Master of Education in Educational Psychology

The Department of Administration, Counseling, Educational and School Psychology offers the program leading to the Master of Education (MEd) in educational psychology. The number of admissions in this program is limited due to faculty and facility limitations.

Admission Requirements
To be considered for admission, students must provide their grade point average (GPA) for the most recent 60 hours of undergraduate coursework; Graduate Record Examination scores (Verbal and Quantitative); Graduate Record Writing Assessment score; a resume, names, address, and phone numbers of three people to provide letters of reference; a statement of professional goals; and a statement of research interests. The Graduate Record Examination (GRE) and grade point average (GPA) are evaluated using the following index:

\[ \text{GPA} + \frac{(\text{GRE Verbal} + \text{GRE Quantitative})}{400} \]

Ordinarily, applicants' scores on this index will equal or exceed 5.5. This index of 5.5 could be achieved by a student who attained a combined Verbal and Quantitative score on the GRE of 1000 and a B average over the last 60 hours of undergraduate course work.

Application Deadlines
Review of applications is made on an ongoing basis. The application review process requires 3-4 weeks. Applicants should consider this when deciding their date of enrollment in initial courses.

Degree Requirements
The degree may be earned under a 32 hour thesis option plus an oral exam over the thesis; or 36 hour non-thesis option plus a comprehensive exam taken during the last semester of enrollment.

Required Courses
CESP 701, Introduction to Educational Research
CESP 704, Introduction to Educational Statistics
CESP 728, Theories of Human Development
CESP 819, Social Psychology of Education
CESP 820, Learning Theory and Instruction
CESP 823, Experimental Design in Educational Research
Electives in the major - 9 hours for the thesis option; 12 hours for the non-thesis option:

* CESP 707, Child Abuse and Neglect
* CESP 803, Counseling Theory
* CESP 804, Principles and Philosophy of Counseling
* CESP 808, School Psychology Professional Issues
* CESP 822, Assessment in Counseling
* CESP 837, Family Issues in Counseling
* CESP 840, Psychology of Exceptional Children
* CESP 834, Biological Principles and Psychological Functioning
* PSY 810 and 811, Advanced Research Methods I and II
* PSY 813, Cognitive/Learning Foundations of Behavior
* PSY 814, Personality and Individual Differences
* PSY 815, Social and Developmental Foundations of Behavior

* Recommended for an emphasis in human relations in the non-thesis option.

The non-thesis option also requires 6 hours of electives selected in consultation with the academic advisor.

Additional electives for thesis option:

CI 711, Multicultural Education
CI 717, The Ethnography of Schooling
CS 723, Analysis and Management of Behavior

The thesis option also requires the following:

CESP 860, Seminar in Research Problems (1)
CESP 875 and 876, Master's Thesis (2) and (2)

Graduate Assistantships
Applications for a limited number of assistantships may be filed at any time, but should be filed no later than the last Monday in March for possible appointment for summer and/or fall semesters. Occasionally, because of external grant funding, assistantships may open at other times of the year.
Faculty

Linda Bakken (EdD, Boston University), Professor of Educational Psychology. Teaches: Human Growth and Development. Research interests: identity and intimacy development with adolescents, moral development with adults, transition times in development and families.

Doris P. Burgert (MA, MEd, Wichita State University), Instructor of Educational Psychology. Teaches: Learning and Evaluation, Growth and Development, Critical Thinking, Study Skill Strategies. Research interests: standardized tests, critical thinking.

Raymond Calabrese (EdD, University of Massachusetts, Amherst), Professor of Educational Administration and Supervision. Teaches: Superintendency, Leadership, Change, Ethics, and Community Building. Research interests: character, ethics, change, social justice and leadership.

Abiola Dipeolu (PhD, Florida State University), Assistant Professor of School Psychology. Teaches: Intelligence Testing; Law, Ethics and Multiculturalism in School Psychology; Assessment in Counseling; Diagnosis in Counseling, Counseling Theory. Research interests: Career Development, Learning Disabilities and Career Development.

Randy Ellsworth (PhD, George Peabody College), Associate Dean of the College of Education and Professor of Educational Psychology. Teaches: Statistics, Educational Research, Measurement and evaluation. Research interests: teacher test construction practices, effective assessment procedures, authentic assessment.

Ian W. Gibson (PhD, University of Kansas), Associate Professor of Educational Administration and Supervision. Teaches: Research Methods, Instructional Leadership and Curriculum Management, Appropriate Applications of Educational Technology. Research interests: open and flexible learning, distance education, teacher preparation and professional development, interactive technologies and teaching, problem-based learning.

Ruth Hitchcock (PhD, Indiana University), Associate Professor of Counseling. Teaches: Counseling Techniques, Elementary School Counseling, Child Abuse, Multicultural Issues. Research interests: child abuse, death and dying, substance abuse, career development for elementary school children.

Joseph W. C. Mau (PhD, University of Iowa), Professor of Counseling. Teaches: Career Development, Multicultural Issues in Counseling, Psychometric Assessment Procedures, Principles and Philosophy of Counseling. Research interests: student career development, multicultural factors and career decisions, micro-computer applications in career decision making.


Jean A. Patterson (EdD, University of North Carolina at Chapel Hill), Associate Professor of Educational Administration and Supervision. Teaches: leadership, Power and Politics, and Inquiry. Research interests: building-level leadership, complex organizations and service delivery systems, educational policy.

Charles A. Romig (PhD, Purdue University), Professor of Counseling. Teaches: Brief Therapy, Violence Prevention, Family Counseling, Anger Management, Counseling Techniques. Research interests: intimacy development and identity in adolescents, forgiveness.

Marlene Schomer-Aikins (PhD, University of Illinois), Professor of Educational Psychology. Teaches: Educational Research, Learning and Evaluation Statistics. Research interests: students' beliefs about the nature of knowledge and learning (epistemological beliefs) and how they affect learning.

Randy Turk (PhD, Texas A & M), Associate Professor of Educational Administration and Supervision. Teaches: Introduction to Educational Administration, Finance and Facilities Management, Applied Inquiry. Research interests: total quality management (continuous improvement), building collaborative teams, student empowerment, small rural school collaboration, leadership behavior effects on teacher-administration relations.

For More Information

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