Psychology and Research in Education Graduate Programs

The Department of Psychology and Research in Education (http://pre.soe.ku.edu) offers graduate training programs in counseling psychology, educational psychology and research, and school psychology.

Note: The department may change its graduate studies requirements and expectations. Prospective and current students should obtain the current degree requirements from the department.

Courses

PRE 106. Multicultural Student Leadership Seminar. 2 Hours.
This course will introduce students of color to leadership theory and develop personal skills in the areas of organizational, career, and community leadership. Topics covered include public speaking, group process, time management, and discussion of the special challenges for leaders of color. Prerequisite: Must have taken Hawk Link PRE 101 and fewer than 60 hours credit from the University of Kansas. LEC.

PRE 210. Career and Life Planning: Decision-Making for College Students. 3 Hours.
The purpose of this course is to assist college students in career and life planning choices by first understanding the current theories of career decision-making and then by applying these theories to their own choices. The course will meet twice each week, the first being a lecture session, with the second session consisting of smaller groups of six to eight students. Students will be exposed to information related to the career development process, factors that affect the career choice process, knowledge of work environments, sex role socialization, career and decision making processes, and how to approach the job search. Experiential learnings will include exercises related to values clarification, self understanding, knowledge of interests, competencies and personality characteristics, decision making, use of career information, and implementing a plan of action. Weekly course assignments will include activities in class and homework units. Prerequisite: Enrollment in this course is limited to students with fewer than 60 hours of college credit. LEC.

PRE 305. Development and Learning of the Child. 3 Hours. GE3S.
An introduction to the study of children's thinking, behavior, and development in school, home, and community settings. Classic and contemporary theories of developmental and educational psychology will be addressed; these theories will provide a foundation for thinking about important contemporary issues in child development. Specific topics covered will include research methods for studying children's development, cognitive development, intelligence, language, emotional development, aggression, moral development, and family and peer relationships. Emphasis will be placed on the study of individuals and groups, describing the process of development, and considering educational implications of theory and research. LEC.

PRE 306. Development and Learning of the Adolescent. 3 Hours. GE3S.
An introduction to the psychological study of adolescents and their behavior in the middle and high school setting. Theories of learning, motivation, and physical, cognitive, emotional and social development and their relevance to educational processes in secondary schools will be examined. Emphasis will be placed on observing and studying individuals and groups and describing their characteristics and the process of development, as well as considering implications for instructional strategies appropriate at the secondary level. Prerequisite: Admission to the Teacher Education Program. LEC.

PRE 450. Introduction to Counseling Psychology. 3 Hours.
An historical and contemporary overview of the science and practice of counseling psychology, including trends in the roles and functions of counseling psychology practitioners, the research and scientific foundations of counseling practice, the psychological theories of counseling and psychotherapy that guide professional practice, and the ethical and professional issues confronting counseling practitioners. Prerequisite: PSYC 104. LEC.

PRE 455. Managing and Motivating Learners in the Pre K-6th Grade Classroom. 3 Hours.
This course is designed to help elementary preservice teachers organize an enriched learning environment and develop strategies for managing and motivating students to help them become better and more responsible learners. Prerequisite: CT 322, PRE 305 or equivalent. LEC.

PRE 456. Managing and Motivating Learners in the Middle and Secondary Classroom. 3 Hours.
This course is designed to help middle and secondary preservice teachers organize an enriched learning environment and develop strategies for managing and motivating students to help them become better and more responsible learners. Prerequisite: CT 324, PRE 306 or equivalent. LEC.

PRE 497. Independent Study. 1-2 Hours.
Only one enrollment permitted each semester, a maximum of four hours will apply toward the bachelor's degree. Graded on a satisfactory/unsatisfactory basis. Prerequisite: Recommendation of advisor and consent of instructor. IND.

PRE 515. Research Methods for McNair Scholars. 3 Hours.
This course provides participants in the McNair Scholars program with an understanding of research methods appropriate to their field so they can write proposals for their summer research projects. Prerequisite: Acceptance into the McNair Scholars Program. LEC.

PRE 520. Classroom Assessment. 3 Hours.
This course is an introduction to the concepts and skills required to develop and evaluate various forms of formal and informal classroom assessments to determine student learning and teacher instructional effectiveness. LEC.

PRE 575. Internship Exploration. 1-5 Hours. AE61.
This course provides academic credit for a supervised practical experience in an occupational area of interest. In addition to the work-related activity, students will complete reading and writing assignments, participate in on-line discussion and create a final portfolio of internship accomplishments. Credit hours (1-5) are based on number of hours at internship site in agreement with instructor. Prerequisite: Secured internship of 8 hours per week or more for semester in which student will be enrolled in the course; permission from instructor. FLD.

