Master of Education in Counseling

The Department of Counseling, Educational Leadership, Educational and School Psychology (CLES) offers the programs 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 a teaching license*. Students who are licensed teachers and 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. Pass the Praxis II exam
3. Have a professional teacher's license*;
4. After the first three requirements listed above are completed, students may apply for a conditional license.

*Students without a professional teaching license must complete 6 additional hours of field experience classes in two consecutive semesters under the Parallel Pathways or Direct Entry Option. They must complete items 1, 2, and 4 from the preceding list. These students must also take a year-long post-degree internship.

For students whose career goals are counseling outside of schools, priority is given to applicants wanting to work with children or adolescents.

Application Deadlines
For summer and fall semesters: May 1. For spring semester: November 1. All applications must be complete. 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 non-thesis 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
CLES 801, Intro to Educational Research
CESP 704, Intro to Educational Statistics
CESP 728, Theories of Human Development
CESP 803, Counseling Theory
CESP 804, Foundations 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 835, Psychopathology and DSM
CESP 838, Counseling Families in Crisis
CESP 845, Professional School Counseling (required only for those seeking a school counseling license)
CESP 856, Counseling Practicum
CESP 857, Professional and Ethical Issues (continued)
Required Courses (continued)

Electives (1 – 4 credit hours) School counseling students need only add one hour of elective. Non-school students need to add four credit hours.

Students pursuing the thesis option must also take the following courses:
CESP 823, Experimental Design in Educational Research
CESP 860, Seminar in Research Problems
CESP 875 and 876, Master’s Thesis

Students pursuing professional school license but without a teaching license (parallel pathway) need to take two semesters of field experience CESP 827 (6 credit hours) within the MEd program. Two semester of CESP 947 Counseling Internship (4 credit hours) are also required for licensure purpose but are not required for the degree plan.

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.

Counseling Faculty

Susan Bray (PhD, Texas A&M – Commerce), Assistant Professor of Counseling. Teaches: Group Counseling, Assessment in Counseling, Practicum, and Family Issues in Counseling. Research interests: Counselors’ work with clients who live in poverty and counselor education pedagogy.

Jody Fiorini (Ph.D. in Counselor Education & Supervision, Syracuse University): Department Head and Associate Professor of Counselor Education. Teaching Responsibilities: Counseling Techniques, Multicultural Counseling, Psychopathology. Research Interests: Counseling Children and Adolescents Through Grief and Loss, Counseling Individuals with Disabilities and Learning Disorders.

Jiaqi Jason Li (PhD, Texas Tech University), Assistant Professor of Counseling. Teaches: Foundations of Counseling, Professional School Counseling, Professional and Ethical Issues. Research interests: multicultural counseling, acculturation, school counseling, play therapy

Wei-Cheng Joseph Mau (PhD, University of Iowa), Professor of Counseling. Teaches: Counseling Theory, Career Development, Multicultural issues in Counseling. Research interests: Race and gender issues in educational/vocational aspirations and career decision-making STEM career interests and assessments.

For More Information
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