Specialist in Education in School Psychology

The Department of Counseling, Educational Leadership, Educational and School Psychology (CLES) offers the program leading to the Specialist in Education (EdS) in school psychology.

Admission Requirements
Students who have completed a master's degree in educational psychology, counseling, or a directly related area may apply for admission to the EdS degree program in school psychology. To be considered for admission, students must meet graduate school application requirements, and provide (1) graduate degree transcripts; (2) undergraduate grade point average (GPA) for the last 60 hours; (3) GRE Verbal and Quantitative scores; (4) GRE Writing Assessment score (unless applicant completed a master's thesis); (5) the names, addresses, and phone numbers of three persons to provide references; (6) a statement of professional goals; (7) a resume, and (8) a statement of research interests. The GRE and undergraduate GPA are evaluated using the following index:

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

Ordinarily, applicant's scores on this index will equal or exceed 5.5. The GPA and GRE index of 5.5 could be achieved by a student who attained combined verbal and quantitative scores on the GRE of 1,000 and a B average (3.00) over the last 60 credit hours of undergraduate course work. New GRE scores as of December 2011 will be accepted and considered for admission, but no scale values are currently available.

Following admission to the EdS program, each student will meet with a faculty adviser to determine whether prerequisite requirements have been met or how remaining prerequisites can best be met. All students must complete the introductory professional issues course at WSU, and all students must have either completed a thesis as part of their master's program or prepare a thesis equivalent as part of the EdS program. A thesis equivalent differs from a thesis only in procedures for enrollment and in form of recognition. Faculty will apply all thesis criteria for advisement, proposal review, human subjects review, and final oral examination.

Application Deadlines
Applications for admission to the EdS in school 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 EdS in school psychology requires 39 credit hours of coursework beyond the MEd. The degree is awarded upon completion of coursework and practica.

Prerequisite Courses
Students preparing to become school psychologists must have the following courses (or their approved equivalents) at the master's level:
- CLES 801, Introduction to Educational Research
- CESP 704, Introduction to Educational Statistics
- CESP 728, Theories of Human Development
- CESP 808, School Psychology Professional Issues
- CESP 811, Educational Measurement and Evaluation
- CESP 820, Learning Theory and Instruction
- CESP 823, Experimental Design in Educational Research
- CESP 831, Social Psychology of Education
- CESP 834, Biological Principles and Psychological Functioning
- CESP 860, Seminar in Research Problems
- CESP 875 and 876, Master's Thesis

Courses for EdS degree
- CESP 803, Counseling Theory
- CESP 824, Techniques of Counseling
- CESP 835, Psychopathology and DSM
- CESP 853, Law, Ethics and Multicultural Issues for School Psychologists
- CLES 854, Evidence-Based Academic Assessment and Intervention
- CESP 855, Individual Intelligence Testing
- CESP 856, Counseling Practicum
- CESP 858, Diagnostic Testing
- CESP 859, School-Based Interventions
- CESP 914, Consultation Techniques
- CESP 934, Personality Assessment
- CESP 946, Practicum in School Psychology

Licensure
For full (professional) Kansas School Specialist Licensure in Psychology, students must apply for a professional school license, register for a 4 credit hour post-EdS internship, and complete the full time, one-year internship in a public school.

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**

**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.

**Doris P. Burgert** (MA, MEd, Wichita State University), Instructor of Educational Psychology. Teaches: Learning and Evaluation, Growth and Development. Research interests: critical thinking, writing to learn.


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

**Jiaqi Li** (PhD, Texas Tech University), Teaches: Professional and Ethical Issues in Counseling, Principles and Philosophy of Counseling, and Professional School Counseling. Research interests: Chinese international students’ attitudes toward seeking professional counseling services.

**Joseph W. C. Mau** (PhD, University of Iowa), Professor of Counseling. Teaches: Career Development, Multicultural Issues in Counseling. Research interests: student career development, multicultural factors and career decisions, microcomputer 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, Psychopathology. Research interests: school-based interventions and consultation, autism spectrum disorders, school collaboration, at-risk children.

**Marlene Schommer-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.

**Susan Unruh** (PhD, University of Kansas), Assistant Professor of School Psychology. Teaches: Individual Intelligence Assessment; Evidence-Based Academic Assessment and Intervention; Law, Ethics, and Multicultural Issues for School Psychologists. Research interests: learning and emotional issues facing English language learners, school psychology professional issues, test anxiety.

**For More Information**
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