PRE 580. Positive Psychology. 3 Hours.
An introduction to the core assumptions and research findings associated with human strengths and positive emotions. Also an exploration of interventions and applications informed by positive psychology in
counseling and psychotherapy, and its application to school, work, family and other close relationships. (Same as PSYC 598.) Prerequisite: PSYC 104 or consent of instructor. LEC.

PRE 598. Special Course: _____ 1-5 Hours. AE61.
A special course of study to meet current needs of education students--primarily for undergraduates. LEC.

PRE 700. Advanced Educational Psychology: Development and Education of the Adolescent. 2-3 Hours.
An introduction, from a psychological perspective, to topics and problems in the development of adolescents and youth, with emphasis on application to educational issues. Note: To be offered annually. LEC.

PRE 702. Advanced Educational Psychology: The Development and Education of the Child. 3 Hours.
Study of children from a cognitive developmental perspective. Changes in children are examined in light of environmental influences including social factors, educational practices, and child-rearing as they interact with conditions internal to children. Key issues include the study of cognition, language, motives, social-emotional issues, the self, and the problem of developmental delays. A major concern is the role of adults in supporting positive development, particularly in educational settings. LEC.

PRE 703. Constructive Classroom Discipline. 3 Hours.
This course will examine concepts and techniques of constructive classroom management. Various theoretical orientations including humanism and behaviorism will be considered. Emphasis will be on the identification of strategies that teachers can use (1) to facilitate an environment that reduces the likelihood of misbehavior occurring, and (2) to cope constructively with individuals and groups of children to resolve difficulties that arise in the classroom. The class should have value to classroom teachers, school psychologists, counselors, and other school consultants. LEC.

PRE 704. Advanced Educational Psychology: Learning Processes in Education. 3 Hours.
A study of the mental processes that influence learning and comprehension. The scope of the course will include individuals at all developmental levels and in a variety of educational settings. Key issues include the study of language, memory, concepts, motivation and social factors affecting learning processes. LEC.

PRE 705. Human Development through the Lifespan. 3 Hours.
This course will cover the social, emotional, psychological, and cognitive changes that occur from conception through death. Methodological issues will also be addressed. Prerequisite: A graduate or undergraduate course in psychology. LEC.

PRE 710. Introduction to Statistical Analysis. 3 Hours.
Emphasis on the conceptual underpinnings of statistical analysis of educational data. Includes univariate and bivariate descriptive statistics, sampling distributions, statistical estimation, hypothesis testing and procedures in testing statistical hypothesis for one and two sample designs. Prerequisite: Concurrent enrollment in PRE 711 required, or with the permission of instructor on the basis of knowledge of statistical packages presented in PRE 711. LEC.

PRE 711. Lab for Introduction to Statistical Analysis. 1 Hour.
Creation and manipulation of data sets. Analysis of data with statistical packages, with an emphasis on descriptive statistics, graphical procedures, and univariate parametric methods. Graded on a satisfactory/ fail basis. Prerequisite: Concurrent enrollment in PRE 710 or PRE 811 or with the permission of the instructor. LAB.

PRE 715. Understanding Research in Education. 3 Hours.
This course introduces the concepts and skills involved in understanding and analyzing research in education and related areas. The course provides an overview of basic, general knowledge of various research methodologies. Students should expect to study much of this material in greater depth through additional course work before being fully prepared to conduct independent research. However this course should enhance their ability to locate, read, comprehend, and critically analyze research articles and reports. Topics in the course include quantitative and qualitative methods and designs, historical and descriptive research, and program evaluation. (This course fulfills the requirement of a research methods course in the first 12 hours of graduate study.) LEC.

PRE 725. Educational Measurement. 3 Hours.
The course is an introduction to the application of the concepts of reliability, validity, and practicality to the development, selection, use, and interpretation of tests and other measuring instruments in the field of education. The concepts of norm referenced and criterion referenced tests; the interpretation and use of norms; standard scores, percentiles, quotients, and grade equivalents are among the topics covered. An understanding of the role of measurement in evaluation, diagnosis, selection and placement is included. LEC.

PRE 740. Counseling and Interviewing Skills. 3 Hours.
An experiential and performance based course having three major objectives: 1) the acquisition of basic counseling skills and strategies by means of microcounseling training; 2) learning to use these skills effectively and appropriately in a simulated counseling session; 3) the students’ understanding of their personal characteristics and how these characteristics relate to functioning as an effective helping professional. This course should normally be taken at the earliest possible time in the student’s program. Open to counseling majors. Non-majors may be admitted only by permission of the instructor, if space permits. Prerequisite: Written consent of laboratory coordinator. LEC.

PRE 742. Counseling Theory and Techniques. 3 Hours.
An introductory examination of several major theories of counseling and therapy including psychodynamic views, person-centered, behavioral, and cognitive-behavioral approaches. Attention given to research reviews and factors various theories have in common. Designed for graduate students in counseling psychology or allied fields. Prerequisite: Graduate student status or permission of the instructor. LEC.

