist and doctoral admissions documents must be postmarked by February 15.

Admission starting in the spring semester. (EPR is the only program conducting semi-annual grad applications reviews.) EPR master’s and doctoral admissions documents must be postmarked by November 15.
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/](http://www.ukans.edu/safety/).
# Psychology and Research in Education: Faculty Overview

## Counseling Psychology Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sherry B. Borgers</td>
<td>Professor</td>
<td>Ed.D., University of Houston</td>
<td>Counselor training, gender issues, marriage and family counseling, school counseling, and ethics.</td>
</tr>
<tr>
<td>Thomas S. Krieshok</td>
<td>Professor</td>
<td>PRE Departmental Chair, University of Missouri</td>
<td>Career development theory, assessment and intervention; narrative approaches to counseling and psychotherapy; training of Ph.D., counselors and psychologists.</td>
</tr>
<tr>
<td>James W. Lichtenberg</td>
<td>Professor</td>
<td>Ph.D., University of Minnesota</td>
<td>Social interaction processes and dynamics, process research methodology, assessment, and legal and ethical issues in counseling.</td>
</tr>
<tr>
<td>Shane J. Lopez</td>
<td>Asst. Professor</td>
<td>Ph.D., University of Kansas</td>
<td>Psychological assessment, positive psychology, cognitive-behavioral therapy, professional training issues.</td>
</tr>
<tr>
<td>Diane McDermott</td>
<td>Assoc. Professor</td>
<td>Ph.D., University of Wisconsin</td>
<td>Hope, drug and alcohol abuse, multi-cultural counseling, sexual orientation issues.</td>
</tr>
<tr>
<td>Gary E. Price</td>
<td>Professor</td>
<td>Ph.D., Michigan State University</td>
<td>Counseling process/outcome assessment, learning style and achievement, group process, sex role stereotyping, and grieving and loss.</td>
</tr>
</tbody>
</table>

## School Psychology Program

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Robert Harrington</td>
<td>Professor</td>
<td>Ph.D., University of Iowa</td>
<td>School psychology, psychological techniques with preschool children, child behavior problems, and personality assessment.</td>
</tr>
<tr>
<td>Steven Lee</td>
<td>Assoc. Professor</td>
<td>Ph.D., University of Nebraska</td>
<td>School psychology, classroom management, behavior observation systems, inclusion, and learning strategies.</td>
</tr>
<tr>
<td>Patricia Lowe</td>
<td>Asst. Professor</td>
<td>Ph.D., Texas A &amp; M University</td>
<td>School psychology, measurement issues, personality assessment, outcomes, prereferral interventions, teacher effectiveness, neuropsychology, school re-entry, child and family issues.</td>
</tr>
</tbody>
</table>

## Development and Learning

<table>
<thead>
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<th>Name</th>
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<th>Education</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Hohn</td>
<td>Professor</td>
<td>Ph.D., Michigan State University</td>
<td>Learning and instruction, problem solving, teacher education, adolescent development, attitude change.</td>
</tr>
<tr>
<td>Neil J. Salkind</td>
<td>Professor</td>
<td>Ph.D., University of Maryland</td>
<td>Applied developmental psychology.</td>
</tr>
</tbody>
</table>

## Research and Evaluation

<table>
<thead>
<tr>
<th>Name</th>
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<th>Education</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bruce Frey</td>
<td>Asst. Professor</td>
<td>Ph.D., University of Kansas</td>
<td>Applied measurement, survey construction, and spirituality and well-being.</td>
</tr>
<tr>
<td>Douglas R. Glasnapp</td>
<td>Professor</td>
<td>Ph.D., George Peabody College</td>
<td>Applied statistical analysis, measurement, and testing methodology.</td>
</tr>
<tr>
<td>Elena Papanastasiou</td>
<td>Asst. Professor</td>
<td>Ph.D., Michigan State University</td>
<td>IRT, psychometrics, measurement and quantitative methods.</td>
</tr>
</tbody>
</table>
John P. Poggio, Professor
Ph.D., Boston College
Educational measurement, measurement theory and program evaluation.

Nona Tollefson, Professor
Ph.D., Purdue University
Applied statistics, measurement, and research design.

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