



DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY,
AND FOUNDATIONS

School Psychology
Graduate Student Handbook
Including On-Campus and
Distance Education Programs

Table of Contents

Full Time Faculty and Departmental Staff	4
School Psychology Programs Introduction	8
Program Accreditation	9
Mission and Philosophy of the School Psychology Programs	10
Goals and Objectives of the School Psychology Programs	10
Outcome Competencies	12
Student Advisement	13
Program of Study	15
Curricula for the Master of Science in Psychometry	17
Curricula for the Educational Specialist in Education with emphasis in School Psychology	18
Curricula for the Doctor of Philosophy in School Psychology	21
Data-based and Problem Solving Approach	22
Data-based Problem Solving Within Behavioral School Psychology	24
Recommended Curricula Sequences	25
Other Requirements: Technology and Expectations for Online Participation	29
Professional Memberships	29
Assessment of Student Progress Toward Meeting Training Goals and Objectives	30
Student Progress Evaluations	30
Knowledge Assessment	31
Program Research Requirements	34
Dissertation	35
Internship Requirements for Educational Specialist and PhD Students	37
Licensure, Certification, Job Placement	37
Program Admissions, Academic Residency and Enrollment	38
Timeline from Graduate School Due Dates	41
Time Limit to Complete Degree, Other University Course Credit	42

Policy on the Use of Artificial Intelligence (AI) Tools	42
Student Grievance and Appeals	43
Student Remediation and Probation; Retention & Dismissal	44
Student Records	47
Financial Aid	47
Graduate Assistantships	49
Outside contracts	49
Student Awards	49

Full Time Departmental and Related Faculty and Staff

Director of School Psychology Programs

Bates-Brantley, Kayla, PhD (University of Southern Mississippi). Associate Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi), Board Certified Behavior Analyst (BCBA-D) Licensed Psychologist (Mississippi). Interests include behavioral consultation in the school setting, parent training, applied behavior analysis and early intervention for autism spectrum disorder and other developmental disabilities utilizing behavioral methodologies.

School Psychology Core Faculty

Ring, Madison PhD (Mississippi State University). Assistant Professor of Teaching. AAAA Licensed School Psychologist (Mississippi), Licensed Psychologist (Mississippi). Dr. Rings interests include training future school psychologists through the scientist-practitioner model, supporting implementation science through teaching and consultation, and applying her expertise in assessments for school-aged children.

Ripple, Hailey, PhD (Mississippi State University). Associate Professor. Board Certified Behavior Analyst (BCBA-D), Licensed Psychologist (Mississippi); Research interests include effectiveness of behavioral interventions, functional analyses, CHARGE Syndrome, and pediatric feeding disorders.

Sidwell, MacKenzie, PhD (Mississippi State University). Assistant Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi), Board Certified Behavior Analyst, Licensed Psychologist (Mississippi). Interests include behavior analytic techniques in assessment and intervention, culturally responsive practice, and parent training.

Wildmon, Mark, PhD (Mississippi State University). Associate Professor. AAAA Licensed School Psychologist (Mississippi), Board Certified Behavior Analyst (BCBA-D). Interests include academic interventions, teacher and parent training, behavioral consultation, and functional communication training.

School Psychology Support Faculty

Gadke, Daniel, PhD (Illinois State University). Associate Dean of Research, Department Head of Counseling, Higher Education Leadership, Educational Psychology, and Foundations. Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi), Board Certified Behavior Analyst (BCBA-D), Licensed Psychologist (Mississippi). Interests include applied behavior analysis, behavioral interventions, autism spectrum disorders, and special populations.

Stratton-Gadke, Kasee, PhD (Central Michigan University). Director of T.K. Martin Center for Technology and Disability and Professor. Nationally Certified School Psychologist, AAAA Licensed School Psychologist (Mississippi), Licensed Psychologist (Mississippi). Interests include CHARGE Syndrome, pediatric school psychology, special populations, applied behavioral analysis, and behavioral interventions.

Educational Psychology Faculty (Starkville Campus)

Abernathy, Larry Ty, PhD (Mississippi State University). Assistant Clinical Professor. Specialty areas include dispositional and situational factors that influence the academic and social success of freshman students, and how these factors impact retention and graduation rates.

Gallo, Kasia, PhD (Mississippi State University). Assistant Professor. Interests include fostering creativity and problem solving, design cognition, and writing as a cognitive process and active learning tool.

Ghahremani, Mehdi, PhD (Purdue University). Assistant Professor of Educational Psychology. Certified in Quantitative Research, Assessment, and Evaluation in Education (Purdue University); Certified in Qualitative Research (Purdue University). Interests include STEM-talent development, intelligence, student engagement, thinking skills, and understanding psychology of effective and productive modes of thinking such as critical thinking, creativity, design thinking, and wisdom.

Karami, Sareh, PhD (Purdue University). Assistant Professor. Quantitative Research, Assessment, and Evaluation in Education Certificate; Qualitative Research Certificate. Interests include wise reasoning, creative thinking, adaptive intelligence, gifted education, underachievement, and motivation.

Wei, Tianlan, PhD (Texas Tech University). Associate Professor and Graduate/Program Coordinator of Educational Psychology. Specialty includes gender and cultural differences in achievement.

Xie, Jianling, PhD (Mississippi State University). Instructor. Interests unite two strands of educational inquiry: (a) the development of motivational processes associated with learning and academic outcomes, (b) functions of affect for motivation and achievement.

Applied Behavior Analysis Faculty (Starkville Campus)

Aguilar, Marisela, PhD (West Virginia University). Assistant Professor. Board Certified Behavior Analyst - Doctoral (BCBA-D). Interests include procedural fidelity and staff/practitioner training, measurement strategies, behavioral interventions in school contexts, and cultural adaptations to behavioral intervention.

Deochand, Neil., PhD (Western Michigan University). Assistant Professor at Mississippi State University. Board Certified Behavior Analyst (BCBA-D). Research interests are to support, create, and disseminate research that enhances quality assurance in Behavior Analysis, in behavioral medicine, and develop applied learning opportunities for students seeking to become certified behavior analysts.

Mattson, Stephanie L., PhD (Utah State University). Assistant Professor. Board Certified Behavior Analyst (BCBA-D). Interests include evaluating contextually appropriate interventions to increase independence for individuals with autism spectrum disorders, practitioner training and support, and promoting the dissemination of behavior analysis through refining single-case design research methodology.

Smith, Hallie M., PhD (Mississippi State University). Associate Professor and Program Coordinator. Licensed Psychologist, Board Certified Behavior Analyst-Doctoral. Interests include the assessment and treatment of pediatric feeding disorders and the application of behavior analytic interventions to address problem behavior and adaptive functioning in individuals with developmental disabilities and CHARGE syndrome.

Spencer, Beca, M.A. (Rockford University). Instructor. Board Certified Behavior Analyst (BCBA). Interests include helping prepare teachers to apply behavior analytic strategies in their classroom to prevent and effectively respond to problem behaviors and the utilization of behaviorally analytic interventions to improve the lives and skills of young adults with intellectual and developmental disabilities.

Staggers, M., PhD, BCBA (Mississippi State University). Assistant Professor. Board Certified Behavior Analyst. Interests include intervention services rooted in applied behavior analysis for children, adolescents, and young adults with autism spectrum disorder, developmental disabilities, and a variety of behavioral disorders and the assessment and treatment of pediatric feeding disorders.

Counselor Education Faculty (Starkville Campus)

Ahonle, Zaccheus, PhD (University of Texas-Austin). Associate Professor and Graduate/Program Coordinator of Rehabilitation Program. Specialty areas include rehabilitation counseling, veteran mental health, and disabilities.

Dooley, Katherine, PhD (University of Alabama). Professor. Specialty areas include rehabilitation counseling, chemical dependency, and counseling supervision.

Goldberg, Rebecca, PhD (University of Florida). Associate Professor. Specialty areas include gender relations and grief counseling.

Justice, Cheryl, PhD (University of Mississippi). Professor and Graduate/Program Coordinator of the School Counseling Program. Specializes in research that includes increasing personal, interpersonal, and political power so that individuals, families, and communities can take action to improve their situations.

Looby, E. Joan, PhD (University of Georgia). Professor and Graduate/Program Coordinator of the Clinical Mental Health Counseling Program. Specialty areas include eating disorders and multicultural counseling. Cluster coordinator for community counseling.

Mazahreh, Laith, PhD (University of Mississippi). Associate Professor. Specializes in stress and coping resources; attachment; bullying; and career development.

Valentine, Michael, PhD (Mississippi State University). Assistant Teaching Professor. Specialty areas include caregiver burden, prolonged grief, substance use disorders, and university student mental health.

Education Foundations Faculty (Starkville Campus)

Cutts, Qiana, PhD (Georgia State University). Assistant Professor. Specialty areas include educator wellness, pre-service educator cultural critical consciousness and perception of diversity.

Xu, Jianzhong, PhD (Columbia University). Professor. Research interests include home-school relationships, partnerships with families from diverse cultural background, case study research, and structure equation modeling.

Higher Education Leadership (Starkville Campus)

Molina, Danielle, PhD, (University of Michigan). Associate Professor/Program Coordinator, Higher Education Leadership graduate programs. Specialty areas include crisis management in higher education, decision making and work routines in higher education, student affairs administration and practice, and organizational behavior, management, and leadership.

Wallace, Jason K., PhD (University of Georgia). Associate Professor of Higher Education Leadership. Specialty areas include equity and justice in higher education/student affairs, Black college student experiences, first-generation college student experiences, culturally relevant methods, and qualitative research methodologies.

Winkler, Christa, PhD (The Ohio State University). Associate Professor of Higher Education Leadership. Specialty areas include measurement and assessment of college student outcomes and emerging trends in applied quantitative research and training.

Counseling, Higher Education Leadership, Educational Psychology, and Foundations Staff

Amy Stockton, Graduate Academic Advisor

Theresa Brown, Business Manager

Dinetta Karriem, PhD, Student Services Coordinator

THE SCHOOL PSYCHOLOGY PROGRAMS

The school psychology programs at Mississippi State University (MSU) are outstanding with excellent faculty members from diverse backgrounds with exceptional applied school psychology, teaching, and research skills. The faculty members in the programs genuinely care about students' growth and success as a professional with the ultimate goal of furthering the provision of competent services to children, families, and school personnel. The students are encouraged to get to know the school psychology core faculty and their research interests and areas of expertise. Students will be encouraged to work with each school psychology core faculty member to facilitate skill development in a number of key areas. The faculty members serve as important role models in the students' development as psychologists.

The faculty in the school psychology programs have a comprehensive plan to advance the profession, practice, and science of school psychology, with an **emphasis on the data-based decision making and the problem-solving model, and behavioral theory**. Each student plays an important part in helping to reach this goal. Through the **scientist-practitioner model**, the faculty work to develop knowledge and skills so that upon graduating, one more effective psychologist is serving children, families, and professionals who provide services in a variety of settings. Students work with faculty mentors who make important contributions in the science of school psychology by disseminating advances in intervention, policy, and theory to the professional literature and professional conferences. In addition to special problems, supervised pre-dissertation research and dissertations, the faculty will require and encourage students to work on empirical and other scholarly works throughout their graduate career.

The faculty members expect students to work diligently to acquire the skills and knowledge necessary to be a successful school psychologist. Thus, students are always viewed as 'works-in-progress' within a developmental approach to skill and knowledge acquisition. The awarded degrees within the programs are a Master of Science (MS) in Educational Psychology with a concentration in Psychometry (a non-terminal degree obtained by students as they work toward the entry-level professional credential recognized in most states), an Educational Specialist (EdS) in Education with a concentration in School Psychology, and the Doctor of Philosophy (PhD) in Educational Psychology with a concentration in School Psychology. Beginning in Fall 2015, the EdS and PhD curriculum has been approved by the Behavior Analyst Certification Board. In addition to its on-campus training models, the program now offers a Distance Education (DE) Educational Specialist (Ed.S.) Program in School Psychology designed for working professionals or those unable to relocate. The DE program offers equivalent training and credentialing outcomes, including the AAA school psychology license in Mississippi, with delivery and supervision structures adapted for online learning.

Accreditation and Approval

Accreditation is important because it means the awarded degree is recognized as meeting the standards of the school psychology profession. The doctoral, educational specialist, and master's degree programs in school psychology meet some national and/or state certification standards. **Currently, the Doctoral School Psychology Program is accredited by the American Psychological Association (APA) through 2034 and approved by the National Association of School Psychologist (NASP) through 2027. The Educational Specialist Program- including both on-campus and distance education formats is approved by the National Association of School Psychologists (NASP) through a partnership with the Council for the Accreditation Educator Preparation (CAEP) through 2027.** The Master of Science program in psychometry is not accredited by APA or NASP; however, students are allowed to apply for licensure in the state of Mississippi as a Psychometrist after completing the program. The Master of Science program is considered to be a non-terminal program as the core school psychology faculty members expect students to complete either the educational specialist or doctoral degree. The sequences of courses used in the Master of Science degree in Applied Behavior Analysis and the certificate program are approved by the Behavior Analyst Certification Board.