PRE 760. Ethics, Law, and Professional Issues in School Psychology. 3 Hours.
This course is intended to introduce the student to a) ethical principles, standards, and issues in the profession of psychology; b) legal issues involved in the practice of school psychology; c) problem-solving models to solve ethical and ethical-legal dilemmas; d) roles and functions of a school psychologist; and e) current topics in the field of school psychology. Prerequisite: Permission of the instructor. LEC.

PRE 770. Developmental Psychopathology: Diagnosis, Intervention, and Prevention. 3 Hours.
Foundations of child and adolescent psychopathology from a developmental and educational perspective. Classification, assessment, and etiology of clinical disorders. Examination of risk and protective factors associated with these various disorders. Coverage of empirically-based intervention strategies and prevention programs. Graduate student standing. LEC.

PRE 790. Research and Evaluation Proposal Development. 3 Hours.
A course for students designing a research or evaluation proposal leading to data collection. Specific topics considered include formulating a problem for study, reviewing the literature, and selecting appropriate research and evaluation designs, instrumentation, and data analysis
issues. The goal of the course is to aid students in the preparation of research proposals at the master’s level. LEC.

PRE 797. Independent Readings and Research in: ___. 1-3 Hours. Opportunity for students to participate in supervised reading and research in special topics of interest (for which regularly scheduled courses are not given). Topics and credit are arranged by advisement: May not be used to substitute for regularly scheduled course offerings. Intended for students with appropriate undergraduate or graduate preparation but without extensive graduate course background in the area of proposed study. (Students with extensive graduate work should enroll in PRE 997; undergraduate students may enroll in PRE 497.) Graded on a satisfactory/unsatisfactory basis. RSH.

PRE 798. Special Course: ___. 1-5 Hours. A special course of study to meet current needs of education professionals—primarily for graduate students. Course is graded on a satisfactory/fail basis. LEC.

PRE 800. Development during Youth and Adulthood. 3 Hours. An examination from a life-span perspective of major issues affecting changes after adolescence. Topics include intelligence, identity, intimacy, the role of work, and moral concepts. Theoretical issues, research findings, and educational and social policy implications will be examined. Students will prepare papers on significant issues in the field and survey extensively the research and theoretical literature. Prerequisite: Prior enrollment in a course on naturalistic or experimental research methods. LEC.

PRE 803. Computer Applications for Statistical Analyses. 3 Hours. Computer applications for a variety of statistical techniques. Emphasis may be with applications on microcomputers and/or mainframe. Prerequisite: PRE 810 or PRE 811 or equivalent course. LEC.

PRE 805. Individual Intelligence Testing. 1-3 Hours. Supervised experience in the administration, scoring, and interpretation of the major individual intelligence tests for children, adolescents, and adults. Other areas to be covered in this course will include models of intelligence and factors influencing intelligence; measurement characteristics of instruments used to assess cognitive abilities; ethical and legal issues in the use of intelligence tests; and the use of cognitive assessments for identification and diagnosis. Prerequisite: Permission of instructor. LEC.

PRE 806. Issues in Human Growth and Development. 3 Hours. An overview and analysis of selected issues in the field of human growth and development. The focus will be on current issues of a theoretical and methodological nature that affect the field of developmental psychology and applications to social and educational settings. Prerequisite: Prior completion of a course in developmental psychology. LEC.

PRE 807. Theories and Research in Human Learning. 3 Hours. An overview of important models, principles and research findings related to the learning process. Attention is given to theories of learning and information processing which attempt to explain perceptual behavior, verbal learning and memory and social learning processes. Emphasis is placed on student development of research proposals in the area of human learning and achievement. Prerequisite: Permission of instructor. LEC.

PRE 810. Regression Analysis. 3 Hours. Multiple correlation/regression techniques, including polynomials, analysis of interactions, dummy coding, non-orthogonal analysis of variance, and analysis of covariance. Prerequisite: PRE 710 or equivalent course. LEC.

PRE 811. Analysis of Variance. 3 Hours. Analysis of variance techniques including one-way ANOVA, planned and post hoc comparisons, multiway ANOVA, repeated measures ANOVA, and mixed designs. Prerequisite: PRE 710 and PRE 711. LEC.

PRE 812. Meta-Analysis. 3 Hours. Statistical methods to summarize results from multiple studies. Prerequisite: PRE 811. LEC.

PRE 814. Nonparametric Statistics. 3 Hours. Methods of analysis for nominal and ranked data, multiway contingency table analysis. Prerequisite: PRE 811. LEC.

PRE 816. Evaluating School Programs. 3 Hours. Methods and procedures for evaluating educational programs. Attention is given to the development and evaluation of goals and objectives, creation of designs to monitor processes and outcomes, utilization of test and measurement systems for assessing outcomes, establishing evaluation standards and criteria, and application of statistical analyses. Prerequisite: PRE 710 or equivalent. LEC.

