

Counseling, Educational Psychology, and Foundations

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Department Programs in Counseling

The Department of Counseling, Educational Psychology, and Foundations offers graduate programs in clinical mental health counseling, rehabilitation counseling, and school counseling.

The Master of Science degree programs in clinical mental health counseling, rehabilitation counseling, and school counseling are planned programs consisting of 60 semester hours. The concentration in rehabilitation counseling prepares graduates for certification as a Certified Rehabilitation Counselor in all fifty states, as well as a Licensed Professional Counselor (LPC) in the state of Mississippi.

Counseling doctoral applications are due February 1. Applications for master's and educational specialist programs are due March 1. Applications will be considered until full enrollment is attained. Applications may be reviewed at other times for general educational psychology. For further information, write to the Graduate Coordinator.

The department prepares students for careers as school counselors, student affairs professionals in higher education, and as counselors in rehabilitation, college counseling centers, and other mental health community agencies. Teaching and research assistantships are available.

Counseling Program Accreditation

The M.S. programs in Counseling are Clinical Mental Health, Rehabilitation, and School and are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The doctoral programs in counseling (PHCE) and in school counseling (PHSE) are also accredited CACREP. The school counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE).

Graduate study in counseling offers preparation in counseling at three degree levels.

1. The Master of Science (M.S.) degree in Counselor Education with concentrations in clinical mental health counseling; rehabilitation counseling; student affairs; college counseling; and school counseling
2. The Educational Specialist (Ed.S.) degree in Education with concentrations in counseling and school psychology provide advanced coursework sought by students seeking licensure or higher levels of certification
3. The Doctor of Philosophy (Ph.D.) degree with two majors: Counselor Education and Student Counseling & Guidance

Admission Criteria for Counseling Programs

Applications for master's and educational specialist programs are due by March 1. Counseling doctoral applications are due by February 1. Applications will be considered until full enrollment is attained. Applications may be reviewed at other times for general educational psychology. For further information, write to the Graduate Coordinator.

A student accepted into the M.S. degree program in counseling must hold a baccalaureate degree and a minimum GPA of 3.00 on the last 60 hours of undergraduate work. Satisfactory Graduate Record Examination (GRE) scores (verbal, quantitative, and analytic writing) taken within the past five years must be submitted.

A student accepted into the Ed.S. degree program with a concentration in counseling must hold a master's degree in counseling or related field (as determined by program concentration), a minimum GPA of 3.30 on all graduate work, and satisfactory GRE scores (verbal, quantitative, and analytical writing).

A student accepted into a Ph.D. program must hold a master's degree from a CACREP- or CORE-accredited program in counseling or meet CACREP curriculum requirements as part of the doctoral program of study. Satisfactory results of the Graduate Record Examination (GRE) taken with the past five years must be submitted.

Applicants for all counseling degree programs must also produce all other application requirements detailed by the Graduate School (e.g., letters of recommendation, statement of purpose).

Students admitted to a counseling program must maintain continuous enrollment. A student who is not enrolled or is inactive for one calendar year must be re-screened for readmission into the department prior to re-enrollment in the University (see the Readmission section under General Requirements for Admission in this publication).

Provisional Admission for Counseling Programs

An applicant who has not fully met the GPA requirement stipulated by the University may be admitted on a provisional basis. The provisionally-admitted student is eligible for a change to regular admission status after receiving a 3.00 GPA on the first 9 hours of graduate courses at Mississippi State University (with no grade lower than a C). These graduate courses must be within the student's program of study. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. If a 3.00 is not attained, the provisional student **shall** be dismissed from the graduate program. Academic departments may set higher standards for students to fulfill provisional requirements; a student admitted with provisional status should contact the graduate coordinator for the program's specific requirements. **While in the provisional status, a student is not eligible to hold a graduate assistantship.**

Satisfactory Academic Performance

In addition to the requirements of Mississippi State University for graduate students, a student in any of the counseling programs is required to earn a grade of B or better in each skills course before being permitted to progress to the next course in the sequence. These "gatekeeper" courses include:

| | | |
|----------|---|-----|
| COE 8023 | Counseling Theory | 3 |
| COE 8013 | Counseling Skills Development | 3 |
| COE 8053 | Practicum | 3 |
| COE 8150 | Academic School Year Field Experience Practicum | 1-9 |
| COE 8730 | Internship | 6 |

Unsatisfactory performance in graduate-level coursework is defined as a grade of U, D, or F in any course and/or more than two grades below a B after admission to the program. The grade of C, while not considered a failing grade, is seen as indicative of *minimal* academic performance. Only two grades of C are allowed during a student's work on a degree. Unsatisfactory performance also includes failing the master's comprehensive examination twice, failing the written doctoral preliminary/comprehensive examination twice, failing the oral doctoral preliminary/comprehensive examination twice, or failing the doctoral dissertation defense twice. Any of these or a combination of these failures will result in termination of the student's graduate program in counseling.