MS in EPY – Psychometry
AA License (MS)

EdS in Ed – School Psychology
NASP Approved
AAA License (MS)

PhD in EPY – School Psychology
APA Accredited
NASP Approved
AAAA License (MS)

Contact information of accrediting and approval bodies:

American Psychological Association
Commission on Accreditation
c/o Office of Program Consultation and
Accreditation
Education Directorate
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979
<http://www.apa.org/ed/accreditation/>

Mississippi Department of Education
Educator Licensure/Certification
P.O. Box 771
359 North West St.
Jackson, MS 39205
(601) 359-3483
<https://www.mdek12.org/OEL>

National Association of School Psychologists
NASP Program Approval Board
4340 East West Highway, Ste 402
Bethesda, MD 20814
(301) 657-0270
(803) 323-2341
<https://www.nasponline.org/standards-and-certification/graduate-program-approval-and-accreditation/program-approval/approved-programs>

Behavior Analyst Certification Board
Behavior Analyst Certification Board
8051 Shaffer Parkway
Littleton, CO 80127
(720) 438-4321
<http://www.bacb.com>

MISSION AND PHILOSOPHY OF THE SCHOOL PSYCHOLOGY PROGRAMS

The science and practice of school psychology are carefully integrated into our graduate programs at the master's, educational specialist, and doctoral levels. While the programs are designed to train entry-level school psychology practitioners, the faculty stress the importance of contributing to the field by engaging in scientific behaviors. Thus, the programs adhere to the **Scientist-Practitioner model** where faculty and students are expected to be **(a) consumers of empirically-based practice, (b) evaluators of their own empirically-based practice, and (c) informed consumers and producers of research that contributes to the field of school psychology**. In addition to adhering to the *Scientist-Practitioner model* detailed at the Boulder Conference in 1949, the faculty also place an emphasis on training school psychologists who practice from a **behavioral paradigm** providing empirically-based school psychological services to a **diverse population** of individuals including children, families, school personnel, and other related professionals using a **data-based decision making and problem-solving process**.

AIMS OF TRAINING OF THE SCHOOL PSYCHOLOGY PROGRAMS

Every school psychology student is expected to meet the program common core and emphasis area knowledge and skill requirements using a **data-based and problem-solving approach appropriate to behavioral school psychology** and to service provision. Opportunities for students to meet these requirements will occur in the classroom and during practica and internship.

The school psychology programs aim to ensure that students will have curricular experiences, which will enable them to develop and demonstrate knowledge and skills across three areas: **(a) Aim I: Professional School Psychology including Professional Orientation, Assessment, and Consultation/Interventions; (b) Aim II: Research and Statistics; and (c) Aim III: Professional and Psychological Foundations**. Each of these aims contains focus areas of the faculty in the School Psychology Programs. Please note that these aims and competency areas are closely aligned with the *Conceptual Framework Program Outcomes (CFPOs)* of the College of Education and with the *Standards for Graduate Preparation of School Psychologists (2020)*. Students will be evaluated on the knowledge, skills, and their application by university faculty, and practica and internship supervisors through course examinations, practica and internship evaluations, and annual evaluations completed by faculty with the input of other university faculty.

Through structured coursework and applied experiences, the university faculty and supervisors will evaluate students to determine, at a minimum, beginning practitioner level skills within the following aims and competencies:

Aim I. PROFESSIONAL SCHOOL PSYCHOLOGY (CFPO # 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12; NASP 2.1–2.10; APA required Profession Wide Competencies and Domain Specific Knowledge (see APA SoA II-b 1(b ii-ix)).

Through structured coursework, supervised applied experiences, and evaluations completed by university faculty and supervisors, **students will demonstrate competence and, at a minimum, beginning practitioner level skills in provision of psychological services to children, their families, caretakers, and educators and other professionals who also seek to provide them services.**

Focus Area I-A: Assessment. *Students will gain an understanding of standardized, behavioral, and academic assessment techniques appropriate to the field of psychology and as appropriate for their degree level.*

Competencies:

1. Students will gain knowledge and skills in the use of standardized psychometric, behavioral, and academic assessment techniques including observations, report measures, and interviewing.

2. Students will gain knowledge and skills in the ability to develop, select, administer, score, and interpret assessment instruments with children from diverse backgrounds who are both typically developing and exhibit various exceptionalities.
3. Students will gain knowledge and skills in using assessment to determine eligibility for services and how to link assessment procedures to interventions.
4. Students will gain knowledge and skills in presenting results from the assessment in written and verbal form to other professionals, parents, and students.

Focus Area I-B: Consultation, Supervision, and Interventions. *Students will gain an understanding of effective consultation models and empirically based intervention strategies and techniques appropriate to the field of psychology and as appropriate for their degree level.*

Competencies:

1. Students will gain knowledge and skills in empirically-based consultation (including individual- and system-based consultation), and supervision models for working with parents or caregivers and school or mental health personnel who care for and provide educational and mental health services to children from diverse backgrounds who are both typically developing and exhibit various exceptionalities.
2. Students will gain knowledge and skills in empirically based behavioral and cognitive individual- and systems-level behavioral interventions for those working with children from diverse backgrounds who are both typically developing and exhibit various exceptionalities.
3. Students will gain knowledge and skills in empirically based individual- and systems-level academic interventions working with children from diverse backgrounds who are both typically developing and exhibit various exceptionalities.
4. Students will gain knowledge and skills in empirically based crisis prevention and intervention methods and services at the individual- and systems-level for use at the systemic and individual levels.

Aim II. RESEARCH AND STATISTICS (CFPO # 1, 7, 8, 11; NASP 2.1, 2.9., 2.10; APA required Profession Wide Competencies and Domain Specific Knowledge (see SoA II-b 1(b i)). Research and Statistics is a basic tenet of graduate school, thus **students will build knowledge, skills, and competencies leading the ability to critically consider current and historical research in psychology and related fields.**

Students will gain an understanding of research methods, statistics, and ethical and legal issues in research as appropriate for their degree level.

Competencies:

1. Students will gain knowledge and skills in group design, traditional research methods, and statistics.
2. Students will gain knowledge and skills in the ability to use single subject research methods to evaluate the effects of different interventions.
3. Students will demonstrate the ability to carry out all aspects of a research projects as demonstrated by completion of the College of Education and departmental research requirements. At the doctoral level, students will demonstrate mastery of statistics and research methods through the completion of additional coursework and successful completion of an approved dissertation.

Aim III. PROFESSIONAL AND PSYCHOLOGICAL FOUNDATIONS (CFPO # 1-10; NASP 2.1–2.10; APA required Profession Wide Competencies (see SoA II-b 1(b ii-ix)). Professional and Psychological Foundations embody the basis for all studies related to psychology and the profession of school psychology, thus **Students will build knowledge, skills, and competencies leading to professional practice of psychology and school psychology within a diverse society.**

Focus Area III-A: Professional Orientation. *Students will gain an understanding of functioning as a professional school psychologist within a diverse society appropriate to the field of psychology at proficiency as appropriate for their degree level.*

Competencies:

1. Students will gain knowledge of all aspects of functioning as a professional school psychologist within a diverse society and develop respect and working knowledge of different cultural practices.
2. Students will gain knowledge of the current and historical roles, organizational structures of schools and other systems, practice, and research.
3. Students will gain knowledge of the ethical codes published by the American Psychological Association (APA) and the National Association of School Psychologists (NASP) as well as the standards, credentialing, legal issues outlined by APA, NASP, and the Mississippi Department of Education.
4. Students will obtain and complete approved applied experiences related to the practice of school psychology.

Focus Area III-B: Psychological Foundations. *Students will gain an understanding of the literature related to the psychological foundations of psychology including the history and theory of psychology, physiological psychology, social psychology, cognition and learning theories, and multicultural issues related to the provision of psychological services across diverse populations of individuals as appropriate for their degree level.*

Competencies:

1. All students will gain knowledge of the history and progression of role and function changes in school psychology. Doctoral students will also gain knowledge of the theories and history and systems of psychology.
2. Doctoral students will gain in-depth knowledge of biological and social psychology and how these disciplines relate to the research base and delivery of professional school psychology services.
3. Students will gain an understanding of the impact of culture on behavior and development, and develop respect and working knowledge of different cultural practices.

**OUTCOME COMPETENCIES TO DEMONSTRATE EVIDENCE OF MAKING
APPROPRIATE PROGRESS TOWARDS AIMS OF TRAINING**

The gains each student makes in the program's common core areas are a function of the degree the student is pursuing. Students enrolled in the doctoral degree program are expected to be leaders in the field of school psychology and have a greater understanding of the issues and mastery of the skills in each of the program common core areas than at the master's or educational specialist level. The knowledge and skills that students have gained will be assessed by faculty in the classroom through (a) course assignments and examinations, (b) practica and internship supervision, (c) the written and/or oral comprehensive exams, (d) College of Education and departmental research requirements (i.e., research and statistics coursework and activities), and (e) the required research process (i.e., educational specialist project, dissertation). Students are expected to (a) achieve grades of 'B' or better in program core and related coursework, (b) obtain ratings of 'expected' or above on all areas addressed by student annual evaluations, (c) receive passing scores on all comprehensive and national exams, (d) receive acceptable ratings on practica and internship evaluations, and (e) complete required portfolio and/or research projects (e.g., practica portfolios, educational specialist portfolio, doctoral dissertation) to evaluate their skills and competencies in:

- Aim I.** Professional School Psychology including the sub-areas of assessment; and consultation, supervision, and intervention
- Aim II.** Research and Statistics
- Aim III.** Professional and Psychological Foundations

Additional information regarding expected performance in the curricula and related areas can be found throughout this handbook and in the *School Psychology Student Evaluation Handbook*.

Student Advisement

One of the most important individuals in graduate education is the advisor or major professor. Each student is assigned to a core school psychology faculty member for advising. The student's advisor is an advocate and confidant. The advisor recommends and approves the program of study (along with the student's graduate committee), monitors the student's progress, approves course selection, assists in the decisions of the core faculty for students' practica and internship placements, provides guidance in required applied and research projects, and is pivotal in the graduate's job search. With the student, the advisor will assist in completion of paperwork and direct requisite activities as the student pursues one or more of the following degrees. For students enrolled in the Distance Education (DE) Ed.S. program, advisement will be conducted virtually through scheduled video or phone meetings with assigned faculty advisors. DE students are assigned advisors from the core school psychology faculty in the same manner as on-campus students, and some faculty may advise both DE and on-campus students. While the format of meetings may differ—typically conducted via Zoom or phone for DE students—the expectations for communication, support, and academic planning remain consistent across both formats. The procedures for forming graduate committees and developing a program of study are also aligned with those followed by on-campus students, ensuring equivalence in advising and academic oversight. With the student, the advisor will assist in completion of paperwork and direct requisite activities as the student pursues one or more of the following degrees:

Master of Science (MS) in Educational Psychology with a concentration in Psychometry.

Please note, this is a non-terminal degree and students must continue on to the educational specialist or doctoral degree. After acceptance into the program, the School Psychology core faculty will assign each student an advisor. The students will receive a letter informing them of their advisor. This advisor will work with the student to develop the graduate program of study for the master's degree at the appropriate time.

For the MS degree, students must complete required course work and the master's comprehensive examination. The MS degree allows students to obtain licensure from the Mississippi Department of Education as a psychometrist with the AA level of the Educator License. The master's degree is typically completed within approximately 2½ years. Because students are admitted directly to the Educational Specialist program or Doctor of Philosophy program, during the semester in which the student will meet MS degree requirements he or she will be required to apply for dual degree enrollment, to file a program of study with the Graduate School signed by the advisor and department's graduate coordinator. After graduation with the MS in Educational Psychology with a concentration in Psychometry, students are expected to continue coursework toward completion of either the EdS or PhD.

Education Specialist in Education with a concentration in School Psychology. Following initial acceptance in this degree program, the student is assigned an advisor by the core program faculty. During the second semester of enrollment in the school psychology programs, the EdS student must schedule a meeting with the advisor to discuss the selection of two additional committee members from the school psychology core faculty. Once the Dean of the Graduate School has approved the three-faculty committee, the student should meet with the advisor to develop a program of study. In pursuit of the EdS degree, the student **MUST** first complete the MS in Educational Psychology with a concentration in Psychometry. The program of study must be signed by each member of the committee, the Graduate

Coordinator, and the student. The EdS degree can be expected to be completed in four (4) academic years (i.e., 3 years on campus, 1 year of internship).

EdS students must complete required didactic course work, applied coursework (e.g., practica, internship), a portfolio during the internship year, and pass the Praxis subject area exam in school psychology (see <http://www.ets.org/praxis> for information on this exam, and <http://www.ocfb.msstate.edu/teaching/index.php> for information provided by the College of Education's Office of Clinical/Field-Based Instruction, Licensure, and Outreach). Regarding practica, DE EdS students will complete practicum and internship experiences in their local or regional communities, pending site approval from program faculty. DE EdS students should initiate communication with potential practicum sites with guidance from program faculty. All field-based placements must meet NASP training standards and receive formal supervision from appropriately credentialed school psychologists, with oversight provided by program faculty as deemed appropriate.