PRE 822. Educational Scales, Questionnaires, and Sampling. 3 Hours. Development, construction, validation and scaling of noncognitive instruments including questionnaires, surveys, checklists, rating scales and unobtrusive measures. The sampling methodology is emphasized. Item construction and analysis and the development of subscales are stressed. Prerequisite: PRE 720 or PRE 725 and PRE 710. LEC.

PRE 830. Individual and Group Assessment. 3 Hours. A consideration of basic concepts pertaining to selection and interpretation of both standardized and non-standardized assessment procedures and devices with attention given to communicating assessment information within the context of the counseling relationship. Prerequisite: PRE 725 or comparable undergraduate principles of measurement course. LEC.

PRE 835. Clinical Techniques in Academic Assessment and Intervention. 3 Hours. Students will learn techniques of formal and informal assessment of academic skills in school-aged students. In addition, students will learn consultation and intervention approaches and strategies for use with students who have academic delays. This course has a field-based practicum component. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor. LEC.

PRE 840. Guidance and Counseling in the Public Schools. 3 Hours. This course is designed to provide information about the organization and administration of guidance and counseling programs in the public schools. Non-majors wishing to know more about the role of the counselor can be admitted with approval of the instructor. LEC.

PRE 842. Counseling Practicum (Elementary, Secondary, Counseling Psychology). 6 Hours. This course is taken as one of the last courses in the master’s degree counseling program. The primary purpose of the course is for the student to develop individual counseling skills while functioning in a counseling setting. In addition to individual skills, students are also encouraged to participate in group counseling and other counseling related activities within the particular counseling setting. Students enroll in practicum for the level most closely related to their professional goals, i.e., elementary, secondary, counseling psychology. Graded on a satisfactory/fail basis. Prerequisite: PRE 740, PRE 742, and PRE 880, and prior or concurrent enrollment in PRE 830, PRE 840, PRE 844, and PRE 846. Pre-enrollment with practicum coordinator. Students currently on academic probation will not be allowed to enroll in practicum. LEC.
PRE 844. Theory of Group Counseling. 3 Hours.
Focuses on issues in group counseling. Topics covered are types of groups, theoretical orientation of groups, stages of group development, group leadership, selection of members, ethical issues, and effectiveness of groups. Prerequisite: Students must be admitted to the Program in Counseling Psychology. Nonmajors must have prior written consent of instructor. LEC.

PRE 846. Career Development. 3 Hours.
Stresses the importance of career development in education, with an emphasis on developmental life planning. Course includes topics such as delivery systems, utility of career development theory, sexism and racism in career development and counseling, the effects of sex role socialization, nature of the world of work, evaluation of career information, use of career information in individual and group counseling, and the role of empirical research in career development theory and practice. LEC.

PRE 850. Human Relationship Skills in the Classroom. 3 Hours.
The purpose of this course is to provide educators with an awareness and skill training in basic human relationship/communication skills. The course is focused on skills that provide educators with effective communication skills for working with students, educators, and parents. LEC.

PRE 855. Psychoeducational Clinic I: Assessment, Consultation, and Intervention. 3 Hours.
This is a practical course where students apply previous learning and gain experience in assessment and intervention with children, families, and school consultation. Team collaboration, peer review, and case conferences are essential elements of this course. Students work with clients in the on-campus learning center under supervision. Topical seminars also are included throughout the semester. Prerequisite: Graduate student standing in the School Psychology program and permission of instructor. LEC.

PRE 860. Assessment of Behavior Problems and Personality. 3 Hours.
The purpose of this course is to examine appropriate assessment techniques for the evaluation of behavior problems. Interview procedures, behavioral observation strategies, behavior rating scales and checklists, self-report inventories, and rational theoretical techniques will be introduced. The intent is to place these assessment approaches in their theoretical contexts and to discuss how they could be used by pupil personnel specialists to understand the problem behavior and plan interventions to enhance students’ personal adjustment and achievement in the classroom. Prerequisite: PRE 770, graduate standing in the school psychology program, or permission of instructor. LEC.

PRE 865. Psychoeducational Clinic 2: Assessment, Consultation, and Intervention. 3 Hours.
A continuation of School Psychology Clinic I where students will be performing the same activities at a higher level of autonomy and independence. Prerequisite: Graduate student standing in the School Psychology program, PRE 855, and permission of instructor. LEC.

PRE 870. Quantitative Methods for Research in Educational Policy and Leadership. 3 Hours.
This course addresses the conceptual basis of statistical analysis with an emphasis on applied data analysis. The use of descriptive statistics, distributions, graphic displays, hypothesis testing, group comparison, and analyses of relationships among variables to explore research questions in education will be covered. This course is designed specifically for Ed.D. students in the School of Education. Students in other degree programs may not enroll. Prerequisite: This course is open only to Ed.D. students in the School of Education. LEC.