Department Programs in Educational Psychology

The department prepares students for careers as behavioral science researchers and evaluators, school psychologists, and faculty positions in behavioral science of school psychology training programs. Teacher, service, and research assistantships are available.

Educational Psychology Program Accreditations

The school psychology program degrees (Ed.S., Ph.D.) are approved by the National Association of School Psychologists (NASP). The Ph.D. degree is accredited by the American Psychological Association (APA).

There are two concentrations in Educational Psychology, general educational psychology and school psychology, with the following degree options:

1. The Master of Science (M.S.) degree with concentrations in general educational psychology, school psychometry (non-terminal), or applied behavior analysis.
2. The Educational Specialist (Ed.S.) degree with a major in Education and concentration in school psychology. The Ed.S. degree is the minimum requirement to work as a school psychologist.
3. Doctor of Philosophy (Ph.D.) degree with concentrations in general educational psychology and school psychology.

General Educational Psychology Concentration

The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The four-year doctoral program involves coursework in psychological foundations, learning, motivational processes as well as research, statistics, and measurement.

The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of 35 hours.

The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of 91 hours of coursework beyond the baccalaureate degree.

Applications are due March 1 each year. For further information, please contact the Graduate Coordinator.

School Psychology/Psychometry Concentration

The School Psychology/Psychometry concentrations are based on a scientist-practitioner model with a behavioral focus. In addition to training assessment, training is provided in consultation, academic interventions, behavior assessment, system-wide and individualized positive behavior interventions and supports, applied behavior analysis, and single-case research methodology so students in the program can identify, prevent, and remedy students' academic, behavioral, and psychosocial problems.

M.S. in Educational Psychology with Concentration in School Psychometry

The M.S. in Educational Psychology with a concentration in School Psychometry is a non-terminal degree designed to begin in the fall semester and be completed in three years. The concentration in School Psychometry leads to AA licensure from the Mississippi Department of Education. The degree is currently a 33-hour program with a 300-hour practicum. All students in this program must successfully complete the PRAXIS I examination en route to the degree or a score of twenty-one (21) on the ACT or equivalent on SAT and pass the master's comprehensive examination. Students in the M.S. program are expected to continue their education at MSU in pursuit of either the educational specialist or doctoral degree.

M.S. in Educational Psychology with Concentration in Applied Behavior Analysis

The M.S. in Educational Psychology with a concentration in Applied Behavior Analysis (ABA) is a terminal degree designed to begin in the fall semester and be completed in two years. The concentration in ABA leads to certification as a Board Certified Behavior Analyst (BCBA). The degree program is currently a 31-hour program. All students in the program must pass a master's comprehensive examination.

Applications are due March 1 each year. For further information, contact the Graduate Coordinator.

Ed.S. in Education with Concentration in School Psychology

The Ed.S. program in Education with a concentration in School Psychology is approved by the National Association of School Psychologists (NASP). Students accepted into the Ed.S. program in School Psychology should either hold a Master's degree in Psychometry or earn a Master's degree in Psychometry en route to the completion of the Ed.S. degree. For students entering the program with only an undergraduate degree, the Ed.S. concentration in School Psychology is designed to be completed in four years. A minimum of 82 semester hours beyond the baccalaureate degree is necessary to earn an educational specialist degree from the Department of Counseling, Educational Psychology and Foundations. The Ed.S. School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), Master's written comprehensive exam, and oral comprehensive exam. Students are also required to complete a 1200-hour internship in the P-12 school setting.

The deadline for applications to the Ed.S. program is January 15. For further information, contact the Graduate Coordinator.

