

Master of Education in Educational Psychology

The Department of Counseling, Educational Leadership, Educational and School Psychology (CLES) offers the program leading to the Master of Education (MEd) in educational psychology.

Admission Requirements

To be considered for admission, students must provide their grade point average (GPA) for the most recent 60 hours of undergraduate course work; Graduate Record Examination scores (Verbal, Quantitative, and writing); a resume, names, addresses, 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:

$$\text{GPA} + (\text{GRE Verbal} + \text{GRE Quantitative})/400$$

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* (3.00) average over the last 60 hours of undergraduate course work. GRE scores taken after December 2012 will be reviewed with an index score that is reformulated using the most recent mean and standard deviation of the new GRE.

Application Deadline

Applications for admission to the MEd in educational psychology 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 degree may be earned under a 32 hour thesis option plus an oral exam over the thesis; or a 36 hour non-thesis option plus a comprehensive exam taken during the last semester of enrollment.

Required Courses

CLES 801, Introduction to Educational Research
CESP 704, Introduction to Educational Statistics
CESP 728, Theories of Human Development
CESP 820, Learning Theory and Instruction
CESP 823, Experimental Design in Educational Research
CESP 831, Social Psychology of Education

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 811, Principles of Measurement and Program Evaluation
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 902 & 903, Advanced Research Methods I & II
PSY 905, Cognitive/Learning Foundations of Behavior
PSY 906, Personality and Individual Differences
PSY 907, Social and Developmental Foundations of Behavior
*CESP 750, Workshops
*CESP 815, Career Development
*CESP 821, Multicultural Issues in Counseling
*CESP 835, Psychopathology and DSM-IV

* 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 818, Behavior Management: Positive Behavior Supports

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.

For More Information

Graduate Coordinator
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Apply On-Line

<http://webs.wichita.edu/?u=apply&p=/OnlineApplicationGateway>

**Department of Counseling, Educational Leadership,
Educational and School Psychology (CLES) Faculty Roster:**

Joel Abaya, (PhD, University of Missouri – Columbia), Assistant Professor of Educational Leadership. Teaches: Introduction to Field-based Research I & II, Advanced Leadership Theories. Research Interests: Educational leadership, qualitative research, intercultural dynamics, and challenges in contested areas. Email: joel.abaya@wichita.edu

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

Susan Bray, (PhD, Texas A&M University – Commerce), Assistant Professor of Counseling. Teaches: Group Counseling and Assessment in Counseling. Interests: Multiculturalism and Diversity, Poverty. Email: susan.bray@wichita.edu

Doris P. Burgert, (MA, MEd, Wichita State University), Instructor of Educational Psychology. Teaches: Learning and Evaluation, Growth and Development. Teaching and Research Interests: Educational Psychology, Human Development, Composition, Critical Thinking, Study Skill Strategies. Email: doris.burgert@wichita.edu

Craig Elliott, (EdD, Oklahoma State University), Senior Fellow for Educational Leadership and Coordinator for the District Licensure Program. Teaches: Leadership in Vision, Collaboration and Planning, Policy and Politics in Educational Leadership, Superintendency/Internship. Research Interests: Long-range and Strategic Planning, Questionnaire Development, Survey Practices. Email: craig.elliott@wichita.edu

Randy Ellsworth (PhD, George Peabody College), Professor of Educational Psychology and Director of the Center for Research and Evaluation Services. Teaches: Statistics, Measurement and Program Evaluation. Research Interests: Teacher Test Construction Practices, Affective Assessment Procedures, Evaluation Capacity Building. Email: randy.ellsworth@wichita.edu

Eric Freeman, (PhD, North Carolina State University), Assistant Professor of Educational Leadership. Teaches: Diversity and Social Justice, Building Level Leadership Practicum, Applied Inquiry, Introduction and Advanced Field-Based Research, Theoretical Frameworks for Organizational Analysis. Research interests: Educational inequality and the relationship between in-school and out-of-school factors, social class effects in education, rural education, critical educational policy analysis, politics of education. Email: eric.freeman@wichita.edu

Ruth Hitchcock (PhD, Indiana University), Associate Professor of Counseling. Teaches: Counseling Techniques, Professional School Counseling, Child Abuse, Multicultural Issues. Research interests: Child abuse, death and dying, play therapy, career development for elementary school children, school counseling program evaluation. Email: ruth.hitchcock@wichita.edu

Joseph W. C. Mau (PhD, University of Iowa), Associate Dean and Professor of Counseling. Teaches: Career Development, Multicultural Issues in Counseling, Assessment in Counseling, Principles and Philosophy of Counseling. Research interests: Minority student educational and career development, non-traditional career aspirations, cultural factors and assessments in career decision-making, models of career decision-making. Email: joseph.mau@wichita.edu

Nancy A. McKellar (PhD, Northern Illinois University), Associate Professor of School Psychology. Teaches: Diagnostic Testing, School-based Interventions, Personality Assessment, Psychopathology. Research interests: Needs of at-risk children, school-based interventions, school consultation and collaboration. Email: nancy.mckellar@wichita.edu

Jean Patterson, (EdD, University of North Carolina at Chapel Hill), Professor of Educational Leadership. Teaches: Theoretical Research Perspectives and Applications in Educational Leadership, Advanced and Introduction to Field-based Research, Research Design, Dissertation. Research interests: Qualitative inquiry, school organization and leadership, policy and politics of education, diversity and equity in education. Email: jean.patterson@wichita.edu

Marlene Schommer-Aikins (PhD, University of Illinois), Professor of Educational Psychology. Teaches: Educational Research, Learning and Evaluation, Introduction to Educational Statistics. Research interests: students' beliefs about the nature of knowledge and learning (epistemological beliefs) and how they affect learning, classroom social interaction, connected knowing, separate knowing, collectivist values, individualistic values, and STEM issues. Email: marlene.schommer-aikins@wichita.edu

Patrick Terry, (EdD, University of Kansas). Senior Fellow for Educational Leadership, MEd Program Coordinator. Teaches: Educational Leadership, Team-based Collaboration, School Finance. Staff and Community Relations, Leadership Practica. Research interests: Interpersonal relations, school finance, school efficiency and effectiveness. Email: patrick.terry@wichita.edu

Boyd Teemant, (PhD, Utah State University). Assistant Professor of Counseling. Teaches: Human Growth and Development, Introduction to Counseling Techniques, Principles & Philosophy of Counseling. Research interests: School/learning climate, achievement gap, at-risk youth, positive behavior supports, school-based interventions, social skills training, school improvement, family and parent collaborations and interventions. Email: boyd.teemant@wichita.edu

Susan Unruh (PhD, University of Kansas), Assistant Professor of School Psychology. Teaches: Individual Intelligence Assessment, Consultation, Evidence-Based Practice in Academic Assessment and Intervention, 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. Email: susan.unruh@wichita.edu