PRE 871. Crisis and Disaster Counseling. 3 Hours.
This course provides advanced training in Crisis and Disaster Counseling to graduate students in the helping professions, providing students with the foundation, knowledge, and skills to effectively help those in crisis. Practical guidelines, specific intervention strategies, treatment principles, legal and ethical responsibilities, and self-care regarding crisis work will be discussed and integrated. Prerequisite: PRE 740 and PRE 742; or consent from instructor. LEC.

PRE 875. Individual and Cultural Differences in Counseling Psychology. 3 Hours.
Examines the role of culture in human behavior and its influence in counseling theories, practice, and research. The course will assist students develop multicultural awareness, understanding, and skills in working with people from diverse racial, social, cultural, and individual backgrounds. The course will provide opportunities for self-examination of cultural assumptions/values in order to develop multicultural competence. Prerequisite: PRE 742 or equivalent. LEC.

PRE 880. Ethical and Legal Issues in Professional Psychology. 3 Hours.
An examination of legal, ethical, and professional standards and issues affecting the practice of professional psychology. Topics include legislative regulation of professional psychology, ethical standards and codes of conduct for psychology and related mental health professions, standards of professional practice, and issue of practice liability and risk management. LEC.

PRE 882. History and Systems of Psychology. 3 Hours.
A historical survey of the evolution of concepts, theories, and systems of thought in psychology with an emphasis on their relationship to contemporary issues in psychological theory, research, and practice. Prerequisite: Graduate standing in PRE or consent of the instructor. LEC.

PRE 885. Projective Assessment. 3 Hours.
The major goal of the course is to integrate information about a person from one or more projective tests into a useful summary. The projective assessment instruments to be used include the Rorschach (using the Exner system of scoring and interpretation), the Thematic Apperception Test, and projective drawings (e.g., Draw-A-Person test). Prerequisite: At least one graduate-level course in measurement and one graduate course in assessment plus consent of the instructor. LEC.

PRE 890. Diagnosis and Psychopathology. 3 Hours.
An examination of psychological disorders from a counseling psychology perspective that emphasizes strengths. The course will cover the current version of the Diagnostic and Statistical Manual (DSM), as well as alternative taxonomies, exploring personality as it ranges from normal personality styles to personality disorders, as well as Axis I disorders. The emphasis is on identifying and assessing these phenomena and understanding possible behavioral and treatment implications. Prerequisite: Degree seeking status in Counseling Psychology or consent of instructor. LEC.

PRE 893. Internship in School Counseling. 2 Hours.
Two consecutive enrollments covering a period of one academic year. During this time the student prepares a portfolio of skills competencies, classroom guidance programs presented, and other experiences appropriate to the student’s school level. Supervision will be conducted on an individual basis and will include a minimum of two site visits per semester. Prerequisite: Must have school counseling position and a completed Masters degree from K.U. in School Counseling. FLD.

PRE 895. Field Experience in: _______. 1-5 Hours.
Supervised and directed experiences in selected educational or mental health settings. The campus-based instructor will schedule
regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the campus-based instructor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit in this and additional field experience enrollments may not exceed eight hours. Graded on a satisfactory/fail basis. Prerequisite: PRE 842 and consent of the practicum coordinator. LEC.

PRE 896. Seminar in: ____. 1-3 Hours.
Prerequisite: Permission of instructor. LEC.

PRE 897. Independent Study. 1-4 Hours.
Graded on a satisfactory/unsatisfactory basis. Prerequisite: Consent of advisor and instructor. RSH.

PRE 898. Master's Project. 1-4 Hours.
Prerequisite: Prior or concurrent enrollment in PRE 710, PRE 715, or PRE 790. RSH.

PRE 899. Master's Thesis. 1-6 Hours.
Prerequisite: Prior or concurrent enrollment in PRE 710. THE.

PRE 900. Legal, Ethical, and Professional Issues in Professional Psychology. 3 Hours.
This proseminal is designed to examine the major legal and ethical principles and areas of concern that affect professional psychology. The course will also examine the historical development of professional psychology and current issues that affect the future direction of research and practice. Prerequisite: Doctoral status in counseling, clinical, clinical child, or school psychology, or consent of the instructor. LEC.

PRE 901. Research Practicum in: ____. 1-3 Hours.
This course is designed to give students experience in conducting research. It is expected that students will take this course for at least two consecutive semesters. (This course fulfills the requirement by the School of Education for a two semester, research practicum course.) Prerequisite: Doctoral student status in a program in the Department of Psychology and Research in Education. RSH.

PRE 902. Research Methodology in Education. 3 Hours.
An examination and study of the problems and procedures which relate to the validity of research methods. Emphasis will be placed on reading the current literature on research methodology. Students are required to develop a research proposal. Prerequisite: PRE 811 and PRE 720 or PRE 725. LEC.