Ph.D. in Educational Psychology with Concentration in School Psychology

The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry (or related field) or will obtain a master's degree in School Psychometry or master's degree in a related field within the first 3 years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the Ph.D. program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition, doctoral students in the School Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal, or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), doctoral written comprehensive exam, and doctoral oral comprehensive exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).

The deadline for applications to the Ph.D. program is January 15. For further information, please contact the Graduate Coordinator.

Admission Criteria for Educational Psychology Major

The following are admission criteria for admission to the Educational Psychology degree program (additional requirements may be required).

1. An overall GPA on the bachelor's degree of at least 2.75
2. Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores
3. External recommendations
4. An interview is generally required

Students admitted to the Educational Psychology graduate degree program must maintain continuous enrollment. A student who is not enrolled or is inactive for one calendar year must be re-screened for readmission to the department prior to re-enrollment in the University.

Prerequisite Undergraduate Courses for School Psychology and Psychometry Concentrations

Students should have the following undergraduate courses before entering the concentration in either School Psychology or Psychometry:

1. Psychological basis of behavior (e.g., Introductory Psychology)
2. Developmental psychology (e.g., Child Development)
3. Education, learning, or cognition (e.g., Theories of Learning)

A student who has not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as he/she progresses through the degree program. As students move through the Ed.S. or Ph.D. program with a concentration in School Psychology, they are required to complete the requirements for the M.S. degree in Psychometry and obtain an AA license in Psychometry from the Mississippi State Department of Education.

Provisional Admission

An applicant who has not fully met the GPA requirement stipulated by the University may be admitted on a provisional basis. The provisionally-admitted student is eligible for a change to regular admission status after receiving a 3.00 GPA on the first 9 hours of graduate courses at Mississippi State University (with no grade lower than a C). These graduate courses must be within the student's program of study. Courses with an S grade, transfer credits, or credits earned while in Unclassified status cannot be used to satisfy this requirement. If a 3.00 is not attained, the provisional student **shall** be dismissed from the graduate program. Academic departments may set higher standards for students to fulfill provisional requirements; a student admitted with provisional status should contact the graduate coordinator for the program's specific requirements. **While in the provisional status, a student is not eligible to hold a graduate assistantship.**

Satisfactory Academic Performance

A student in any of the educational or school psychology programs is required to earn a grade of B or better in core courses before he or she is permitted to progress to the next course in the sequence. Unsatisfactory performance in graduate level coursework is defined as a grade of U, D, or F in any course and/or more than two grades below a B after admission to the program. Unsatisfactory performance also includes failing the Master's comprehensive examination twice, failing the written preliminary/comprehensive examination twice, failing the oral doctoral preliminary/comprehensive examination twice, or failing the doctoral dissertation defense twice. Any of these or combination of these failures will result in termination of the student's graduate program in either the general educational psychology or school psychology concentration.

Graduate Degree Requirements

Requirements for each counseling-related major and major/concentration degree program offered by the department are listed below.

Master of Science in Counselor Education with Clinical Mental Health Counseling Concentration

Prerequisites and Core Courses

| | | |
|---------------|---|---|
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |
| COE 8013 | Counseling Skills Development | 3 |
| COE 8023 | Counseling Theory | 3 |
| COE 8043 | Group Techniques and Procedures | 3 |
| COE 8053/8150 | Practicum (requires a 100/600-clock hour practicum) | 3 |
| COE 8063 | Research Techniques for Counselors | 3 |
| COE 8730/8740 | Internship (requires a 600-clock hour internship) | 6 |

Concentration Requirements

| | | |
|-------------|---|---|
| COE 6903 | Developmental Counseling and Mental Health | 3 |
| COE 8073 | Cultural Foundations in Counseling | 3 |
| COE 8203 | Placement and Career Development Counseling | 3 |
| COE 8303 | Family Counseling Theory | 3 |
| COE 8633 | Psychosocial Rehabilitation | 3 |
| COE 8703 | Principles of Clinical Mental Health Counseling | 3 |
| COE 8773 | Counseling the Chemically Dependent Client | 3 |
| or COE 8783 | Counseling the Chemically Dependent Family | |
| COE 8803 | Crisis Response in Counseling | 3 |

| | |
|--------------------|-----------|
| Approved electives | 12 |
| Total Hours | 60 |

Master of Science in Counselor Education with Rehabilitation Counseling Concentration

