

Counseling, Higher Education Leadership, Educational Psychology, and Foundations

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The Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations prepares individuals at the undergraduate and graduate levels to function in a variety of professional settings that include K-12 schools, community counseling centers, human services agencies, hospitals, business settings, rehabilitation agencies, community colleges, four-year colleges, and universities. The department offers the Bachelor's degree, Master of Science degree, the Educational Specialist degree, and the Doctor of Philosophy degree. Special areas of interest in the department are psychometry, educational psychology, school psychology, clinical mental health counseling, school counseling, rehabilitation counseling, applied behavioral analysis, and higher education leadership.

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. All three concentrations prepare graduates for licensure as a professional counselor (LPC) in the state of Mississippi. The concentrations in clinical mental health counseling and school counseling are offered on the Starkville and Meridian campuses, while rehabilitation counseling is offered online. The concentration in school counseling also prepares graduates for licensure as a Professional School Counselor through the Mississippi Department of Education, and the rehabilitation counseling concentration prepares graduates for certification as a Certified Rehabilitation Counselor nationwide.

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 identified above.

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 level Counselor Education and Supervision program is also accredited by CACREP. The school counseling program is also accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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

- a. 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

- b. The Educational Specialist (Ed.S.) degree in Education with concentrations in counseling and school psychology.
- c. The Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision

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.

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), and a minimum GPA of 3.30 on all graduate work.

A student accepted into the Ph.D. program must hold a master's degree from a CACREP-accredited program in counseling or meet CACREP curriculum requirements as part of the doctoral program of study.

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 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) and offered on the Starkville and Meridian (Ed.S.) campuses. 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:

- a. The Master of Science (M.S.) degree with concentrations in general educational psychology, school psychometry (non-terminal), or applied behavior analysis.
- b. 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.
- c. 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 43-hour program with a 300-hour practicum. All students in this program must successfully 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 40-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. 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 identified above.

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).

- a. An overall GPA on the bachelor's degree of at least 2.75
- b. Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores
- c. External recommendations
- d. 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:

- a. Psychological basis of behavior (e.g., Introductory Psychology)
- b. Developmental psychology (e.g., Child Development)
- c. 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.

Department Programs in Student Affairs and Higher Education

The Department prepares students for careers in community colleges and universities with both a M.S. and Ph.D. degree in Student Affairs and Higher Education.

M.S. in Student Affairs and Higher Education

The Master of Science (M.S.) in Student Affairs and Higher Education prepares students for entry-level positions of leadership and administration in higher education and higher education-adjacent organizations. Program candidates in Student Affairs & Higher Education pursue careers in higher education management, administration, and leadership with a particular emphasis on the college student experience and services related to supporting college student success.

Admission Criteria for the M.S. in Educational Leadership

Eligible applications must meet the basic requirements specified for graduate students at Mississippi State University. Additionally, applications will be evaluated holistically at the program level across the following benchmarks:

- a. Official transcripts from all previous institutions attended demonstrating:
 - i. an earned bachelor's degree; or
 - ii. progress toward an earned bachelor's degree with an anticipated completion date that precedes the intended enrollment term
- 2. Minimum grade point average (GPA) of 2.75 on a 4.00 scale for the last half of the bachelor's degree
- a. Statement of purpose demonstrating past experience, current knowledge of, and/or future aspirations related to the practice of student affairs/higher education
- a. Current résumé or CV that demonstrates direct or transferrable experience, skills, or knowledge related to the applicant's interest in student affairs work. Applicants may consider including the following types of information:
 - i. past work experiences in or outside of college contexts
 - ii. undergraduate or post-undergraduate leadership positions
 - iii. other types of engagement in higher education organizations, activities, or experiences
- a. Three letters of recommendation from student affairs professionals, other colleagues connected professionally to higher education, or faculty from past academic experiences who can provide insight into one or more of the following:
 - a. the applicant's interest in and/or experience with supporting college student learning, growth, development, and success
 - b. unique attributes or experiences from the applicant's undergraduate college experience that support the applicant's future success as an emerging student affairs leader
 - c. evidence of leadership (or for potential therein) related to either a specific functional area in student affairs or in the broader student affairs field, overall
 - d. professional management skills, competencies, or knowledge relevant to student affairs or student affairs-adjacent work on college campuses
 - e. academic skills related to master's level inquiry (e.g., reflection, self-knowledge, intellectual curiosity, theorizing, applying theory to solve problems of practice)
- a. The admissions committee may require an interview to further evaluate academic and/or career interests aligned with the program's offerings

Doctor of Philosophy in Higher Education Leadership

The Doctor of Philosophy (Ph.D.) in Educational Leadership prepares experienced higher education professionals (e.g., administrators, instructors, policymakers) to establish a voice of scholarly expertise around critical issues for executive leadership in contemporary college and university settings across frameworks of history, organization, policy, student success, and equity. Program candidates in Higher Education Leadership pursue advanced careers in executive higher education administration, university faculty leadership, higher education agency/association leadership, and faculty for programs of higher education/student affairs studies.

Admission Criteria

Eligible applications must meet the basic requirements specified for graduate students at Mississippi State University. Additionally, applications will be evaluated holistically at the program level across the following benchmarks:

- a. Official transcripts from all previous institutions attended demonstrating:
 - i. an earned graduate degree (e.g., master's, professional);
 - ii. or progress toward an earned graduate degree with an anticipated completion date that precedes the intended enrollment term
 - iii. applicants without an advanced graduate/professional degree may be considered on a case-by-case basis with an earned bachelor's degree in combination with an established, long-term career in higher education leadership and/or advanced research experience in the field of higher education inquiry
- a. Minimum grade point average (GPA) of:
 - i. 3.00 on a 4.00 scale on previous graduate/professional degree(s) if applying with a master's/professional degree; or
 - ii. 3.00 on a 4.00 scale for the last half of the bachelor's degree if applying without a master's/professional degree
- a. Statement of purpose summarizing:
 - i. past experience in higher education leadership, current knowledge of the field's key issues, and/or future aspirations related to executive level leadership in a particular subfield of higher education
 - ii. how the candidate envisions an advanced research-based degree furthering their leadership aspirations in the field of higher education practice/scholarship
 - iii. 1-3 potential research topics that represent the candidate's scholarly interests for future dissertation research
- a. Current résumé or CV demonstrating at least three years professional work, instruction, or leadership experience in a higher education setting
- a. Three letters of recommendation from professional colleagues, faculty from past academic experiences, or other stakeholders related to higher education leadership who can provide insight on one or more of the following:

- i. the applicant's evolving higher education leadership profile
 - ii. professional skills, competencies, or knowledge that position the applicant for executive level leadership or instruction in the field of higher education
 - iii. academic skills related to doctoral level inquiry (e.g., identifying key issues for the advancement of contemporary higher education, scholarly and empirical research, scholarly writing, critical thinking, applications of knowledge to the improvement of higher education practice)
 - iv. research topics the applicant has deliberated and the relevance of these topics to the applicant's chosen higher education sub-specialty
- a. The admissions committee may require an interview to further evaluate academic and/or career interests aligned with the program's offerings

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.

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		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

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	Research in Counselor Education	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	Research in Counselor Education	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:

EPY 8000

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
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
EPY 8390	Applied Behavior Analysis Practicum	6
EPY 8713	Experimental Analysis of Behavior	3
Total Hours		40

Doctor of Philosophy in Educational Psychology with General Educational Psychology Concentration

Major Core

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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	Research 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

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

Educational Specialist Concentration in School Psychology

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**

Doctoral Minor in School Psychology

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.