This degree will allow the student to obtain the Educator License in School Psychology at the AAA level from the Mississippi Department of Education. Other states have a similar licensure structure, which acknowledges the specialist degree (or equivalent) as the entry level for practice in the schools as a school psychologist (or other designated professional title within the specific state). With the NASP required score on the Praxis School Psychologists test (see <http://www.ets.org/praxis> for information on this exam), the graduate of the EdS program will also be eligible for the National Certification in School Psychology (NCSP) credential.

Doctor of Philosophy (PhD) in Educational Psychology with a concentration in School Psychology. Following initial acceptance in this degree program, the student is assigned a first-year advisor by the core program faculty and program coordinator. The advisor will assist the student in selecting the first nine-twelve (9-12) hours of course work. The advisor will discuss advisement needs, research interests, and curriculum needs with the student. In pursuit of the doctoral degree, students will typically complete requirements for a psychometry master's degree if they have not already completed this or a similar degree. PhD students must complete required didactic course work, applied coursework (e.g., practica, internship), the master's comprehensive examination, written and oral doctoral comprehensive examinations, pass the Praxis School Psychologists test (5403; see <http://www.ets.org/praxis> for information on this exam) examination in school psychology, and successfully defend their dissertation. The PhD will allow the student to pursue licensure as a psychologist after completing coursework and examinations, defense of the dissertation, completion of an approved and/or accredited full-year internship, and post-doctoral fellowship (individual states have varying requirements for licensure as a psychologist). This degree will also allow the student to obtain the NCSP credential and the Educator license as a school psychologist at the AAAA level from the Mississippi Department of Education. As designed by the core school psychology faculty, and if the student follows the suggested sequence of courses, the school psychology doctoral program can be expected to be completed in five (5) academic years (i.e., 4 years on campus, 1 year of internship). Students who are admitted to the school psychology doctoral program with a master's or specialist degree should still expect to spend a minimum of three years in the doctoral program (i.e., 2 years on campus, 1-year internship). However, this truncated timeline is highly contingent upon approval of coursework completed in a previous degree following guidelines established by the university, department, and program. Please make note that any student who is not making adequate progress toward dissertation is grounds for graduate school dismissal.

As the student becomes more familiar with the program faculty and their research interests, it is appropriate to discuss selection of a major professor, permanent advisor, and dissertation director with the assigned advisor. Often the student will elect to continue with the same advisor. The permanent advisor will provide significant guidance to the student in selection of the dissertation director (often the permanent advisor) and a doctoral committee that is intended to facilitate the completion of the doctoral degree. The program of study will be developed that adheres to the program and national organizations' requirements and meets the student's training goals and objectives, and research interests within the requirements of the university, college, department, and program. The doctoral committee will consist of four to five members and **MUST** include a major professor who is a school psychology faculty member

and a director of the dissertation who is either a school psychology or educational psychology faculty member and possesses Level I graduate faculty status. The committee **MUST** include three school psychology or educational psychology faculty members and at least one faculty member outside of the school psychology programs.

On rare occasions, adjunct faculty may be asked to serve on dissertations (e.g., internship supervisor at the location where the student is collecting the dissertation data). On such occasions, the adjunct faculty member **MUST** be approved, and administrative procedures must be followed. Students should discuss the benefits and limitations of adding adjunct faculty members to their committee with their dissertation director. Additionally, a faculty member may leave the program in pursuit of other professional interests. On such occasions, the faculty member may request to obtain adjunct status and must follow university guidelines for approval to remain on the committee. However, this would be approved for a one-year period of time and, if the student's dissertation project is going to take longer than one year, then the faculty member would require replacement. In relation, faculty members who have left the program may elect not to continue their service on the committee, which would require replacement of their position on the committee. In addition, only on-campus faculty with Graduate Status may serve as the dissertation chair. The student should consult each potential committee members to decide mutual agreement. Faculty must have at Graduate Status to serve on doctoral dissertation committees. After the student has secured agreement from each faculty member to serve on the committee, the student with assistance of the major professor will initiate an Approval of Committee form from the Graduate School website at <http://www.grad.msstate.edu/forms/>.

PROGRAM OF STUDY

This Student Handbook provides the School Psychology Programs curricula for the Masters, Specialist, and Doctoral degree recently approved by the MSU UCCC, Graduate Council, and Provost. However, students are held to the curriculum posted in the Graduate Student Bulletin for the year that a student is accepted in to his or her graduate degree. Therefore, if students wish to use the later set of requirements listed in this Student Handbook, they should submit a formal request to the Graduate School to use the desired approved curriculum listed in that year's *Graduate Bulletin*. Students should consult with the School Psychology Program Coordinator to submit this request.

Mississippi State University utilizes **Degree Works** as the official degree audit and academic planning system for graduate students. Degree Works provides students, advisors, and the Graduate School with an up-to-date record of degree requirements, completed coursework, and progress toward degree completion in accordance with the Graduate Bulletin in effect at the time of admission, unless an approved exception has been granted.

Students are responsible for regularly reviewing their Degree Works audit and meeting with their faculty advisor to ensure they are making satisfactory progress toward degree completion. While Degree Works serves as the official degree audit, students should consult with their advisor prior to registering each semester to verify that planned coursework aligns with program requirements and professional training expectations.

Any approved transfer coursework, substitutions, waivers, or other exceptions to degree requirements must receive the appropriate approvals in accordance with Mississippi State University Graduate School and departmental policies. Approved exceptions will be reflected in the student's Degree Works audit after all required approvals have been processed.

The Graduate School uses the requirements outlined in the Graduate Bulletin corresponding to the student's admission term, along with any officially approved exceptions, to determine completion of degree requirements. Students are responsible for ensuring they complete all required coursework, clinical experiences, research requirements, and other program milestones necessary for graduation.

The Graduate Records staff, the student's faculty advisor, and the School Psychology Program Coordinator are valuable resources throughout the degree process. These individuals assist students in monitoring academic progress, verifying completion of program and Graduate School requirements, and ensuring all required documentation has been submitted prior to graduation. **Ultimately, it is the student's responsibility, with guidance from their faculty advisor, to ensure that all School Psychology Program, College, and Graduate School degree requirements have been successfully completed prior to graduation.**

Prerequisite Undergraduate Courses

Students should have the following undergraduate courses before entering the EdS or PhD programs:

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).

Students who have not met these prerequisite course requirements may enroll in the program and take these undergraduate courses as they progress through their degree program. As students progress through their PhD or EdS program, they are required to complete the requirements for the MS degree in Educational Psychology with a concentration Psychometry and obtain their AA educator's license in Psychometry from the Mississippi State Department of Education. This certification is important because it will allow students to obtain more training across all areas of School Psychology service delivery in the Counseling and School Psychology Laboratory and other settings. In order to earn their MS degree, students will be required to complete the courses outlined in the MS degree below and master's comprehensive exams.

The MS degree in Educational Psychology with a concentration in Psychometry is a 43-hour, non-terminal degree designed to be started in the fall semester and be completed in 2 to 2½ years. During each of these semesters, the student will need to take 9 to 13 semester hours to complete the program in sequence and allow completion within the timeframe. Whether or not the student wants to complete the MS degree in 2 or 2½ years, it is essential that he or she enroll in courses in the appropriate sequence to earn the MS degree in a timely fashion. The student must also be sure to have met prerequisite course requirements for each course in which he or she enrolls. Failure to follow course sequences or enroll in prerequisites will likely cause delays to graduation, often as much as a year. The master's comprehensive exam is offered one time per year during the semester in which the student's cohort is expected to complete the degree.

Obtaining a degree in Educational Psychology with a concentration in Psychometry will allow students to obtain their AA educator's license from the Mississippi State Department of Education. This degree and license will offer greater options for the student and the faculty in securing graduate assistantships including departmental teaching assistantships and school-based assistantships. Please remember that this is a non-terminal degree and students must continue on the educational specialist or doctoral level contingent upon passing program requirements at the master's level.

**Master of Science in Educational Psychology with a concentration in Psychometry Curriculum
(AA CERTIFICATION)
43 hours
(Beginning Fall 2012)**

Major Core in Educational Psychology (10 hours)

- EPY 6214 Educational and Psychological Statistics
- EPY 8253 Child and Adolescent Development and Psychopathology (or equivalent)
- EPY 8263 Psychological Testing in Education and Related Settings

Psychometry Concentration (33 hours)

- EPY 6113 Principles of Applied Behavior Analysis (formerly Behavioral and Cognitive Behavioral Intervention) *
- EPY 6123 Applications in School Psychology
- EPY 6133 Data-based Decision Making for Interventions in the School Setting
- EPY 8493 Social-Emotional and Behavioral Assessment
- EPY 8690 Supervised Experiences in School Psychology I (3 hours)
- EPY 8703 Introduction to School Psychology
- EPY 8723 Individual Assessment for Educational and Related Settings
- EPY 8773 Academic Assessment and Interventions
- EPY 8933 Integration of Intelligence/Psychometric Instruments
- EPY 9703 Contemporary Ethics, Legal, and Professional Issues in School Psychology
- EPY 9713 Advanced Consultation and Supervision in School Psychology

* This course is split-level. If students have had this course as an undergraduate at MSU, they do not have to re-take the course provided they made a "B" or better. If the student has taken similar courses at other universities, he or she must meet with the instructor to determine if the course can be waived. **For each course that was taken as an undergraduate and/or waived, students must enroll in another equivalent course approved by the major advisor and the core school psychology faculty in order to earn sufficient hours to graduate.**

Educational Specialist (EdS) in Education with a concentration in School Psychology

The EdS in Education with a concentration in School Psychology curriculum is a planned program of a minimum of thirty-nine (39) semester hours beyond the master's degree in Educational Psychology with a concentration in Psychometry under the direction of a major advisor and two committee members from the core school psychology faculty. This EdS degree is designed to provide advanced course work in school psychology and is typically completed in four (4) years with an option of compressed study in which the program can be taken in three (3) years). In addition to allowing the AAA educator licensure in School Psychology for the Mississippi Department of Education, this EdS program coupled with the MS in Educational Psychology with a concentration in Psychometry is approved by the National Association of School Psychologists (NASP) and qualifies students to sit for the Praxis School Psychologist test (5403) (see <http://www.ets.org/praxis> for information on this exam) in School Psychology. Upon passing this exam with the NASP requisite scores, the EdS School Psychology graduate is eligible to become a Nationally Certified School Psychologists (NCSP) and makes the student eligible for certification in most states. However, because reciprocity is not absolute, perspective students planning on working within school systems in other states should check to determine if those particular states accept NCSP.

Non-course work EdS Requirements:

1. A master's degree in Educational Psychology with a concentration in Psychometry to complete the EdS in Education with a concentration in School Psychology degree.
2. Eighteen (18) semester hours must be earned at MSU.
3. Academic residency at MSU must be established. Residency may be established by (a) enrolling at MSU for one semester of full-time study (minimum of nine hours), (b) two semesters of half-time study (minimum of six semester hours each semester), (c) one summer of full-time study (minimum of nine semester hours), or (d) one summer of half-time study (six semester hours) and one semester of half-time study (six semester hours).
4. Remain continuously enrolled from the start of their program. Continuous enrollment is defined as enrollment in two of three semester terms (Fall, Spring, or Summer) with Fall enrollment required.

**Educational Specialist in Education with a concentration in School Psychology Curriculum
(AAA Certification)
39 hours
(Beginning Fall 2012)**

The following coursework is required for an EdS degree in Education with a concentration in School Psychology coupled **WITH** the Master of Science in Educational Psychology with a concentration in Psychometry curriculum described above:

EPY 7000	Special Topics (3 hours min)
EPY 8690	Supervised Experiences in School Psychology I (3 hours min)
EPY 8763	Advanced Applied Behavior Analysis (formerly Advanced Behavioral and Cognitive Behavioral Interventions)
EPY 8780	Specialist Internship (12 hours)
EPY 8790	Supervised Experiences in School Psychology II (6 hours min)
EPY/EDF 9443	Single Subject Design
EPY 8133	Crisis Prevention & Intervention in Schools and Related Settings
EPY 8073	Multicultural Foundations in Counseling

Choose one of the following:

EPY 8123	Assessment of Infants, Toddlers, and Special Populations
EPY 8890	Supervised Experiences in School Psychology III (3 hours min)

*** Note: Students who wish to apply to the PhD program are encouraged to apply to the PhD program before enrollment in the EdS internship, as this would require an extra year of internship at the doctoral level.