Prerequisites and Core Courses

| | | |
|---------------|---|---|
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |
| COE 8013 | Counseling Skills Development | 3 |
| COE 8023 | Counseling Theory | 3 |
| COE 8043 | Group Techniques and Procedures | 3 |
| COE 8053/8150 | Practicum (requires a 100/600-clock hour practicum) | 3 |
| COE 8063 | Research Techniques for Counselors | 3 |
| COE 8730/8740 | Internship (requires a 600-clock hour internship) | 6 |

Concentration Requirements

| | | |
|----------|---|---|
| COE 6373 | Vocational Assessment of Special Needs Persons | 3 |
| COE 8073 | Cultural Foundations in Counseling | 3 |
| COE 6903 | Developmental Counseling and Mental Health | 3 |
| COE 8303 | Family Counseling Theory | 3 |
| COE 8633 | Psychosocial Rehabilitation | 3 |
| COE 8703 | Principles of Clinical Mental Health Counseling | 3 |
| COE 8353 | Vocational Rehabilitation Counseling | 3 |
| COE 8363 | Psychological Aspects of Disability | 3 |
| COE 8373 | Medical Aspects of Disability | 3 |
| COE 8383 | Job Placement in Rehabilitation | 3 |

| | |
|--------------------|---|
| Approved electives | 6 |
|--------------------|---|

| | |
|--------------------|-----------|
| Total Hours | 60 |
|--------------------|-----------|

Master of Science in Counselor Education with School Counseling Concentration

Prerequisites and Core Courses ¹

42

| | | |
|----------|---|--|
| EPY 8263 | Psychological Testing in Educational and Related Settings | |
| COE 8013 | Counseling Skills Development | |
| COE 8023 | Counseling Theory | |
| COE 8203 | Placement and Career Development Counseling | |
| COE 8043 | Group Techniques and Procedures | |
| COE 8063 | Research Techniques for Counselors | |
| COE 6903 | Developmental Counseling and Mental Health | |
| COE 8073 | Cultural Foundations in Counseling | |
| COE 8303 | Family Counseling Theory | |
| COE 8633 | Psychosocial Rehabilitation | |
| COE 8703 | Principles of Clinical Mental Health Counseling | |

Field Experience:

| | | |
|----------|---|--|
| COE 8053 | Practicum (requires a 100/600-clock hour practicum) | |
| COE 8730 | Internship (requires a 600-clock hour internship) | |

OR

| | | |
|----------|---|--|
| COE 8150 | Academic School Year Field Experience Practicum | |
| COE 8740 | Academic Year Field Experience Semester II-Internship | |

Concentration Requirements

9

| | | |
|----------|------------------------------|--|
| COE 8903 | School Counseling Services | |
| COE 8923 | Seminar in School Counseling | |

One of the following:

| | | |
|----------|--|--|
| COE 8913 | Counseling Children | |
| EPY 6113 | Principles of Behavior Analysis | |
| EPY 8253 | Child & Adolescent Development & Psychopathology | |

| | |
|--|-----------|
| Approved Electives ¹ | 9 |
| Total Hours | 60 |

¹ If 45 credit hours of Prerequisite and Core Courses are taken, the student will take 6 hours of electives.

Master of Science in Counselor Education with College Counseling Concentration

Prerequisites and Core Courses

| | | |
|---------------|---|---|
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |
| COE 8013 | Counseling Skills Development | 3 |
| COE 8023 | Counseling Theory | 3 |
| COE 8043 | Group Techniques and Procedures | 3 |
| COE 8053/8150 | Practicum (requires a 100/600-clock hour practicum) | 3 |
| COE 8063 | Research Techniques for Counselors | 3 |
| COE 8730/8740 | Internship (requires a 600-clock hour internship) | 9 |

Concentration Requirements

| | | |
|--------------------|---|---|
| COE 8203 | Placement and Career Development Counseling | 3 |
| COE 8073 | Cultural Foundations in Counseling | 3 |
| COE 8303 | Family Counseling Theory | 3 |
| COE 8633 | Psychosocial Rehabilitation | 3 |
| HED 8523 | Student Development Theory | 3 |
| COE 8533 | Literature of Student Affairs | 3 |
| HED 8543 | Legal Issues in Student Affairs | 3 |
| COE 8573 | College Counseling Services | 3 |
| HED 8113 | Administrative Leadership in Student Affairs & Higher Education | 3 |
| Approved electives | | 6 |

| | |
|--------------------|-----------|
| Total Hours | 60 |
|--------------------|-----------|

Educational Specialist Requirements

In the Ed.S. degree program, all counseling students from a non-CACREP program will be required to complete all coursework that is required by MSU's CACREP master's program in counseling. These courses may be included in the student's Ed.S. program of study. Students from an academic discipline that was not counseling in nature may be required to complete the equivalent of a master's degree as part of the Ed.S. program of study.

