

# Specialist in Education in School Psychology

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

## 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.

Following admission to the EdS program, each student will meet with a faculty advisor 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:

CESP 701, Introduction to Educational Research  
CESP 704, Introduction to Educational Statistics  
CESP 728, Theories of Human Development  
CESP 808, School Psychology Professional Issues  
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

### Choose one:

CESP 811, Educational Measurement and Evaluation  
CESP 822, Assessment in Counseling

## Courses for EdS degree

CESP 803, Counseling Theory  
CESP 824, Techniques of Counseling  
CESP 835, Psychopathology and DSM-IV  
CESP 853, Law, Ethics and Multicultural Issues for School Psychologists  
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

### Choose one:

CI 724, Methods 1: Academic and Cognitive Skills, Mild Exceptionalities  
CI 740, Intro to Early Childhood Special Education  
CI 810, Methods 2: Social Skills for Mild Exceptionalities

## 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.

## Licensure

For full (professional) licensure in school psychology, students must apply for an initial conditional license, register for a 4 credit hour post-specialist internship, and complete the full time, one-year internship in a public school.

## 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: Comprehension – Development, Social and Cognitive Influences, Instruction

**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), Associate Dean of the College of Education and Professor of Counseling. Teaches: Career Development, Multicultural Issues in 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, Psychopathology. 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

**Susan Unruh** (PhD, University of Kansas), Assistant Professor of School Psychology. Teaches: Individual Intelligence Assessment; Consultation Techniques; Psychology of Exceptional Children; Learning, Assessment, and Evaluation Theory: Evidence-Based Instruction. Research interests: learning and emotional issues facing English language learners, school psychology professional issues, test anxiety.

## For More Information

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## Apply On-Line

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