Important Considerations:

Students typically will take their comprehensive master's exam in the fall of their third year contingent upon meeting the appropriate course requirements. Some students may elect to take additional practica courses through *EPY 8690, 8790, and/or 8890 Supervised Experiences in School Psychology, or EPY 9723 Seminar in School Psychology*. Any student who receives a grant-funded school-based assistantship must enroll in EPY 8690, EPY 8790, and/or EPY 8890 in order to receive the appropriate supervision to provide school psychological services. Students will take the Praxis School Psychologists Test (5403) at the completion of their course requirement (generally at the end of their third year) or during their internship year. Students must also pass an oral comprehensive examination. Students will be evaluated by the school psychology faculty to determine readiness for internship and must apply to be approved for internship prior to being approved to enroll in internship hours.

Doctoral Degree in Educational Psychology with a concentration in School Psychology Curriculum

For students entering the program with only an undergraduate degree, the PhD program in school psychology is typically completed in 5 years (i.e., 4 years on campus and 1 full calendar year of internship). Students accepted into the PhD program in Educational Psychology with a concentration in School Psychology with only an undergraduate degree should obtain a Master of Science degree in Educational Psychology with a concentration in School Psychometry within their first 3 years in the program. Students entering with a master's or specialist degree in the field of school psychology or a related field should plan to spend a minimum of 3 years (i.e., 2 years on campus and 1 full calendar year of internship) in the PhD program. At least 120 semester hours beyond the baccalaureate degree are necessary to earn a doctorate from the Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations housed within the College of Education.

Non-course work PhD Requirements:

Regardless of previous degree, course work, or credits, all doctoral students must

1. Meet academic residency requirements by establishing full-time enrollment for 1 year of full-time study on campus for three consecutive semesters (i.e., Fall, Spring and Summer).
2. Remain continuously enrolled from the start of their program. Continuous enrollment is defined as enrollment in two of three semester terms (Fall, Spring, or Summer) with Fall enrollment required.

Behavior Analysis Coursework

The Mississippi State University School Psychology Program no longer can offer a Verified Course Sequence (VCS) that independently leads to eligibility for Board Certified Behavior Analyst (BCBA®) certification.

Although students complete coursework and applied experiences in behavior analysis that support evidence-based practice in school psychology, completion of the School Psychology curriculum alone does **not** satisfy the coursework requirements established by the Behavior Analyst Certification Board (BACB) for BCBA certification.

In partnership with the Mississippi State University Applied Behavior Analysis (ABA) Program, there may be individualized pathways for School Psychology students who wish to pursue BCBA certification. Because eligibility depends on a student's individualized program of study, prior coursework, clinical experiences, and current BACB requirements, these pathways are reviewed on a **case-by-case basis** and cannot be guaranteed.

Students interested in pursuing BCBA certification should consult with their faculty advisor as early as possible in their program of study to discuss available options and develop an individualized plan, if appropriate. Students are ultimately responsible for verifying that they meet all current eligibility requirements established by the Behavior Analyst Certification Board (BACB), as certification requirements are subject to change.

**PhD in Educational Psychology with a concentration in School Psychology Curriculum
(AAAA Certification)**

142 hours

(Beginning Fall 2012)

Major Core in Educational Psychology (58 hours)

EPY 6214	Educational and Psychological Statistics
EPY 8113	History and Systems of Psychology
EPY 8214	Intermediate Educational and Psychological Statistics
EPY 8253	Child and Adolescent Development and Psychopathology (or equivalent)
EPY 8263	Psychological Testing in Educational and Related Settings
EPY 8293	Cognitive Development (or equivalent)
EPY 8513	Psychometric Theory
EPY 9000	Dissertation (20 hours)
EPY 9213	Multivariate Analysis in Educational Research
EPY 9723	Seminar in Contemporary School Psychology
EDF 9373	Educational Research Design
PSY 6403	Physiological Psychology (or equivalent)
EPY 8613	Advanced Social Psychology (or equivalent)

School Psychology Concentration (84 hours)

EPY 6113	Principles of Applied Behavior Analysis (formerly Behavioral and Cognitive Behavioral Intervention)
EPY 6123	Applications in School Psychology
EPY 6133	Data Based Decision Making for Interventions in the School Setting
EPY 8123	Assessment of Infants, Toddlers, and Special Populations
EPY 8133	Crisis Prevention & Intervention in Schools and Related Settings
EPY 8493	Social/Emotional and Behavioral Assessment
EPY 8690	Supervised Experiences in School Psychology I (9 hours minimum)
EPY 8703	Introduction to School Psychology
EPY 8723	Individual Assessment for Educational and Related Settings
EPY 8763	Advanced Applied Behavior Analysis (formerly Advanced Behavioral and Cognitive Behavioral Interventions)
EPY 8773	Academic Assessment and Interventions
EPY 8790	Supervised Experiences in School Psychology II (9 hours minimum)
EPY 8890	Supervised Experiences in School Psychology III (3 hours minimum)
EPY 8933	Integration of Intelligence/Psychometric Instruments
EPY/EDF 9443	Single Subject Design
EPY 9703	Contemporary Ethics, Legal, and Professional Issues in School Psychology
EPY 9713	Advanced Consultation and Supervision in School Psychology
EPY 9730	Doctoral Internship in School Psychology (18 credit hours)
EPY 8073	Multicultural Foundations in Counseling (or equivalent)

In addition, students must pass the Praxis School Psychologists test (NASP score required for the NCSP), master comprehensive exam, and doctoral comprehensive written and oral examinations. Students must also present one (1) refereed presentation at a national or regional conference and submit one (1) manuscript for publication (e.g., book chapter, test review, professional refereed journal).

Students would be able to obtain licensure from the Mississippi Department of Education at the AAAA level as school psychologists. They will also be able to obtain certification as a Nationally Certified School Psychologist (NCSP) from the National Association of School Psychologists (NASP) and licensure as a psychologist from the State Board of Psychology.

MSU SCHOOL PSYCHOLOGY: DATA-BASED AND PROBLEM SOLVING APPROACH

Aim	Competency or Skill	Targeted Skill Set	Courses
Aim I. PROFESSIONAL SCHOOL PSYCHOLOGY.			
Assessment	Individual and Systems Assessment	Psychometric properties, rating scales, interviewing, observations, intellectual assessment (WISC), achievement, test selection, report writing	EPY 8123 – Infant & Toddler Assmt. EPY 8263 – Psych Testing EPY 8493 – Soc/Emo & Beh Assmt. EPY 8513* – Psychometric Theory EPY 8723 – Individual Assessment EPY 8933 – Integrated Assmt. EPY 9273 – Seminar: Atypical Pop
Consultation, Supervision, and Intervention	Consultation and Supervision	Theories and skills of consultation, systems, program evaluation	EPY 6133 – Data-Based Decision Making EPY 9713 – Consultation & Supervision
	Behavioral Intervention	Functions of behaviors, basic principles of behavior modification, report writing, knowledge of intervention strategies	EPY 6133 – Data-Based Decision Making EPY 6113 – Principles of ABA EPY 8763 – Adv ABA EPY 9272 – Seminar: Atypical Pop
	Crisis Intervention	Prevention strategies, short-term and long-term intervention, and theories	EPY 8133 – Crisis Intervention
	Academic Intervention	CBM, interventions, and progress monitoring.	EPY 8773 – Academic Assmt & Interven. EPY 6123 – Application of SPSY EPY 6133 – Data-Based Decision Making
Aim II. RESEARCH AND STATISTICS.			
Research	Research and Statistics	Consumption, application and productivity	EPY 9443 – Single Subj. EDF 9373* – Ed. Research Design EPY 6214 – Ed. & Psy. Stats EPY 8214* – Intermediate Stats EPY 9213* – Multivariate Analysis EPY 8513* – Psychometric Theory EPY 9000* – Dissertation (20 hrs) Supervised research requirements for College of Education and Department

Aim	Competency or Skill	Targeted Skill Set	Courses
Aim III. PROFESSIONAL AND PSYCHOLOGICAL FOUNDATIONS.			
Professional Orientation	Orientation to field and practice	Ethical and multi-cultural awareness and orientation to practice	EPY 6123 – App of School Psychology EPY 8113 – History & Systems EPY 8690 – Supervised Exp I EPY 8703 – Intro to School Psych EPY 8790 – Supervised Exp II EPY 8890 – Supervised Exp III EPY 9703 – Legal, Ethical, & Prof. Issues EPY 8730 – Specialist Internship EPY 9730 – Internship EPY 8073 – Multicultural course
Doctoral Level Psychological Foundations	Knowledge, application, and integration of psychological principles at the advanced level to the practice of psychology		
	Individual Differences		EPY 6133 – Data-Based Decision Making EPY 8123 – Infant & Toddler Assessment EPY 8253 – Developmental Course EPY 8293 – Cognitive Development EPY 8493 – Soc/Emo & Beh Assessment EPY 9443 – Single Subject Design EPY 9272 – Seminar: Atypical Pop PSY 6403 – Biological Psych EPY 8613 – Adv. Social Psych EPY 8073 – Multicultural course
	Cognitive-Affective Basis of Behavior		EPY 8123 – Infant & Toddler Assessment EPY 8253 – Developmental Course EPY 8293 – Cog. Development EPY 8493 – Soc/Emo & Beh Assessment
	Biological Basis of Behavior		EPY 8123 – Infant & Toddler Assessment PSY 6403 – Biological Psych
	Social Basis of Behavior		EPY 8123 – Infant & Toddler Assessment EPY 8493 – Soc/Emo & Beh Assessment EPY 8073 – Multicultural course EPY 8613 – Adv. Social Psych
	General Psychology		EPY 8113 – History & Systems

DATA-BASED PROBLEM SOLVING WITHIN BEHAVIORAL SCHOOL PSYCHOLOGY

The graduate programs in school psychology have a distinct emphasis on data based, problem solving within behavioral school psychology. This emphasis will occur throughout much of the formal course work, applied experiences, and research. This emphasis is specifically reflected in the following courses:

EPY 6113: Principles of Applied Behavior Analysis. In this course, basic theory and methods of behavior change are presented. This course sets the stage for subsequent learning which focuses on behavioral school psychology.

EPY 6133: Data-Based Decision Making. In this course, students learn the process for data-based decision making and case methodology to teach theory, techniques, and procedures for educational support teams to address behavioral and academic difficulty in school-aged children.

EPY 8493: Social/Emotional and Behavioral Assessment. In addition to exposing students to indirect measures of personality, students acquire behavioral assessment skills that allow them to more directly measure behavior across settings.

EPY 8773: Assessment and Interventions for Academic Skills Deficits. In this course, students learn how to construct and use curriculum-based measures. Students also learn how to develop and evaluate academic interventions designed to improve a range of academic skills.

EPY 8763: Advanced Applied Behavior Analysis. In this course, students learn to apply behavioral techniques and principles to a variety of psycho-educational, psychological, and behavioral problems.

EPY 8253: Child & Adolescent Development & Psychopathology. In this course, students learn how environmental and genetic variables work alone and in tandem to impact a child's behavioral, social, emotional, motor, and language development.

EPY 9443/EDF 9443: Single-Subject Research Designs for Education. In this course, students learn how to design small n research. Students will also learn how to graph and interpret single subject design graphs in order to evaluate the effects of different interventions.

EPY 9713: Advanced Psychological Consultation: Theory and Practice. In this class, students are required to learn several different models of consultation, including a generic model. However, the emphasis is placed on direct behavioral consultation and students must attempt to apply the techniques of direct behavioral consultation in a school setting.

EPY 8690: Supervised Experiences in School Psychology I, EPY 8790: Supervised Experiences in School Psychology II, EPY 8890: Supervised Experiences in School Psychology III. In these sequenced classes, students will learn to apply behavior principles within classroom and clinic settings. Across both settings, students have the opportunity to hone their direct and indirect intervention and supervision skills while working with parents, teachers, and students.