For additional information about the Ed.S. degree with an concentration in counseling, see the departmental handbook.

Educational Specialist in Education with Counselor Education Concentration - Thesis

| | | |
|--|--|-----------|
| EPY 6214 | Educational and Psychological Statistics (or equivalent statistics course) | 4 |
| COE 8000 | Thesis Research/ Thesis in Counselor Education & Educational Psychology | 6 |
| Other graduate-level coursework required by concentration area | | 20 |
| Total Hours | | 30 |

Educational Specialist in Education with Counselor Education Concentration - Non-Thesis

| | | |
|--|--|-----------|
| EPY 6214 | Educational and Psychological Statistics (or equivalent statistics course) | 4 |
| COE 7000 | Directed Individual Study in Counselor Education & Educational Psychology | 6 |
| Other graduate-level coursework required by concentration area | | 20 |
| Total Hours | | 30 |

Educational Specialist in Education with School Psychology Concentration - Thesis

| | | |
|--|--|-----------|
| EPY 6214 | Educational and Psychological Statistics (or equivalent statistics course) | 4 |
| COE 8000 | Thesis Research/ Thesis in Counselor Education & Educational Psychology | 6 |
| Other graduate-level coursework required by concentration area | | 20 |
| Total Hours | | 30 |

Educational Specialist in Education with School Psychology Concentration - Non-Thesis

| | | |
|--|--|-----------|
| EPY 6214 | Educational and Psychological Statistics (or equivalent statistics course) | 4 |
| COE 7000 | Directed Individual Study in Counselor Education & Educational Psychology | 6 |
| Other graduate-level coursework required by concentration area | | 20 |
| Total Hours | | 30 |

Doctor of Philosophy in Counselor Education

| | | |
|------------------------------|---|-----------|
| COE 8063 | Research Techniques for Counselors | 3 |
| EPY 8214 | Intermediate Educational and Psychological Statistics | 4 |
| EPY 9213 | Multivariate Analysis in Educational Research | 3 |
| EPY 9263 | Applied Research Seminar | 3 |
| HED 8133 | Curriculum and Instruction in Higher Education | 3 |
| COE 9013 | Counseling Supervision | 3 |
| COE 9023 | Advanced Counseling Theory | 3 |
| COE 9033 | Advanced Seminar | 3 |
| COE 9043 | Advanced Group Work and Systems | 3 |
| COE 9053 | Advanced Multicultural Counseling | 3 |
| COE 9083 | Advanced Assessment Techniques for Counseling | 3 |
| COE 9000 | Dissertation Research/ Dissertation in Counselor Education & Educational Psychology | 20 |
| COE 9740 | Advanced Doctoral Practicum (300 clock hours) | 3 |
| COE 9750 | Internship (600 clock hours) | 6 |
| Select one of the following: | | 3 |
| EDF 9443 | Single-Subject Research Designs for Education | |
| EDF 9453 | Introduction to Qualitative Research in Education | |
| HI 8923 | Historiography and Historical Method | |
| Approved electives | | 3-15 |
| Total Hours | | 81 |

Ph.D. students in counseling may also complete 12-18 hours in a minor area which would be considered elective hours. For additional information about the Ph.D. degrees in counseling and in school counseling, see the departmental handbook.