PRE 903. Multivariate Analysis. 3 Hours.
Multivariate analysis of variance, discriminant analysis, logistic regression, and exploratory factor analysis. Prerequisite: PRE 810, PRE 811 and experience with a statistical software package. LEC.

PRE 906. Structural Equation Modeling I. 3 Hours.
The purpose of this course is to introduce students to Structural Equation Modeling (SEM). Topics to be covered include matrix algebra, correlation/covariance, regression, Path analysis, exploratory and confirmatory factor analysis, full structural equation models and multi-group models. Students will be exposed to the various statistical software programs available for SEM and will be expected to become proficient in utilizing EQS. Prerequisite: PRE 710 or equivalent course. LEC.

PRE 907. The Psychology of Instruction and Human Learning. 4 Hours.
A study of research and theory in the areas of cognitive learning and of instruction, including such topics as motivation, problem solving, discovery learning, conceptualization, theory construction and task analysis. Emphasis placed on independent learning experiences and field-based experimentation with pilot study. Prerequisite: PRE 807 and PRE 715 or permission of instructor. LEC.

PRE 908. Structural Equation Modeling II. 3 Hours.
The purpose of this course is to introduce students to advanced topics in Structural Equation Modeling. Topics to be covered include multi-level models, latent growth models, mixture models and approaches to handling missing and/or non-normal data. Students will be exposed to the various statistical software programs and will be expected to become proficient in utilizing EQS. Prerequisite: PRE 906 or equivalent course. LEC.

PRE 910. Practicum in School Psychology. 3 Hours.
Supervised practice in the application of psychological theory of educational problems. Includes work useful with exceptional children as well as experience in the application of such areas as mental hygiene and learning theory to problems involving the total school population. (Same as SPED 801.) Prerequisite: Permission of advisor and instructor. LEC.

PRE 911. Advanced Practicum in School Psychology. 3 Hours.
A continuation of PRE 910 with special emphasis on remedial techniques associated with learning difficulties. (Same as SPED 802.) Prerequisite: PRE 910 and permission of advisor and instructor. LEC.

PRE 916. Educational Evaluation: Theory and Practice. 3 Hours.
The course will treat an intensive critical study of various views of evaluation as it exists opposite the experimental research process, emphasizing the operational definitions of objectives, existing models, taxonomies, and structure, and goals and methods of obtaining and summarizing evaluation data. Prerequisite: PRE 710 and PRE 816 or equivalents or permission of instructor. LEC.

PRE 918. Seminar in Current Issues and Trends in: ____. 1-3 Hours.
An examination of selected current issues and trends. (This course fulfills the requirement by the School of Education for a course in current issues and trends.) Prerequisite: Doctoral student status in a program in the Department of Psychology and Research in Education. LEC.

PRE 921. Theory and Applications of Educational Measurement. 3 Hours.
Application of theory including classical theories of reliability and validity, latent-trait theories, item sampling, and factor analysis to problems in educational test development and use in areas such as evaluation, research, placement, and selection. Prerequisite: PRE 725 and PRE 811. LEC.

PRE 922. Item Response Theory. 3 Hours.
Theoretical foundations and practical applications of item response theory in educational measurement. Prerequisite: PRE 921. LEC.

PRE 923. Advanced Theory and Applications of Item Response Theory. 3 Hours.
This course is designed to acquaint students with knowledge of advanced theory and applications in the field of item response theory (IRT). Topics to be covered include: advanced IRT models for dichotomous and polytomous, multidimensional, rater effects, and testlet-based item response data, estimation of parameters for these models and related software, and goodness of fit tests. The course will also focus on some advanced applications using these models, including test development, test score equating, differential item functioning, scoring and score reporting, Monte Carlo simulation studies, and innovative test designs. Prerequisite: PRE 922 or equivalent course. LEC.

The purpose of this course is to provide advanced students in the areas of educational research, psychometrics, and statistics with techniques...
for computer programming, analysis, and carrying out research using computer simulations. The topics covered are: Programming with Fortran languages, data manipulation and management, analysis, simulation of data according to statistical and psychometric models, numerical techniques for matrix operations, sampling from distributions, solutions for non-linear equations, and Markov-Chain Monte-Carlo techniques. There are no prerequisites for this course, but those students who have coursework through the multivariate statistics level will benefit most from this course. Other suggested courses include those related to psychological and educational measurement, classical test theory, item response theory, and research methods. LEC.

PRE 926. Hierarchical Linear Modeling. 3 Hours.
This course provides students with an introductory background in the basic principles and applications of hierarchical linear modeling (HLM). The course will review both the conceptual issues and methodological issues in using hierarchical linear modeling by working step-by-step with real data sets. Prerequisite: PRE 904. LEC.