School Psychology Programs
Recommended Schedule of Courses for Specialist Program
(43 Hours in MS + 39 Hours in EdS = 82 hours)
(Changes Effective for Fall 2021 Incoming Cohort and beyond)

Year 1	Year 2	Year 3	Year 4
FALL SEMESTER			
EPY 8703: School Psych.	EPY 8690: Clinic Practicum (3hrs)	EPY 8690: Clinic Practicum (3hrs)	EPY 8730: Specialist Intern (6hrs)
EPY 8253: Child /Adol Develop	EPY 8723: Individual Assmt	EPY 8933: Integrated Assmt	
EPY 6113: Principles of ABA	EPY 8763: Adv ABA	COE/ EDX/PSY Elective	
EPY 9703: Leg, Ethic, Prof	EPY 6214: Stats I w/Lab		
SPRING SEMESTER			
EPY 9443: Single-Subject Design	EPY 8790: Clinic Practicum (3hrs)	EPY 8790: Clinic Practicum (3hrs)	EPY 8730: Specialist Intern (6hrs)
EPY 8773: Acad. Ass/Intev	EPY 8493 – Soc/Emo & Beh Assmt	EPY 8133: School Crisis Interven	EPY 7000: Professional Portfolio
EPY 9273: Seminar: Atypical Pop	EPY 9713: Consult & Supervision	EPY 8073: Multi-cultural Counsel	
SUMMER SEMESTER			
EPY 6123: App of SPY	EPY 6133: Data-Based Decision		
EPY 8263: Psych. Testing	EPY 8123: Infant/Toddler Assmt <u>OR</u> EPY 8890 Clinic Practicum (3hrs)		

School Psychology Programs
Proposed Schedule of Courses for Doctoral Program
(142 Hours)
(Changes Effective for Fall 2023 Incoming Cohort and Beyond)

Year 1	Year 2	Year 3	Year 4
FALL SEMESTER			
EPY 8703: Intro to School Psych	EPY 8690: Clinic Practicum (3hrs)	EPY 8690: Clinic Practicum (3hrs)	EPY 8690: Clinic Practicum (3hrs)
EPY 8253: Child /Adol Develop	EPY 8723: Individual Assmt	EPY 8933: Integrated Assmt	EPY 9000: Dissertation
EPY 6113: Principles of ABA	EPY 8763: Adv ABA	EPY 9213: Multivariate Stats III	EPY 8613: Adv Social Psych/ Social Aspects of Behavior OR EPY 8293: Cognitive Develop
EPY 9703 Leg, Ethic, Prof Issues	EPY 6214: Stats I	EPY 8613: Adv Social Psych/ Social Aspects of Behavior OR EPY 8293: Cognitive Develop	
SPRING SEMESTER			
EPY 6214: Single-Subject Design	EPY 8790: Clinic Practicum (3hrs)	EPY 8790: Clinic Practicum (3hrs)	EPY 8790: Clinic Practicum (3hrs)
EPY 8773: Acad. Assmt/Intev	EPY 8493: Soc/Emo & Beh Assmt	EPY 8073: Multi-cultural	EPY 8073: Multi-cultural*
EPY 9273: Seminar in School Psy	EPY 9713: Consult & Supervision	EPY 8133: School Crisis	EPY 9000: Dissertation
PSY 6403: Biological Psych (Offered every other spring)	EPY 8214: Intermediate Stats II	PSY 6403: Biological Psych OR EPY 8513: Psycho Theory	EPY 8513: Psycho Theory *(Offered every other spring)
SUMMER SEMESTER			
EPY 6123: App of SPY	EPY 6133: Data-Based Decision	EDF 9373: Research Design	EPY 9000: Dissertation
EPY 8263: Psych. Testing	EPY 8890: Clinic Prac (3hrs)	EPY 9000: Dissertation	
EPY 8113: History & Systems	EPY 8123: Infant/Toddler Assmt	EPY 8890: Clinic Prac (3hrs)*	

YEAR 5 (OFF CAMPUS)

Fall	Spring	Summer
EPY 9730: Internship (6hrs)	EPY 9730: Internship (6hrs)	EPY 9730: Internship (6hrs)
EPY 9000: Dissertation	EPY 9000: Dissertation	

OTHER REQUIREMENTS

There are other important requirements for the master's, educational specialist, and doctoral degree at MSU. It is the student's responsibility to be aware of all requirements and program activities. These requirements fall into 5 broad categories: Professional Membership, Student Progress and Personal Characteristics Evaluation, Knowledge Assessment, Research Requirements, and Internship Requirements. In addition, to help the student through the maze of requirements for the university, he or she should develop a thorough working knowledge of the *MSU Graduate Student Bulletin* (available at <http://catalog.msstate.edu/graduate/>).

Technology and Expectations for Online Participation

During graduate school, access to the necessary technology and software applications is essential. To effectively participate in all program activities and requirements, all students should have access to a computer with high-speed internet access, camera and audio capabilities necessary for virtual meeting platforms (e.g., WebEx, Zoom), and the Microsoft Office Suite (available for free through Mississippi State University).

For DE EdS students, majority of coursework and program activities will occur asynchronously, with the exception of a monthly colloquia that may require synchronous attendance in some cases. For on-campus students, majority of coursework, meetings, and other activities will take place face-to-face, with the understanding there may be the possibility for hybrid attendance or completion of program requirements, when deemed appropriate or necessary by faculty.

Professional Membership

School Psychology professionals must belong to professional associations after they earn their degrees if they are to stay current in the field. Active participation in professional associations is vital to professional success. Each graduate student is required to join at least **two professional associations**. Membership dues are usually less for students and members receive professional newsletters, journals, and announcements of professional activities. DE EdS students are encouraged to join state associations in their local regions, as well as national organizations. School Psychology students should join and become active in:

- APA (Division 16)
- National Association of School Psychologists (NASP)
- Association for Applied Behavior Analysis (ABA)
- Mississippi Association for Psychology in the Schools (MAPS)
- Student Affiliates of School Psychology (SASP)
- Association for Behavior Analysis International (ABAI)
- Behavior Analysis Association of Mississippi (BAAMS)

In addition, students may benefit from joining several other organizations including, but not limited to:

- Council for Exceptional Children (CEC)
- Association for the Advancement of Behavior Therapy (AABT)
- South Eastern Psychological Association (SEPA)
- Mid-South Education Research Association (MSERA).

Assessment of Student Progress Meeting Program Training Aims

The knowledge and skills of all students will be assessed by faculty in the classroom through (a) course assignments and examinations, (b) the written and/or oral comprehensive exams, (c) practica and internship evaluations, (d) annual student evaluations, and (e) the required research process. (i.e., research and statistics coursework and related research activities) Students are expected to a) achieve grades of 'B' or better in program core and related coursework, b) receive passing scores on all comprehensive exams (e.g., master's comprehensive exam, doctoral comprehensive written and oral exams) and national examinations (e.g., Praxis School Psychologists test), c) receive acceptable ratings on practica and internship evaluations, d) obtain ratings of 'expected' or above on all areas addressed by student annual evaluations, and e) satisfactorily complete required research expectations and research projects (e.g., doctoral students must present at least one refereed presentation at a national or regional professional conference, submit at least one manuscript for publication, complete all required components of the doctoral dissertation). 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 doctoral oral 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 study in the program.

Students are also evaluated at key transition points within their field-based experiences. In addition to typical evaluations during and at the completion of each semester's enrollment in practica, the student will be formally evaluated by the faculty at the completion of their initial pre-practica experience (typically EPY 6123 – Applications of School Psychology) for readiness for practicum, again at the completion of their final practica in the program (e.g., EPY 8790 or EPY 8890) for readiness for internship, and for EdS students and PhD students who do not complete an APA approved internship a final competency-based evaluation by their supervisor(s) at the completion of internship for readiness to enter the field (see *Student Evaluation Handbook*).

Student Progress Evaluations

During the spring semester, the core school psychology faculty meet to discuss and evaluate the progress of each student with special emphasis on each student's performance subsequent to the previous evaluation. Through this mechanism, satisfactory progress is noted, performance exceeding satisfactory progress is commended, and concerns regarding less than satisfactory performance are identified in order to promote remedial efforts. In addition, the evaluation process is intended to ensure that all core program faculty are informed as to the progress of all students in the program. Finally, the student is required to conduct a self-evaluation of their own progress, to complete the evaluation form, and to receive faculty feedback on their self-evaluation. If a significant deficiency is noted, the student and their advisor will develop a specific written plan to help the student continue to progress through the program.

DE EdS students will complete the same evaluation procedure as face-to-face students via WebEx or other virtual platform. The student should email a copy of their completed evaluation form to their advisor by the due date.

Below is an outline of the evaluation categories. **For more information, see the current Student Evaluation Handbook.**

Students will receive ratings across four major areas along with ratings in sub-areas under each category.

I. Academic Performance

A. Classroom performance

B. Required Research progress (e.g., educational specialist project, dissertation)

II. Clinical and Interpersonal Skills

- A. Practitioner performance
- B. Professional behavior

III. Professional Development

- A. Professional progress
- B. Independent research

IV. Summary Progress**Personal Characteristics Review Form**

In addition to reviewing the student's professional performance, personal characteristics related to his/her professionalism will be evaluated using the *Personal Characteristics Review Form* (PCRF). All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by their grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. For more information, see the *Student Evaluation Handbook*.

Knowledge Assessment

Through the comprehensive examination process, students will be given an opportunity to demonstrate (a) mastery of best practices in school psychology as supported by research and theoretical literature; (b) the ability to apply, analyze, synthesize, and evaluate knowledge gained in relation to problems encountered in school psychology; and (c) the ability to present answers in an organized, research based, and grammatically acceptable fashion.

Please note that students MUST be enrolled in at least one (1) semester hour during any semester in which they take comprehensive examination (i.e., MS Comprehensive Examination, Praxis School Psychologists test, Written Preliminary Comprehensive Examination, Oral Preliminary Comprehensive Examination) or engage in any formal work within the dissertation process (i.e., proposal, defense, submission).

MS Comprehensive Examination

Students entering the program with a bachelor's degree usually take this exam during the Fall semester of their third year. All PhD students will be required to pass this exam by the end of their third year so that they may qualify for AA certification. The Master's Comprehensive Examination consists of 100 written multiple-choice questions covering the Professional School Psychology training domain including the sub-domains of:

1. Professional Issues;
2. Assessment; and
3. Consultation/Intervention.

Students must apply to take the exam by the end of the second week of the term in which they plan to take the comprehensive exam. The application may be obtained from the departmental records secretary or the program coordinator. To pass the exam, **students must correctly answer 65% of the items on each area and for the entire exam**. Examinations are scheduled two times a year (fall and spring semesters). If the student fails to pass the Master's Comprehensive Exam, either one or more of any of the subdomains, he or she must schedule a meeting with the coordinator of school psychology programs and the major professor to discuss remedial action. The student will then be allowed to take the exam one additional time. A student who does not pass a single subdomain will retake that domain. A student who

does not pass two or more of the subdomains must retake the entire examination. If a second failure occurs in any of the retaken subdomains, the student will be dismissed from the program.

DE EdS students will take the same masters comprehensive exam in regards to content, but it will be administered on Canvas at a set date and time. Students will be required to use a lockdown browser and possibly other measures to ensure academic integrity while the exam is being proctored.

Praxis School Psychologists Test (5403)

Students pursuing the educational specialist and doctoral degrees must take and obtain the same score on the Master's Comprehensive Examination as listed above. The Praxis School Psychologists test (see <http://www.ets.org/praxis> for information on this exam) allows students in the educational specialist and doctoral programs to obtain certification as a Nationally Certified School Psychologist (NCSP). Students in the EdS program must take this examination during their fourth year or internship year (or before) in order to graduate with the educational specialist degree with an emphasis in school psychology. **Educational specialist students must obtain a 147 on the School Psychology Battery of the Praxis to obtain licensure as a school psychologist from the Mississippi Department of Education. In addition, EdS and PhD students must obtain a score of 147 (165 if taken prior to 2014) to obtain certification as a NCSP from NASP. Doctoral students are required to take the Praxis Specialty Area examination prior to the fall semester in which they schedule to take their doctoral written and oral comprehensive exams.**

Educational Specialist Oral Comprehensive Examination

If pursuing the EdS degree, the student must successfully complete the Oral Comprehensive Examination (OCE) to be scheduled during the last semester of coursework (excluding internship and professional portfolio) and completed prior to beginning internship experience. The OCE will be conducted by the student's program committee members which must consist of at least two school psychology core faculty. DE EdS students will complete their Oral Comprehensive Examination using a virtual format (i.e., WebEx). The student will be expected to demonstrate knowledge of (a) data-based decision making and accountability at the student and system levels; (b) interventions, instructional support and preventive services for academic, behavioral, social and life skills; (c) consultation and collaboration at the individual and system levels; and (d) basic foundational service delivery to promote representation, legal, ethical and professional practice. To perform well on the OPE, the student will need to be able to think quickly, express ideas and thoughts fluently and competently, and express opinions in a well-articulated, logical, and comprehensive manner. There are several policies and rules regarding the OCE. They appear most succinctly in the Educational Specialist Program's Guidelines for the Oral Comprehensive Examination. Students are urged to know these rules and policies.

Doctoral Comprehensive Examinations

If pursuing the PhD degree, the student must complete two other comprehensive examinations in addition to those listed above. These are the written preliminary examination (WPE) and the oral preliminary examination (OPE). Each of these assessments is described briefly below. Specific information about the examination can be found in the *Guidelines for the Written Preliminary Comprehensive Examination and Oral Preliminary Examination*.

Written Preliminary Comprehensive Examination (WPE). To accommodate the APPIC internship application timelines, the WPE will be scheduled one time a year. **AT LEAST 60 DAYS BEFORE THE WPE IS SCHEDULED, the student must be approved to take the WPE by the School Psychology Program Coordinator and must apply through the Departmental Graduate Coordinator to take the WPE.** To be eligible to take the Written Preliminary Examination for the Doctor of Philosophy in Education degree, students must:

1. have demonstrated satisfactory performance on the pre-dissertation research requirement (i.e., Qualifying Examination on Statistics/Research);
2. be within six-hours of completing all course work* (exclusive of Internship and Dissertation Research hours);
3. have completed all research skill requirements;
4. have the Dissertation topic approved (the formal Dissertation Proposal does not have to have been approved); and
5. be enrolled for a minimum of one semester hour of credit during the semester in which the Preliminary Examination is administered.
6. have completed the Praxis School Psychologists Test (5403).