Doctor of Philosophy in Student Counseling and Guidance

| | | |
|------------------------------|---|----|
| COE 8063 | Research Techniques for Counselors | 3 |
| EPY 8214 | Intermediate Educational and Psychological Statistics | 4 |
| EPY 9213 | Multivariate Analysis in Educational Research | 3 |
| EPY 9263 | Applied Research Seminar | 3 |
| HED 8133 | Curriculum and Instruction in Higher Education | 3 |
| COE 9013 | Counseling Supervision | 3 |
| COE 9023 | Advanced Counseling Theory | 3 |
| COE 9033 | Advanced Seminar | 3 |
| COE 9043 | Advanced Group Work and Systems | 3 |
| COE 9053 | Advanced Multicultural Counseling | 3 |
| COE 9083 | Advanced Assessment Techniques for Counseling | 3 |
| COE 9000 | Dissertation Research/ Dissertation in Counselor Education & Educational Psychology | 20 |
| COE 9740 | Advanced Doctoral Practicum (300 clock hours) | 3 |
| COE 9750 | Internship (600 clock hours) | 6 |
| Select one of the following: | | 3 |
| EDF 9443 | Single-Subject Research Designs for Education | |
| EDF 9453 | Introduction to Qualitative Research in Education | |
| HI 8923 | Historiography and Historical Method | |

Approved electives

3-15

Total Hours**81**

Ph.D. students in counseling may also complete 12-18 hours in a minor area which would be considered elective hours. For additional information about the Ph.D. degrees in counseling and in school counseling, see the departmental handbook.

Doctoral Minor in Counseling

| | |
|---|-----------|
| Counseling theory course | 3 |
| Cultural foundations in counseling course | 3 |
| Environmental specialty course | 3 |
| Counseling course | 3 |
| Total Hours | 12 |

A doctoral student will meet with the intended minor professor for an interview. The minor professor will determine specific courses to be included in the minor program of study.

Master of Science in Educational Psychology with General Educational Psychology Concentration**Major Core**

| | | |
|----------|--|---|
| EPY 6214 | Educational and Psychological Statistics | 4 |
| EPY 8253 | Child & Adolescent Development & Psychopathology (or related elective) | 3 |
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |

Concentration Requirements

| | | |
|-------------------------|---|---|
| EPY 8293 | Cognitive and Affective Development | 3 |
| EPY 8223 | Psychological Foundations of Education | 3 |
| EDF 8363 or PSY 8513 | Function and Methods of Research in Education Psychological Research | 3 |
| EPY 6033 | Application of Learning Theories | 3 |
| EPY 8214 | Intermediate Educational and Psychological Statistics | 4 |
| EPY 6073 | Personal and Motivational Factors in Education | 3 |

Related Electives or Thesis Hours**6**

If thesis option is chosen, student must take 6 hours of:

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|----------|---|
| EPY 8000 | Thesis Research/ Thesis in Educational Psychology |
|----------|---|

If non-thesis option is chosen, student must take:

| | |
|----------|---|
| EDF 9453 | Introduction to Qualitative Research in Education |
|----------|---|

and ONE course from the list below:

| | |
|----------|---|
| EPY 6553 | Creativity/Innovation |
| EPY 8533 | Practicum in Teaching Educational Psychology |
| EPY 9313 | Education Evaluation Methods |
| EPY 9723 | Seminar in Contemporary Educational/School Psychology |
| PSY 8313 | Developmental Psychology |
| PSY 6983 | Psychology of Aging |
| PSY 6713 | Language and Thought |
| PSY 6403 | Biological Psychology (Other courses with advisor approval) |

Total Hours**35****Master of Science in Educational Psychology with Psychometry Concentration****Major Core**

| | | |
|----------|---|---|
| EPY 6214 | Educational and Psychological Statistics | 4 |
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |
| EPY 8253 | Child & Adolescent Development & Psychopathology | 3 |

Concentration Requirements

| | | |
|----------|---------------------------------|---|
| EPY 6113 | Principles of Behavior Analysis | 3 |
|----------|---------------------------------|---|

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|--------------------|--|-----------|
| EPY 6123 | Applications of School Psychology | 3 |
| EPY 6133 | Data-based Decision Making for Interventions in the School Setting | 3 |
| EPY 8493 | Social-Emotional and Behavioral Assessment | 3 |
| EPY 8690 | Supervised Experiences in School Psychology I | 3 |
| EPY 8703 | School Psychology | 3 |
| EPY 8723 | Individual Assessment for Educational and Related Settings | 3 |
| EPY 8773 | Assessment and Interventions for Academic Skills Deficits | 3 |
| EPY 8933 | Integrated Psycho-Educational Assessment | 3 |
| EPY 9703 | Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology | 3 |
| EPY 9713 | Advanced Psychological Consulting: Theory and Practice | 3 |
| Total Hours | | 43 |