PRE 931. Computer-Based Testing. 3 Hours.
Computer-based testing holds the promise of increasing test validity and reliability while reducing the logistical problems associated with large-scale assessment. This seminar will provide an overview of what we have learned about administering tests on computer between the 1960s and today. The focus will be on measurement issues, but depending on class interest topics will vary. A prior course in item response theory is desirable but not required. Prerequisite: PRE 725 or equivalent course. LEC.

PRE 932. Diagnostic Testing. 3 Hours.
There is a great demand for more useful, more actionable test scores. Traditional large-scale group administered tests do not provide this kind of information due to low reliabilities of, or high inter-correlations among, sub-scores. This course will explore approaches used by individually administered tests to provide diagnostic information, new psychometric models that hold promise of providing better diagnostic information, and implications for test design. A primary focus will be on how psychometric models can be used with diagnostic sub-scores that are more reliable and less correlated than traditional approaches. Prerequisite: PRE 922 or equivalent course. LEC.

PRE 940. Advanced Studies in Educational Psychology and Research. 3 Hours.
A course designed to offer a comprehensive view of the field of educational psychology and research. The course will treat a series of thematic areas with a focus on latest developments and emerging theories in learning, development and quantitative methods. Intended for post-master’s level students. Prerequisite: Prior graduate level course work in development, learning, measurement, and statistics. LEC.

PRE 945. Clinical Supervision and Consultation. 3 Hours.
This course is designed to provide students with a knowledge foundation of clinical supervision and consultation theories and models, modes/formats of supervision, the supervisory/consulting relationship, legal and ethical considerations in the provision of supervision/consultation, and consultation research issues. Prerequisite: PRE 948. LEC.

PRE 947. Specialist Research. 1-4 Hours.
RSH.

PRE 948. Advanced Practicum I. 3 Hours.
Designed to be the initial advanced practicum for first year doctoral students. Attention is directed to development of a broad range of basic and advanced skills. Graded on a satisfactory/fail basis. Prerequisite: PRE 842 or equivalent. LEC.

PRE 949. Advanced Practicum II. 3 Hours.
Intensive counseling practice, including group and individual supervision, that may be taken either through Counseling and Psychological Services or an approved site outside of the university. Focus is on the acquisition and demonstration of advanced counseling skills. Two consecutive semesters (Fall, Spring) of enrollment are required of doctoral students. Responsibility to the site is for a continuous nine months, with fall semester responsibilities ending on the first day of spring semester classes. A grade of incomplete will be granted at the end of the regular fall grading period, with the regular fall grade being granted after completion of fall semester responsibilities. Graded on a satisfactory/fail basis. Prerequisite: Satisfactory completion of PRE 948 and prior or concurrent enrollment in PRE 951. LEC.

PRE 950. Cognitive Theory and Strategies in Counseling Psychology. 3 Hours.
An examination of historical and contemporary cognitive theories and strategies used in the practice of counseling psychology. Consideration of theoretical positions and issues, research functions, assessment strategies, and application of techniques. Prerequisite: PRE doctoral student status or consent of instructor. LEC.

PRE 951. Psychodiagnostic Assessment. 3 Hours.
Survey of selected psychodiagnostic instruments currently in use and their administration, scoring, and interpretation. Emphasis will also be placed on the use of the clinical interview as an assessment tool, case conceptualization/diagnosis, and integrative report writing. Prerequisite: Completion of PRE 830 and degree-seeking status in Counseling Psychology or consent of instructor. LEC.

PRE 952. Advanced Counseling Theory and Research. 3 Hours.
An advanced treatment of theory, research, and practice issues central to Counseling Psychology. Topics include theoretical and research paradigms in Counseling Psychology; the relationship of theory and research to practice; and evidence on factors influencing counseling processes and outcomes. Prerequisite: Counseling Psychology doctoral student status or consent of instructor. LEC.

PRE 953. Interactional Perspectives on Counseling and Personality. 3 Hours.
A study of personality and therapeutic change from systems, interactional, and communications perspectives, with implications for research and assessment in counseling. Designed for graduate students at the specialist and doctoral levels. Prerequisite: Counseling Psychology doctoral student status or consent of instructor. LEC.

PRE 954. Vocational Psychology. 3 Hours.
A survey of the major career development theories in counseling psychology. Models and methods of career counseling will be reviewed and integrated from the different theoretical perspectives. The empirical support of each theory and needed research will be identified. The course will include presentation of theories of career development and their specific applicability in counseling. The career development of special groups (women, the culturally different, non-whites) will be studied as well as alternative methods of delivery in career development and counseling. Prerequisite: Completion of PRE 846 or equivalent, and Ph.D. degree-seeking status in Counseling Psychology or consent of instructor. LEC.