*A student enrolled in more than six-hours of course work during the Spring term but who will have completed all course work (excluding Dissertation and Internship hours) by the end of the Fall term will be eligible to take the Written Preliminary Examination during the current year's administration of the examination (assuming that all other prerequisites for eligibility have been satisfied).

WPE Content. The WPE is constructed as a publication quality manuscript developed independently by the student. Once approval to take the WPE has been obtained, the student should develop a topic to be approved by their major advisor that will result in an outline of supporting literature to support further exploration of that topic of interest. Generally, it is recommended that this topic be related to the student's dissertation. Through discussions between the advisor and the core faculty around the outline, a topic for the WPE will be determined and the student will have six weeks to develop the written manuscript. Thus, it is expected that the student will provide a comprehensive examination of a topic related to the submitted outline leading to a 25 to 30 page manuscript (excluding the title page, reference section, and support figures/tables) that demonstrates the student's ability to identify the most important aspects (e.g., themes, theories, and trends), and integrate interpretations of related research within a cohesive written product. Students will NOT have the ability to anticipate the selected topic for their WPE; therefore, the writing that will be done for the WPE will be original and unique in that it will be the perceptions of the faculty about the individual student's needs for conceptual development in a related area that will serve as the topic of the WPE.

Program Research Requirements

All educational specialist students are expected to be consistently engaged in program and personal research throughout their program. This will be accomplished as part of formal coursework, through collaborative projects with faculty and other students, and through the requirement of completion of the educational specialist research project.

All doctoral students are expected to be consistently engaged in research throughout their program. This will be accomplished as part of formal course requirements, through collaborative projects with faculty and other students, and through the requirement to present a minimum of one (1) refereed paper at a regional or national conference and the submission of one (1) research manuscript to a refereed journal. Students may also submit a manuscript for publication as a book chapter or complete an approved test review to satisfy the research submission requirement.

College of Education and Departmental Research Requirements

The Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations has high expectations for engagement in research and the development of students' research skills. Skill development can occur in several ways; therefore, the school psychology core program faculty strongly encourage students to be continuously involved in research. Furthermore, students should also participate in moving the practice and science of school psychology forward by disseminating their research findings.

Educational Specialist Students

The school psychology program strongly encourages students in the educational specialist program to contribute to application and research within the field of school psychology by engaging in faculty and student research projects and by presenting professional presentations and posters at professional association meetings. EdS students are required to complete an educational specialist project in order to graduate from the program. Students must identify a director along with two other School Psychology core program faculty to serve as committee members. Students are encouraged to choose faculty who will assist in the development of skills within school psychology. Students must enroll in three (3) hours of independent study (EPY 7000) under their director's name. Within the project, students are expected to systematically collect data-based products related to their work in the schools during their internship year. This collection of work will be assembled into a portfolio as evidence of critical thinking, data-based problem solving, and application of research-to-practice products. The portfolio will be evaluated by the school psychology core faculty according to the guidelines provided in the *Portfolio Requirements for Educational Specialist Students during the Internship Year*.

Doctoral Students

The school psychology programs require doctoral students to present as a first author a minimum of one (1) refereed paper at a regional or national conference and the submission of one (1) research manuscript to a refereed journal by the end of their fourth year in the program. Processes and procedures related to this project are described below. As the school psychology program has a focus on students' contribution to the field through research, the school psychology core program faculty encourage students to meet their research skills requirements in the following ways.

Part I

Adequate completion of the departmental and program statistics and research sequence.

Part II

Authoring (student must be primary or first author), submitting, and presenting a scholarly paper at a regional or national professional meeting or serving as primary author of a scholarly paper published in a refereed professional journal.

Dissertation

There are several steps involved in completing a dissertation. The MSU standards for completing the dissertation are located at <http://library.msstate.edu/thesis/index.asp>.

A dissertation pre-proposal is not required. However, many students choose to go through this step in order to receive feedback regarding their proposed research before progressing deeper into the dissertation process.

Dissertation Pre-proposal

Doctoral students in the School Psychology Programs may convene their committee to present a Preliminary Dissertation Proposal. This meeting should be scheduled only after the major professor and director of the dissertation have approved the direction of the dissertation research. The student may schedule this meeting at any point after the doctoral program of study has been filed and the doctoral committee has been approved. The proposal is a concept paper and the approval of it, and the direction of the dissertation, is not binding upon the student or the doctoral committee. The proposal should adhere to the following format.

1. A one-paragraph introduction should present the topic.
2. A 300-word abstract of relevant research and theoretical literature with no citations should follow.
3. An outline of the literature review should follow.
4. A listing of the research questions appears next.
5. A detailed methodology needs to be described.
6. An explanation of the proposed data analysis needs to be presented next.
7. A list of references in APA style should be attached (No fewer than 10 references).

Dissertation Proposal

The dissertation proposal meeting can be scheduled any time **AFTER** the successful completion of the Doctoral Comprehensive Examination requirements (i.e., the WPE and OPE). At the dissertation proposal meeting, the first chapters (e.g., introduction, review of literature, and methodology) should be presented. To reach this stage of completion, the student must work closely with the major professor and dissertation director. The student **MUST** anticipate a number of rewrites prior to and, potentially following the proposal meeting.

Because this is the proposal stage and MSU Office for the Protection of Human Subjects (IRB) approval must be obtained for all human subjects research at MSU, the student **MAY NOT** collect data for the dissertation without oversight of the dissertation director and approval from MSU IRB. The student should **NEVER** collect data unless he or she has gained approval from the IRB. Additionally, all graduate students in the College of Education must complete IRB training with a certificate of completion during their first semester of enrollment. This certification must be renewed every three years. Collecting data prior to formal approval of the research plan puts the study at great risk. The committee may reject the proposal or recommend a modification, which would force the student to begin anew.

The specific guidelines for the proposal meeting are contained in the School Psychology Dissertation Guide. The information in the Guide should be reviewed as the student prepares for the dissertation proposal meeting. With adherence to the outlined procedures, the stress experienced at this stage in the dissertation process may be reduced. The student should contact his or her major professor, director of the dissertation, and committee members to schedule a date, time, and place for the dissertation proposal meeting only after given directions by the dissertation director to do so. It is the student's responsibility to coordinate the scheduling of the meeting. After an agreement from the committee on the date, time, and place of the meeting has been reached, the student must inform the departmental records secretary. The records secretary will then issue a written invitation to all members of the dissertation committee and the faculty of the department. An announcement inviting the public to attend the proposal meeting will be placed on the departmental announcements bulletin board.

Once the date has been determined, a copy of the dissertation proposal must be submitted to the committee members **at least one (1) week** prior to the scheduled meeting date. Also, a hard copy of the proposal must be submitted to the Departmental Graduate Coordinator and the records secretary. Faculty

not on the dissertation committee, students, and the public may read the copy of the proposal held by the records secretary. They may attend the proposal meeting and faculty may ask questions upon invitation of the major professor. Once the dissertation proposal is successfully completed the student may now officially be referred to as a Doctoral Candidate.

Dissertation Defense

The faculty expects the candidate to consult with the dissertation director frequently and comprehensively as the research is conducted and as the initial drafts of the dissertation are written. If close contact with the dissertation directors is not maintained during this critical period, the candidate can expect to experience stress, delays, rewrites, and other difficulties.

Among the important ethics of scientific research, there is one that must be strictly adhered to and must not be violated during the dissertation research process. This cardinal ethic is "Absolute adherence to the research protocol as reported in the research procedures section and approved by the dissertation committee during the proposal meeting." If the candidate does not follow the research protocol as designed and had approved by the dissertation committee and the MSU Office for the Protection of Human Subjects (IRB), the student could be subject to severe penalties up to and including rejection of the study and removal from the program.

After the data has been collected and analyzed, and the written product has been reviewed and approved by the dissertation director, the candidate is ready to discuss the dissertation defense. This is an indication that the dissertation director is satisfied that the document is a defensible dissertation. Only upon reaching this milestone should the student believe that it is time to discuss scheduling the dissertation defense with the dissertation committee members. At this point, the student should schedule the dissertation defense meeting at a date, time, and place agreeable to the committee members. The records secretary will need to be informed of the agreed upon meeting time to issue a written invitation to the dissertation committee and the faculty of the department. An announcement inviting the public to attend the defense will be posted.

A copy of the final dissertation draft must be submitted to the committee members at least 10 working days (i.e., two calendar weeks) prior to the scheduled meeting date. A copy must also be submitted to the records secretary so that faculty, students, and the public may read the copy of the dissertation prior to the defense. They may attend the dissertation defense meeting and faculty may ask questions upon the invitation of the dissertation director. If a student elects to proceed with scheduling a defense date prior to at least 10 working days, then the student must sign a written waiver which is approved by the dissertation chair and submit to the program coordinator.

Students are strongly encouraged to review the *Dissertation Handbook* developed by the School Psychology core program faculty and guidelines provided by the Library Thesis and Dissertation office, including training on the use of the template provided by the library. Additionally, students should attend trainings provided by the MSU Library faculty and staff about the dissertation process. These experiences should facilitate the understanding of the process and the writing of the document.

Internship Requirements

Educational Specialist Students

All EdS students must complete a **minimum 1200-hour internship** during their program over a 10-month period of time according to the *Standards for Graduate Preparation for School Psychologists*. However, most students in this program obtain closer to **1500 hours** during their internship year. The internship year is typically completed during the fourth year of training. The educational specialist intern must be supervised for a minimum of 2 hours per week by a professional holding an advanced degree in school psychology and who is certified and/or licensed by their state as a school psychologist (or the equivalent). A minimum of **600 hours** must be completed within a school setting. Please see current edition of the internship manual for further information regarding internship.

Doctoral Students

All doctoral students must complete a **12-month 2,000-hour internship** during their program. The program requires a 2,000-hour pre-doctoral internship to assist the student with the licensure process. The internship year is typically completed during the fifth year of training. As a doctoral intern, the student must be supervised by a professional holding a doctoral degree in psychology for a minimum of 2 hours per week on an individual basis and an additional 2 hours that may be completed in a group supervision venue. To assist in obtaining licensure as a psychologist, all students are encouraged to seek an APA Approved internship site. If a student elects to not obtain an APA Approved internship site, he/she may be ineligible to licensure as a psychologist. Also, this student should seek advisement from program coordinator/major advisor regarding additional requirements for completion of non-accredited pre-doctoral internship program. According to the *Standards for Graduate Preparation of School Psychologists*, **at least 600 hours must be completed in a school-based setting** or the student must demonstrate at least equivalent experience. Currently, equivalent experience may include completion of an internship at the educational specialist level in school psychology or other approved applied experiences in school psychology. Specifically, NASP requires that (a) the prior internships must have been preceded by appropriate graduate coursework and practica and must include a range of activities consistent with both program goals and NASP “Domains of School Psychology Training and Practice”, (b) the experience must have been consistent with NASP internship standards, particularly the conditions related to supervision, credentials of supervisors, and completion of 600 hours in a school-based setting, (c) there is evidence that the intern successfully completed the internship and has continued to use the knowledge and skills obtained from the experience on a continual basis, and (d) the internship and supervision experiences can be appropriately documented for program approval and accreditation as well as candidate application for state and national certification and licensure. Please see the current edition of the internship manual for further information regarding internship.

Licensure and Certification

All graduate students in the school psychology programs should plan to become certified by the appropriate agency as a school psychologist after they have completed the necessary course work and applied experience (i.e., practica and internship). Educational specialist students should apply for National Certification through NASP so that they may become Nationally Certified School Psychologists (NCSP). Doctoral students who completes at least 600 hours of comprehensive services within a school setting (defined by NASP) during internship or other program approved applied experiences in school psychology should apply for National Certification through NASP so that they may become Nationally Certified School Psychologists (NCSP). National Certification often allows much smoother transition to certification in other states and also ensures a quality of training and professionalism in individuals who hold this certification. Any doctoral student who elects to complete a pre-doctoral internship in a non-related school setting and does not complete a program approved applied experience may not be eligible for NCSP. PhD students should also apply for Licensure as a psychologist in Mississippi or another state

in which they are practicing. Licensure demonstrates that school psychologists are legitimate mental health professionals.

Job Placement

Graduates of our educational specialist and doctoral programs have secured varied and interesting jobs. Among our recent graduates, several are assistant professors at universities, others are psychologists or administrators at private or public mental health centers, and of course, several are employed with school systems. The School Psychology Coordinator posts job announcements in the department regularly. Students should also inform their professors as they are looking for a position. Many job leads are passed informally to professors. If faculty members know students are searching, they will assist students in any way possible. The Mississippi State University Career Center assists students in looking for professional positions as they near graduation. Advice on resume preparation, job listings, interview coaching, maintenance of reference letters, and employer directories are some of the services available.