Master of Science in Educational Psychology with Applied Behavior Analysis Concentration

Major Core

| | | |
|----------|---|---|
| EPY 6214 | Educational and Psychological Statistics | 4 |
| EPY 8263 | Psychological Testing in Educational and Related Settings | 3 |
| EPY 8253 | Child & Adolescent Development & Psychopathology | 3 |

Concentration Requirements

| | | |
|--------------------|--|-----------|
| EPY 6113 | Principles of Behavior Analysis | 3 |
| EPY 6223 | Applications of Applied Behavior Analysis | 3 |
| EPY 8493 | Social-Emotional and Behavioral Assessment | 3 |
| EPY 8763 | Advanced Applied Behavior Analysis | 3 |
| EPY 9603 | Legal, Ethical, and Professional Issues in Behavior Analysis | 3 |
| EPY 9443 | Single Subject Research Designs in Education | 3 |
| EPY 9613 | Consultation, Supervision, & Personnel Management in Applied Behavior Analysis | 3 |
| Total Hours | | 31 |

Doctor of Philosophy in Educational Psychology with General Educational Psychology Concentration

Major Core

46

| | | |
|----------|---|--|
| EPY 6214 | Educational and Psychological Statistics | |
| EPY 8214 | Intermediate Educational and Psychological Statistics | |
| EPY 8263 | Psychological Testing in Educational and Related Settings | |
| EPY 8293 | Cognitive and Affective Development | |
| EPY 8513 | Psychometric Theory | |
| EPY 9000 | Dissertation Research /Dissertation in Educational Psychology | |
| EPY 9213 | Multivariate Analysis in Educational Research | |
| EPY 9723 | Seminar in Contemporary Educational/School Psychology | |
| EDF 9373 | Educational Research Design | |

General Educational Psychology Concentration Requirements

| | | |
|---|---|---|
| Choose one Education course: EDF or EDX or EDE course in consult with advisor | | 3 |
| EPY 6033 | Application of Learning Theories | 3 |
| EPY 6073 | Personal and Motivational Factors in Education | 3 |
| EPY 8223 | Psychological Foundations of Education | 3 |
| EDF 8363 | Function and Methods of Research in Education | 3 |
| or PSY 8513 | Psychological Research | |
| EDF 9453 | Introduction to Qualitative Research in Education | 3 |
| EDF 9463 | Qualitative Data Collection in Education | 3 |
| EPY 8533 | Practicum in Teaching Educational Psychology | 3 |
| EPY 9263 | Applied Research Seminar | 3 |
| EDF 9473 | Qualitative Data Analysis and Presentation in Education | 3 |

| | |
|---|--|
| Choose any two courses in PSY in consultation with advisor. Some recommended courses include: | 6 |
| PSY 6983 | Psychology of Aging |
| PSY 6713 | Language and Thought |
| PSY 6403 | Biological Psychology (or equivalent) |
| PSY 8613 | Advanced Social Psychology (or equivalent) |
| PSY 8313 | Developmental Psychology |
| Choose any two EPY courses in consult with advisor. Recommended ones include: | 6 |
| EPY 6553 | Creativity/Innovation |
| EPY 8523 | Psychology of the Gifted |
| EPY 9313 | Education Evaluation Methods |
| EPY 8253 | Child & Adolescent Development & Psychopathology (or equivalent) |
| EPY 8113 | History and Systems of Psychology |
| Elective in consult with advisor | 3 |
| Total Hours | 91 |

Doctor of Philosophy in Education Psychology with School Psychology Concentration

