

Master of Education in Counseling

The Department of Counseling, Educational, and School Psychology offers the program leading to the Master of Education (MEd) in Counseling and post-master's work for students pursuing the licensure program in professional counseling.

Admission Requirements

Admission to the MEd in counseling program requires a 3.00 grade point average (GPA) in the last 60 semester hours (including any post-bachelor's graduate work). Applicants must also submit: (a) names, addresses, and telephone numbers of three people to serve as references; (b) a statement of professional goals; (c) a resume; and (d) evidence of completion of 9 credit hours of undergraduate psychology, plus 6 additional undergraduate hours in social sciences.

Admission to the MEd program in counseling does not require the teaching license. Students whose career goals are *school counseling* must:

1. Complete the MEd in counseling at the 46 credit hour non-thesis level, or the 54 credit hour thesis level;
2. Take the Praxis II exam with a score of 600 or better;
3. Have a professional teacher's license;
4. Apply for conditional license when first three requirements above are completed, and;

For students whose career goals are counseling outside of schools, priority is given to applicants wanting to work with children or adolescents. Students wanting to work outside schools are strongly encouraged to pursue licensure as a clinical professional counselor.

Application Deadlines

Applications for admission to the MEd in counseling are reviewed when they become complete throughout the year. Candidates who apply are considered in the order in which their

applications are completed until all openings are filled.

Degree Requirements

The MEd in counseling may be earned under a thesis or nonthesis option. The nonthesis option in counseling requires 46 credit hours of course work and a written comprehensive examination.

The thesis option in counseling requires 54 credit hours of course work plus an oral examination over the thesis. These credit hour requirements meet the state's guidelines for licensure recommendations in school counseling and cover the core content areas for licensure as a professional counselor.

Required Courses

CESP 701, Intro to Educational Research
CESP 704, Intro to Educational Statistics
CESP 707, Child Abuse and Neglect
CESP 728, Theories of Human Development
CESP 802, Intro to Counseling Techniques
CESP 803, Counseling Theory
CESP 804, Principles and Philosophy of Counseling
CESP 815, Career Development
CESP 821, Multicultural Issues in Counseling
CESP 822, Assessment in Counseling
CESP 824, Techniques of Counseling
CESP 825, Group Counseling Techniques
CESP 837, Family Issues in Counseling
CESP 845, Professional School Counseling (required only for those seeking a school counseling license)
CESP 856, Counseling Practicum
CESP 857, Professional and Ethical Issues
CESP 835, Psychopathology and the DSM-IV

The *thesis option* also requires the following:
CESP 823, Experimental Design in Educational Research
CESP 860, Seminar in Research Problems
CESP 875 and 876, Master's Thesis

Financial Aid

Graduate Assistantships

Students in counseling, educational psychology, and school psychology may apply for one of a limited number of graduate research assistantships. Applications 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.

Role Responsibilities: Graduate assistants are expected to work 10 - 20 hours per week, on the average, on activities related to faculty research efforts.

Faculty

Catherine Bohn-Gettler, (PhD, University of Minnesota), Assistant Professor of Educational Psychology. Teaches: Human Development, Social Psychology, Educational Statistics, Learning and Evaluation. Research interests: Cognitive, social, and emotional factors that contribute to comprehension development.

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 interest: standardized tests, critical thinking

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

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 and COE Assessment Coordinator. Teaches: Career Development,

Multicultural Issues in Counseling, Assessment in Counseling, Principles and Philosophy of Counseling. Research interests: student career development, multicultural factors and career decisions, micro computer applications in career decision making

Nancy A. McKellar (PhD, Northern Illinois University), Associate Professor of School Psychology. Teaches: Diagnostic Testing, School-based Interventions, Personality Assessment, Consultation Techniques. Research interests: school-based interventions and consultation, autism spectrum disorders, school collaboration, at-risk children

Marlene Schommer-Aikins (PhD, University of Illinois), CESP Department Chairperson and 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 separate knowing and connected knowing, cognitive flexibility

Susan Unruh (PhD, University of Kansas), Assistant Professor of School Psychology. Teaches: Individual Intelligence Assessment, Consultation, Psychology of Exceptional Children, Learning and Evaluation, Practicum and Internship Supervision. Research Interests: education and assessment of English Language Learners, educational and mental health issues for Hispanics, professional issues for school psychologists..

For More Information

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Apply On-Line

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