The success in obtaining the desired job is somewhat dependent upon the student's performance in the program. By putting forth effort and seeking as many applied and research-based training experiences as possible, the student will likely be more marketable to internship sites (an APA approved internship is required for licensure in many states) and employers. Furthermore, by committing to excellence early in the academic career and school psychology training the student will find that the scientist-practitioner skills gained within the school psychology programs are likely to lead the student to become an extremely effective practitioner. We believe that the clients we serve, directly or indirectly, deserve the best from our graduates.

Program Admissions, Residency and Enrollment

Program Admission

Students who have completed a bachelor's degree or a graduate degree in psychology, education, counseling, social work, or other related fields are good candidates for our program. Admission to the school psychology programs is based on the objective evaluation of student performance in five important areas which include (a) Cumulative Grade Point Average (GPA) in undergraduate and graduate work, (b) Letter of Intent for graduate work in school psychology, (c) Letters of Recommendation from three sources who can evaluate the student's academic abilities and personal characteristics, and (d) performance during a professional interview with the faculty on campus or via phone/Skype interview. **All required materials must be received by January 15 each year.** Official transcripts must be sent to evaluate coursework and cumulative GPAs for undergraduate and graduate work.

The Office of the Graduate School provides forms for the Letter of Intent and Letters of Recommendation; however, students are encouraged to attach additional documentation if the space provided on these documents does not allow for an adequate representation of abilities. Following initial screening, selected applicants are invited for an interview day with school psychology programs. During this interview process, the applicants will be provided:

- an orientation to important aspects of the School Psychology Programs
- tours of campus and the facilities available to the programs
- an opportunity to meet with current graduate students in the programs
- interview with the core program faculty
- an opportunity to interact with other applicants

Interviewees are also encouraged to ask important questions regarding the study of school psychology at MSU of the faculty and representative graduate students during the interview process as well.

The interview day is usually in the beginning to middle of February and after a review of the materials received by January 15. During the formal applicant interview, the faculty utilize a standardized set of questions to obtain additional information from the applicant about academic ability, motivation, and goodness of fit for the program. Decisions about admission are made by the core program faculty are made after the completion of interviews and students are typically notified of their admission status by mid to late February.

Several admission decisions exist which include: (a) Full admission, (b) Provisional admission, (c) Contingent admission, (d) placement on a wait list (possibly with acceptance into the EdS program for doctoral applicants), or (e) rejection. Students who are admitted to the program are required to provide a letter of acceptance or denial to the program coordinator by April 15. Acceptance decisions are made on a year to year basis and decisions are applicable to the year/semester listed on the letter of acceptance received by the program. Accepted applicants who fail to enroll during the immediate subsequent fall semester are expected to reapply for any future considerations for admission into the program.

Contingent and Provisional Admissions

Students may be admitted provisionally because some section of their application does not meet university and/or program entrance requirements (e.g., low GRE scores, low GPA). Students admitted provisionally must obtain a 3.25 or higher on their first 9-12 hours in the program. Students who do not meet this requirement will be dropped from the program. Students who do meet this requirement will be reconsidered for full admission but must submit letters of recommendation from two of the MSU professors who served as instructors in their courses. It is important to note that students admitted provisionally may not be provided with an assistantship until they have been provided full admission.

Establishment of Residency and Continuous Enrollment

Full time study on the MSU campus is required of all graduate students to establish residency and to ensure a high degree of involvement in the program. Full time study is defined as 9 or more hours during the fall semester and either spring semesters or 6 hours during a ten-week summer term. The residency requirement may be satisfied in the following ways.

1. For the educational specialist program, academic residency can be meet by enrollment for one semester of full-time study (minimum of nine hours), (b) two semesters of half-time study (minimum of six semester hours each semester), (c) one summer of full-time study (minimum of nine semester hours), or (d) one summer of half-time study (six semester hours) and one semester of half-time study (six semester hours)
 - a. For Distance Education students, academic residency may be fulfilled through full-time virtual enrollment (9+ credit hours) in accordance with MSU Graduate School definitions. DE students are not required to relocate or attend on-campus sessions unless otherwise specified
2. Regardless of previous degree, course work, or credits, all doctoral students must meet academic residency requirements by establishing full-time enrollment for 1 year of full-time study on campus for three consecutive semesters (i.e., Fall, Spring and Summer).

All students are required to remain continuously enrolled from the start of their program to the completion of the degree, unless the student takes a formal leave of absence with the university. Continuous enrollment is defined as enrollment in two of three semester terms (Fall, Spring, or Summer) with Fall enrollment required.

Registration

Because prompt registration allows the department and program faculty to plan coursework for the next semester, **students are urged to pre-register as early as possible each term following the first semester on campus.** *If the student fails to register during the pre-registration time period, it is likely that the required courses will be canceled due to enrollment requirements for courses to be held.*

Students will need to obtain their Registration Access Code (RAC number) from their advisor each semester to access the online registration site. That RAC number is available no later than the first day of pre-registration for the next term.

Enrollment Requirements for Examinations and Dissertations

All graduate students must be enrolled in at least one-hour the term in which they do the following:

1. take a Comprehensive Examination [both written and oral],
2. take a Doctoral Preliminary Examination [both written and oral], and
3. propose or defend the Doctoral Dissertation.

Please see the following table for The MSU Graduate School expected timeline for relevant activities toward degree completion.

Office of Graduate School

Ready Reference Sheet - Due Dates for Graduate Student Forms

Doctoral Forms	Due in the Department	Due in the Office of Graduate School
Committee Request Form	By end of second semester of enrollment	Second semester of enrollment
Program of Study	By end of second semester of enrollment	Two weeks prior to the end of the semester
Transfer Approval Sheet (as occurs)	Upon committee approval	Two weeks prior to the Comprehensive/preliminary examination
Change in Graduate Program	Upon committee approval	As appropriate
Report of Exam Results	Date of examination	As students are notified
Report of Written Exam	Date of examination	As students are notified
Report of Oral Exam	Date of examination	As students are notified
Committee Request Change Form	Upon departmental approval	Upon departmental approval
Admission to Candidacy	Please refer to the Admission to Candidacy section in the current Graduate Bulletin	Results of preliminary examination and approved dissertation topic
Announcement of defense of doctoral dissertation	Announced in College only	n/a
Master's/Educational Specialist Forms	Due in the Department	Due in the Office of Graduate School
Committee Request Form	By end of first semester of enrollment	Second semester of enrollment
Program of Study	By end of second semester of enrollment	Semester in which the student applies for graduation
Transfer Approval Sheet (as occurs)	Upon committee approval	As soon as official transcript is available
Change in Graduate Program	Effective date of change	Semester when the student applies for graduation
Report of Examination Results	Date of examination	By the date published in the Academic Calendar section of the current Graduate Bulletin
Committee Request Change Form	Upon departmental approval	Upon departmental approval
Announcement of Thesis Defense	Announced in College only	n/a

Time Limit to Complete Degree

Once a student is admitted to the graduate programs in school psychology, the faculty expect consistent effort and progress toward earning the degree in a regular, consistent manner. **The faculty expect enrollment at MSU each semester until studies are completed.** The coursework within the program is designed to progress each semester with courses and experiences building upon the previous semesters. Taking courses out of sequence may result in extra effort and inconsistent learning patterns relative to faculty expectations. Faculty are not permitted by university policy to advise, review dissertation drafts, or instruct students who are not enrolled in the university. The student should be knowledgeable of the university's continuous enrollment policy, especially as the student engages in work on the dissertation and leaves for internship. Failure to conform could cost the student unnecessary time and money to graduate. For those beginning the programs in Fall 2011, students must complete their degrees within eight (8) years of being accepted into the MS and EdS Programs. Doctoral students must complete their program within five (5) years after passing their doctoral comprehensive written and oral examinations. An extension of time form, available on the Graduate School website, may be used to request a one-time, one-year extension. The request must be signed by the major professor and the dean of the college and submitted to the Office of the Graduate School. Additional information can be found in the *Bulletin of the Graduate School* at <http://catalog.msstate.edu/graduate/>.

Transfer Credit for Required Courses

Students are highly encouraged to review the university policies regarding transfer credit in the *Bulletin of the Graduate School* located at <http://catalog.msstate.edu/graduate/>. Students will be required to complete the required forms to obtain approval from their advisor, committee, and university, which are located at <http://www.grad.msstate.edu/forms/>.

Internships must be taken with concurrent enrollment at Mississippi State University if credit is desired for the MS, AAA Certification, or PhD degrees. For doctoral students whose master's degree program included an internship at another university, that internship may be used to satisfy departmental standards at the MS level, but under no circumstances will the department permit a doctoral level internship to be transferred from another university.

Policy on the Use of Artificial Intelligence (AI) Tools

In alignment with Mississippi State University's Honor Code, and NASP/APA/BACB ethical standards, the School Psychology Program maintains the highest standards of academic integrity, ethical conduct, and professional responsibility.

Artificial Intelligence (AI) tools may be used in a limited capacity to support academic productivity. Permissible uses include assistance with organizing ideas, editing written work, generating low-stakes content for brainstorming purposes, or streamlining routine or clerical tasks. However, AI may not be used as a substitute for original student work. Specifically, students are prohibited from using AI tools to complete required course readings, generate written assignments, respond to discussion prompts, or otherwise fulfill academic tasks that are intended to assess individual understanding or critical thinking. Such use is considered a violation of the university's Honor Code.

In all clinical, practicum, or applied settings, the use of AI tools to generate, edit, or summarize client-facing documentation—including but not limited to psychoeducational reports, case notes, progress monitoring summaries, and intervention plans—is strictly prohibited. The use of AI in these contexts introduces risks to client confidentiality, data security, and adherence to evidence-based practices, and may constitute a breach of ethical standards outlined by NASP, APA, and BACB.

Students are expected to approach all AI-assisted work with critical scrutiny. While AI may offer utility in certain academic contexts, its outputs can include inaccuracies, misrepresentations, and outdated or non-evidence-based

content. Students are responsible for verifying the accuracy, appropriateness, and ethical soundness of any AI-generated material they choose to incorporate. Given the developing nature of students' disciplinary knowledge, there is a heightened risk of overlooking errors or inaccuracies in AI outputs; therefore, students are urged to exercise caution and consult faculty or supervisors when in doubt.

Failure to adhere to this policy may result in academic or disciplinary action in accordance with Mississippi State University and School Psychology Program policies.

Program Status Appeal and Grievance Procedures

Students may appeal their program status after failing to meet departmental or program requirements. Students who wish to file appeals must meet with the department head. The department head can accept an appeal or refer students to the Departmental Appeals Committee. The department head will outline the process for bringing appeals before the Departmental Appeal Committee. Students are also able to appeal specific grades and attempt to have any other problems or grievances addressed. The process is outlined in *The Graduate School Bulletin* (located at <http://catalog.msstate.edu/graduate/>).

The first step is typically to inform the advisor or another professor of intent to pursue an appeal, grievance, or when any issue arises in which the student may need assistance. The student's advisor will assist with the process.

Student Problems and Grievances

The faculty and staff will strive to make graduate school experience rewarding, educational, and fair. They are committed to treating students with respect and dignity. However, in the course of graduate school training, a student may run into some problems. The faculty wants to encourage all students to approach any of them if there are problems. It is almost always best to obtain assistance at the onset of a difficulty rather than wait. The faculty are likely to have more resources and alternatives early in the process than once an issue has become overwhelming. The faculty will do all they can to help solve or resolve these problems. However, if at any time a student may feel there has been unfair treatment with respect by any faculty, staff, or student, the student should discuss these matters with the advisor or any faculty member who will help determine the most appropriate course of action. For DE EdS students, they would initiate communication regarding their concerns via email or by scheduling a virtual meeting with the faculty member or administrator. Serious grievances or problems typically follow a responsible chain through the:

school psychology program coordinator,
the department head,
the assistant dean of the College of Education,
the dean of the College of Education,
the provost, and
the president.

However, students may approach any faculty member or administrator who will assist them in taking the appropriate professional and ethical action. Most issues are resolved informally at the faculty department level. There will be times when a candidate fails to achieve competency or sufficient skill development, earns a failing grades (D, F, U) displays inappropriate professional behavior or dispositions, or inadequate ethical and/or legal judgment (particularly in clinical courses), or is in anyway not progress satisfactorily, in these events the candidate will have a selective review with the School Psychology Training Committee (SPTC).

A formal grievance procedure policy is provided in *The Graduate School Bulletin* and the University policies and procedures for due process, grade appeal, violations of the student code of honor, and academic dishonesty can be accessed via the website for the Honor Code Office (the guidelines are located at the Honor Code Office (<http://www.honorcode.msstate.edu>). Guidelines related to Title IX protections (exclusion or discrimination on the basis of sex) be found at <http://www.hrm.msstate.edu/aaeeo/titleix/>.