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| Major Core | 46 | |
| EPY 6214 | Educational and Psychological Statistics | |
| EPY 8214 | Intermediate Educational and Psychological Statistics | |
| EPY 8263 | Psychological Testing in Educational and Related Settings | |
| EPY 8293 | Cognitive and Affective Development (or equivalent) | |
| EPY 8513 | Psychometric Theory | |
| EPY 9000 | Dissertation Research /Dissertation in Educational Psychology | |
| EPY 9213 | Multivariate Analysis in Educational Research | |
| EPY 9723 | Seminar in Contemporary Educational/School Psychology | |
| EDF 9373 | Educational Research Design | |
| School Psychology Concentration Requirements | | |
| EPY 6113 | Principles of Behavior Analysis | 3 |
| EPY 6123 | Applications of School Psychology | 3 |
| EPY 6133 | Data-based Decision Making for Interventions in the School Setting | 3 |
| EPY 8123 | Assessment of Infants, Toddlers, and Special Populations | 3 |
| EPY 8133 | Crisis Prevention and Intervention in Schools and Related Settings | 3 |
| EPY 8493 | Social-Emotional and Behavioral Assessment | 3 |
| EPY 8690 | Supervised Experiences in School Psychology I | 9 |
| EPY 8703 | School Psychology | 3 |
| EPY 8723 | Individual Assessment for Educational and Related Settings | 3 |
| EPY 8763 | Advanced Applied Behavior Analysis | 3 |
| EPY 8773 | Assessment and Interventions for Academic Skills Deficits | 3 |
| EPY 8790 | Supervised Experiences in School Psychology II | 9 |
| EPY 8890 | Supervised Experiences in School Psychology: III | 3 |
| EPY 8933 | Integrated Psycho-Educational Assessment | 3 |
| EPY 9443 | Single Subject Research Designs in Education | 3 |
| or EDF 9443 | Single-Subject Research Designs for Education | |
| EPY 9703 | Contemporary, Legal, Ethical, and Professional Issues in School and Educational Psychology | 3 |
| EPY 9713 | Advanced Psychological Consulting: Theory and Practice | 3 |
| EPY 9730 | Doctoral Internship in School Psychology | 18 |
| COE 8073 | Cultural Foundations in Counseling | 3 |
| EPY 8113 | History and Systems of Psychology | 3 |
| EPY 8253 | Child & Adolescent Development & Psychopathology | 3 |
| PSY 6403 | Biological Psychology (or equivalent) | 3 |

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| PSY 8613 | Advanced Social Psychology (or equivalent) | 3 |
| Total Hours | | 142 |

Educational Specialist Concentration in School Psychology

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| EPY 7000 | Directed Individual Study in Educational Psychology | 3 |
| EPY 8763 | Advanced Applied Behavior Analysis | 3 |
| EPY 8690 | Supervised Experiences in School Psychology I | 3 |
| EPY 8790 | Supervised Experiences in School Psychology II | 6 |
| EPY 8780 | Internship in School Psychology | 12 |
| EPY 9443 | Single Subject Research Designs in Education | 3 |
| EPY 8133 | Crisis Prevention and Intervention in Schools and Related Settings | 3 |
| COE 8073 | Cultural Foundations in Counseling | 3 |
| Select one of the following: | | 3 |
| EPY 8123 | Assessment of Infants, Toddlers, and Special Populations | |
| EPY 8890 | Supervised Experiences in School Psychology: III | |
| Total Hours | | 39 |

The Ed.S. degree with a major in education and concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and requires an additional 39 hours beyond the M.S. degree in Educational Psychology with a concentration in Psychometry. The Ed.S. leads to AAA educator's licensure as a School Psychologist by the Mississippi Department of Education and qualifies students to become nationally certified school psychologists (which allows students to become certified as a school psychologist in most states). The Ed.S. degree is designed to be completed in four years which typically requires the equivalent of one additional academic year of formal coursework beyond the M.S. in Educational Psychology with a concentration in Psychometry including additional practica and a minimum of a 1500-hour internship completed in the schools during the fourth year. Ed.S. students are required to complete and defend an approved supervised directed independent study and pass the PRAXIS II examination in school psychology (i.e., obtain a passing score as established by the Mississippi Department of Education).

Doctoral Minor in School Psychology

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|--|-----------|
| Introduction to school psychology course | 3 |
| Behavior and personality assessment of children and youth course | 3 |
| Typical and atypical development of children and youth course | 3 |
| School-based and psychological interventions for children and youth course | 3 |
| Total Hours | 12 |

The doctoral student will meet with the intended minor professor for an interview and to obtain approval from the School Psychology faculty for enrolling in the School Psychology minor coursework. The minor professor will determine specific courses to be included in the minor program of study.

Students with a minor in School Psychology will be required to pass a minor examination. The School Psychology faculty will determine the content of the written minor examination. The minor examination is completed during a four-hour examination period. A student who fails the minor examination cannot apply to take another examination until four months have elapsed from the date of the original examination. Two failures of the minor examination will result in the student's dismissal from further consideration as a student with a minor in School Psychology.