PRE 955. Research Methods in Counseling Psychology. 3 Hours.
This course is a foundational course in research methods and design in counseling psychology. The course covers (a) design type and threats to design validity, (b) the formulation of research problems, (c) research instrumentation/measures, (d) data analytic methods, (e) interpreting data, and (f) ethical issues, research integrity, and the responsible conduct of research. Prerequisite: PRE 710 and PRE 711 or equivalent. Doctoral student in Counseling Psychology or consent of instructor. LEC.
**PRE 956. Theory of Couples and Family Counseling. 3 Hours.**
A survey of contemporary systems of couples and family counseling. Consideration of couple and family function/dysfunction, theoretical models of family interaction, models of counseling practice and methods, and research on couples and family counseling. Prerequisite: Degree-seeking status in Counseling Psychology or consent of instructor. LEC.

**PRE 960. Assessment of Infants, Toddlers, and Young Children. 3 Hours.**
The purpose of this course is to introduce the student to the assessment of various domains related to the development of infants, toddlers, and young children. The student will learn how to use formal and informal assessment techniques for screening, diagnostic, educational planning, and educational evaluation purposes. An emphasis will be placed on the linkage between assessment and intervention. This course is designed for students in the applied psychology fields (i.e., school psychology, counseling psychology, clinical child psychology, and clinical psychology). Prerequisite: PRE 705, PRE 725, PRE 805 and permission from the instructor. LEC.

**PRE 965. Foundations of Psychoeducational Consultation. 3 Hours.**
This is the first of a two semester sequence of courses on school-based consultation. The course is a combination lecture-laboratory experience that introduces the student to the literature, theory, and techniques of consultation. Prerequisite: Approval of instructor. LEC.

**PRE 970. Counseling with Adults. 3 Hours.**
This course will focus on the utilization and integration of adult life span theory and issues with counseling theory and practice. Particular attention is given to the adaptation of counseling practices to the developmental concerns of adult male and female clients. Additional emphasis is given to encouraging research projects related to the adult lifespan and effective counseling practices. Prerequisite: Graduate student status as an advanced master’s student or doctoral student in the Program in Counseling Psychology or written permission of instructor. LEC.

**PRE 975. Therapeutic Intervention: Home and School. 3 Hours.**
The course includes a review of literature and theory as well as supervised practice. Therapeutic intervention is broadly conceived, including individual and group counseling, and parent and teacher consultation. The importance of the family-school relationship is stressed. Prerequisite: Permission of instructor and completion of course on counseling. LEC.

**PRE 980. Advanced Topics: ______. 1-3 Hours.**
A special course of study to meet current need of education professionals—primarily for post-master’s level students. LEC.

**PRE 990. Internship in Counseling Psychology. 1 Hour.**
Three consecutive enrollments, covering a minimum of eleven months of experience in an approved counseling psychology field setting. Supervision and directed experiences coordinated by the student’s adviser, the program training director, and internship setting supervisors. Required of all counseling psychology doctoral students. Prerequisite: Doctoral degree-seeking status in counseling psychology, completion of Ph.D. comprehensive examinations, and consent of counseling psychology faculty. FLD.

**PRE 991. Ed.S. Internship. 1-5 Hours.**
This course has two components: 1) a supervised experience as a practicing school psychologist, and 2) a group supervision class emphasizing case presentations and other integrative practice elements. The student functions as a provisionally certified school psychologist. Prerequisite: Completion of Ed.S. degree. FLD.

**PRE 992. Ph.D. Internship in School Psychology. 5 Hours.**
This is a one year, supervised experience in an approved setting. The structure and content of the experience follows guidelines of several professional organizations including The American Psychological Association and the National Association of School Psychologists. Prerequisite: Approval of School Psychology committee. FLD.

**PRE 995. Field Experience in: ______. 1-5 Hours.**
Supervised and directed experiences in selected educational settings. The advisor will schedule regular observations of the field experience and conferences with the student. Written summaries and evaluations of the field experiences will be prepared independently by the student, a representative of the cooperating agency, and the advisor. Open only to advanced students. Field experience credit in any one semester may not exceed five hours, and total credit may not exceed eight hours. FLD.

**PRE 996. College Teaching Experience in: ______. 1-5 Hours.**
To meet the college teaching experience requirement for doctoral programs, a student shall engage in a semester long, planned, instructional activity that shall include college classroom teaching under supervision. Planning shall be done with the advisor and/or member of the faculty who will supervise the experience. The activity shall be done under the supervision of a member of the University of Kansas faculty or by an individual or individuals designated by the candidate’s committee. FLD.

**PRE 997. Individual Study. 1-4 Hours.**
Prerequisite: Prior graduate course work in the area of study and consent of instructor. Course is graded on a satisfactory/fail basis. RSH.

**PRE 998. Seminar in: ______. 1-4 Hours.**
Course is graded on a satisfactory/fail basis. LEC.

**PRE 999. Doctoral Dissertation. 1-15 Hours.**
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