Student Remediation and Probation

The Department of Counseling and Educational Psychology Consent Form for evaluation of students' dispositions that is provided during the departmental orientation during the first week of classes states

"The Department of Counseling and Educational Psychology faculty members believe, they have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made. If in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations for remediation to the Department Head."

Unfortunately, there are times when a student may not perform all of the requirements necessary to fulfill the expectations of a didactic or applied course or they may exhibit behaviors that are inappropriate for professional graduate study. With regard to academic deficiencies, a remediation plan is students who receive an "C" in a course or an assignment aligned with minimum levels of achievement for APA or receives a rating below the minimum levels of achievement during a program evaluation. With regard to the display of problematic behavior, such concerns are typically documented on a personal characteristics form completed by the student's advisor. As such, remediation plans detailing the specific expectations and timelines to complete these expectations are typically developed by the instructor of an academic course and/or the student's advisor and the School Psychology core faculty. This formal plan is outlined in writing, reviewed by the relevant faculty and the student, signed by all relevant parties, and placed in the students file. This plan is then explained to the student in conjunction with identification of remedial supports in order to ensure optimal success for the student. If the student successfully completes the plan and the plan requires retaking a course, then an appropriate grade for the course will be assigned based on university policies. In addition, a letter stating that the terms of the remediation plan have been fulfilled will be placed in the student's file for students placed on remediation for behavioral or academic concerns.

If a student fails to complete the remediation plan in an appropriate manner, he or she will be placed on probation, except in unusual circumstances. The school psychology faculty will then hold a meeting to discuss the terms of the probation for the individual student's case. Adaptations to the initial remediation plan may be made or a new plan may be developed. This formal probation plan is outlined in writing, reviewed by the core program faculty, signed by all relevant parties, and placed in the students file. As with the remediation plan, problem-solving efforts are made with the student to identify the supports needed for successful completion of the probation plan. Students will remain on probation for at least one academic semester.

For academic deficiencies, appropriate grade changes will be made if that is within the plan at the completion of the probationary period. In addition, a letter stating that the terms of the probation plan have been fulfilled will be placed in the student's file for students placed on probation for behavioral or

academic concerns. If a student fails to fulfill the requirements of the probation plan, he or she may be dismissed from the program.

Other potential reasons for dismissals are located below in the Student Retention and Dismissals section of this handbook. Student efforts at successful completion of remediation or probation plans will also be reviewed during annual reviews by school psychology core program faculty. If, at any time, the student feels that he or she has been treated inappropriately or unfairly, they are encouraged to follow the student grievance procedure outlined and within *The Graduate School Bulletin*.

Student Retention and Dismissals

The MSU faculty, administration, and staff are extremely interested and committed to student success and completion of the program and want to assist with this process when they can. However, they must also maintain the integrity of the training programs. Therefore, a student's acceptance into the program does not guarantee her or his fitness to remain in the program. A detailed description of student retention and dismissal criteria and procedures are provided in this handbook. These processes and criteria are also outlined during orientation. The basic criteria will be outlined below.

Academic Program Standards

Students will be dismissed from the program if:

1. they make more than two grades of C or below *or*
2. they make a D, F, or U *or*
3. they fail the Master's Comprehensive Examination twice *or*
4. they fail the Written Comprehensive Examination twice *or*
5. they fail the Oral Comprehensive Examination twice *or*
6. they fail the dissertation defense twice *or*
7. fail to pass certification exam requirements (see below) *or*
8. obtain unacceptable ratings on Competency Benchmarks as outline in the Student Evaluation Handbook.

Any or a combination of these will result in the termination of the student's program in the Department of Counseling, Educational Psychology, and Foundations.

To practice in the field of school psychology, school psychologists must be certified by the State of Mississippi (or the appropriate state agency in which the individual lives). In order to be certified in psychometry, students should complete our MS program.

Non-Academic Program Standards

Students may also be dismissed if they fail to develop the skills needed to effectively work with people with diverse needs or fail to follow relevant ethical (APA and NASP) and legal codes. Students are expected to:

- a. be committed to professional development and ethics of the field of school psychology, applied behavior analysis, and health service psychology,
- b. be concerned about the welfare of those with whom they work,
- c. demonstrate professional skills that suggest they have the emotional and mental fitness to interact appropriately with others,
- d. receive constructive feedback and alter their performance based on that feedback, and
- e. apply theories, skills, and techniques that have been empirically supported or valid.

Selective Review Procedures

To ensure timely identification and remediation of concerns affecting a student's progress, the school psychology faculty maintains the following selective review process.

1. Routine Semester Advising

Prior to registration each semester, every student shall meet with their faculty advisor to review academic performance, professional development, and plans for the upcoming term. The advisor must approve all coursework and endorse any supplemental training experiences.

2. Initiating a Selective Review

A selective review may be convened at any time during the academic year when warranted.

- A request may be submitted in writing by the student, the student's advisor, any program faculty member, or the Program Director.
- Written requests are submitted to the Program Director, who, in consultation with the advisor, schedules the review meeting.

3. Criteria for Convening a Selective Review

The faculty will conduct a selective review when a student:

- Fails to demonstrate expected competency or professional skill development;
- Earns a grade of D, F, or U in any course;
- Exhibits inappropriate professional behavior, dispositions, or judgment;
- Commits ethical or legal violations—particularly within clinical or field-based settings; or
- Otherwise fails to make satisfactory progress toward degree requirements.

4. Selective Review Meeting

- The student meets with the faculty to present their perspective and respond to faculty questions.
- Faculty outline the specific concerns and discuss expectations moving forward.

5. Possible Outcomes

Upon deliberation, the faculty may determine that:

- a. No further action is required because the student has already resolved the concern.
- b. The student requires a remediation plan, including specific competencies, behaviors, or milestones to be achieved.
- c. The duration and evaluation of remediation activities will be individualized to the student's needs and available resources.
- d. Failure to meet remediation requirements will result in a recommendation for dismissal from the program.
- e. Immediate dismissal may occur when the concern involves a grave breach of ethical, legal, or professional standards (e.g., serious violation of NASP's *Principles for Professional Ethics* or Mississippi State University's Honor Code).

6. Ethical Obligations

Students must adhere to NASP's *Principles for Professional Ethics*, APA ethical standards, and all applicable laws and regulations. Certain violations may necessitate immediate dismissal without an opportunity for remediation.

7. Documentation and Communication

- The faculty's decision and any remediation plan will be communicated to the candidate in writing, signed by the Program Director and the advisor.
- Remediation plans are competency-based rather than time-based, but may include interim checkpoints.

8. Closure of a Selective Review

- When the student believes all remediation expectations have been met, they must submit a written request to the faculty detailing how each requirement was satisfied.
- The faculty will review the documentation, may meet with the student for clarification, and will issue a written determination indicating whether the concern has been fully resolved.

- Successful resolution will be noted in the student's file; unresolved concerns may lead to additional action as outlined above.

Again, the processes and procedures by which students will be dismissed from the program are outlined above in this handbook. Please read these carefully.

Student Records

The School Psychology Programs adheres the MSU guidelines regarding confidentiality, access, and disposal of student records. Additionally, MSU utilizes The Guide for Retention and Disposal of Records as published by the American Association of Collegiate Registrars and Admissions Officers as the policy for disposal of student records. All departmental student records are maintained in a locked cabinet in a secure office in which access is closely monitored by departmental administration.

Performance evaluations and training records regarding annual progress, comprehensive evaluations, dissertations, practica and internships are maintained in this secure location for 5 years past graduation or separation from the department. Should a student wish to review their records a formal request can be made via email to the Graduate Academic Advisor 5th Floor Allen Hall, in Office 508B."

It is the student's responsibility to review their program of study regularly and ensure that all requirements for graduation are being met. Students can monitor their academic progress toward completion of their program of study at any time by accessing Degree Works through Banner.

More information can be found:

<http://www.catalog.msstate.edu/undergraduate/academicpolicies/academicrecords/>

Financial Aid Information

Many financial aid opportunities are available for graduate students in the Counselor Education program at Mississippi State University. Students should apply for all assistance programs that interest them. More than one award often is possible. Although most awards are made in the Spring for the next Fall, vacancies occur throughout the year. State residency status may impact tuition cost.

1. Applications for low-interest loans and work-study jobs may be obtained from:
Student Financial Aid and Scholarships
106 Magruder Hall
P.O. Box 9501
Mississippi State, MS 39762
(662) 325-2450 and (662) 325-7441
2. Assistantships for students enrolled in 9 or more credits typically require 20-hours of work per week and pay a stipend each month. In-state and out-of-state tuition is waived for students on assistantships. Interested students should obtain applications from the following offices:
Department of Counseling, Educational Psychology, and Foundations
P.O. Box 9727
Mississippi State, MS 39762
(662) 325-3426

Other divisions and potential departments include:

Division of Student Affairs
115 Lee Hall

P.O. Box 9504
Mississippi State, MS 39762

Office of Graduate Studies
116 Allen Hall
P.O. Box 9703
Mississippi State, MS 39762
(662) 325-3611

Career Center
316 Colvard Student Union
P.O. Box 9533
Mississippi State, MS 39762
(662) 325-3344

Rehabilitation Research Training Center on Blindness and Low Vision
150 IED
P.O. Box 6189
Mississippi State, MS 39762
(662) 325-2001

Social Science Research Center
1 Research Park, Suite 103
P.O. Box 5287
Mississippi State, MS 39762
(662) 325-7127

3. The Department of Housing and Residence Life offers assistantships for Live-In Residence Hall Directors. In addition to a stipend, Directors receive a free furnished apartment, all utilities, and local telephone service as part of their compensation package. Both single and married students, including those with children, are eligible to apply. Applications are available from:
Department of Housing and Residence Life
Herbert Hall
P.O. Box 9502
Mississippi State, MS 39762
(662) 325-3557
4. Many positions are available throughout the university that may allow students to work and attend school. Job announcements are available from:
Human Resources Management
105 McArthur Hall
P.O. Box 9603
Mississippi State, MS 39762

Department Graduate Assistantships

The Department of Counseling, Higher Education Leadership, Educational Psychology, and Foundations have three types of assistantships that graduate students may apply for: (a) graduate assistantship (GA) – an assistantship that involves providing assistance to a member of the department (e.g., faculty, staff, clinic, departmental offices); (b) teaching assistantship (TA) – an assistantship that involves either teaching an undergraduate class in cases where the student has the appropriate credentials

or assisting a faculty member who is teaching a class (e.g., entering grades, materials preparation); and (c) research assistantship (RA) – an assistantship in which the student assists with research activities (e.g., data collection, entry, analyses). The department head awards, through consultation with the departmental faculty, these assistantships based on departmental need and available funding. In order to receive a Graduate/Teaching/Research assistantship, students must complete the departmental application and must be on-campus students. An application can be obtained from the Graduate School website (http://www.grad.msstate.edu/forms/pdf/assistantship_app.PDF). This form is to be submitted to the departmental secretary who will keep them on file. Students must complete a university-wide Graduate Assistantship Workshop typically held at the beginning of the fall semester each semester. Students must have a master's degree to obtain a Teaching Assistantship.

Outside Contracts and Employment

As students matriculate through the program, they will develop skills and obtain credentials that may typically allow them to seek employment outside the program. However, it is important to remember that all students in the school psychology programs are school psychologists-in-training and, as such, typical applied work in the field for which the students do not have the requisite credential requires supervision for the provision of school psychological services to children, families, and school personnel. As such, students **MUST** first submit in writing to the school psychology faculty a formal request to engage in outside employment. The purpose of this policy is to assist the student in making the decisions about the priorities for the circumstances that bring them to search for off campus employment. This is **absolutely critical** in situations where provision of services related to school psychology will be required. The core school psychology faculty will then meet to review the request, evaluate the impact on the student's training, and provide an official decision regarding the request. Failure to complete these steps may result in adverse progress in the program.

Student Awards

The SPP program grants two awards: The Thomas McKnight Research Award and the Jan Ruthvin Service Award. These awards are given to outstanding school psychology students based on their research, academic performance, service to the department and the community, professional maturity, and/or contributions to the profession while a student. School psychology faculty will solicit curriculum vitae from students and use a democratic process in granting awards for those students who meet the award qualifications. The Thomas McKnight Research Award is only available to doctoral students, as it is related to the completion of a dissertation.

The University also gives other awards such as a College of Education Graduate Student Research award and there is the Phi Delta Kappa Outstanding Graduate Student award. School Psychology PhD students have an impressive history in the competition for these awards. Finally, various other organizations within the university as well as at state, regional, and national levels grant awards to students to recognize their outstanding performance. The school psychology faculty will work with students to make each an extremely strong school psychologist. Often students find that in the process, they have become very competitive for these awards.

There are a number of awards provided without the regional and national organizations to which students can apply. Doctoral and on-campus and online EdS students would be eligible for awards from NASP; however, only doctoral students are eligible for awards from APA or Division 16. Examples include:

APA Division 16	Dissertation Award
NASP	Student Minority Scholarship
	BSPIG Dissertation Award
MSERA	Research Award

