

Dual Degree Master's Program Handbook



**Department of Educational, School & Counseling Psychology
University of Missouri-Columbia**

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Introduction of the Dual Degree Master's Program

The Center for Multicultural Research, Training and Consultation (CMRTC) and the Department of Educational, School and Counseling Psychology (ESCP), University of Missouri-Columbia and the Department of Educational Psychology and Counseling (EPC), National Taiwan Normal University (NTNU) have a distinguished history of mutually beneficial professional collaboration. Both universities agreed to endorse cross-cultural collaboration and strongly encourage qualified EPC and ESCP students to receive training from both universities.

In 2007, the CMRTC and the Department of ESCP at MU, and the Department of EPC at NTNU signed a memorandum of agreement to establish the Master's Dual Degree Program (DDMP). The program was developed to train future educational and counseling psychologists to live and work in an increasingly global society. To this end, the DDMP was designed to promote opportunities for international education as well cross-cultural competencies. The MU Dual Degree Master's Program is the first Dual Degree Program of its kind at the graduate school level in the counseling psychology field across the world. The signing ceremony between MU and NTNU took place in fall 2007. During the signing ceremony, Dr. Brady Deaton, MU Chancellor, indicated that "Through this program, educational and counseling psychologists will learn about the critical role of culture in their discipline by completing graduate coursework and on-site experiences at both Universities."

Students accepted and enrolled in a master's degree program from either Department are eligible to apply for the Dual Degree Program. There are two forms of Dual Degree Program:

- 1+1 Program
 - Complete at least one year of the master's degree at the home institution and 24 credits in MU
 - Complete the final project (for more information, see page #)
 - Receive dual master's degrees from both universities
 - Since 2007, 19 qualified NTNU and 3 MU graduate students have enrolled in this program
- 3+2 Program

- Complete at least three years of undergraduate study at the home institution and 48 credits (Master's) in MU
- Complete the final project
- Receive master's degree from MU
- Since 2007, 9 qualified NTNU students have enrolled in this program

Currently, the Dual Degree Program is coordinated by two MU faculty, Dr. Sonia Dhaliwal (Assistant Teaching Professor and Coordinator) and Dr. Lisa Flores (Professor and Coordinator), as well as one NTNU faculty, Dr. Li-fei Wang (Professor). Please contact them for more information about the program.

Description of the Dual Degree Master's Program

Program Objectives

The mission of the Dual Degree Master's Program is to promote international education as well as international relationships between scholars, students, and departments. The Program seeks to provide a multi-dimensional educational and counseling training experience for graduate students to enhance their knowledge and skills in counseling as well as develop greater competencies to work with clients from diverse backgrounds. The Program also aims to expand student and faculty knowledge of cultural assumptions so they can more appropriately navigate across cultural boundaries.

The program creates opportunities to study psychology from a Western cultural perspective, as well as cultural immersion in the U.S. and Midwest cultures. The program also fosters an environment, which encourages interactions between Dual Degree students and MU graduate students in the ESCP Department. Dual Degree students can choose from an array of courses in areas such as career development and counseling, counseling theories, group counseling, assessment, research methods, multicultural counseling, advanced statistical analysis (e.g., HLM, SEM), advanced human learning, educational psychology, and human development, all taught by experienced psychology faculty. The courses provide many opportunities to acquire cutting-edge scientific knowledge as well as research and practice skills. They will also have opportunities to participate in and contribute to research team meetings, outreach projects, and professional development activities at MU. Both dual degree students and MU students learn from each other through their encounters and interactions, and sharing information about their individual strengths, career development, and cultural values and practices.

In essence, the Dual Degree Program seeks to train the next generation of counselors, counseling psychologists and educational psychologists from different countries to become more multiculturally and cross-culturally competent in educational systems through cross-national exchange and learning experiences at MU.

Advisor

Each Dual Degree student is assigned an ESCP faculty advisor, and will not only gain valuable experiences connecting with their faculty advisor, but have opportunities for many mutual cultural exchanges. The following include a partial list of the ways faculty advisors facilitate positive learning experiences for the Dual Degree students.

- Prior to the beginning of the semester, the faculty advisor:
 - Serves as a primary contact person for the student to help with the initial transition to campus and to alleviate anxiety
 - Consults with students to plan for courses enrollment
 - Directs students to appropriate resources for information
- Throughout the semester, the faculty advisor:
 - Holds regular meetings with students
 - Connects students to other faculty and departmental events
 - Problem solves with students about any administrative concerns
- When working with students as Research Fellows, the faculty advisor:
 - Exposes students to professional research in the U.S. and relevant resources at the university (e.g., Ellis library)
 - Encourages students to explore and learn about their research interests under faculty guidance
 - Offers comprehensive involvement with at least one research project to promote the development of research skills to all phases of research
 - Engages in regular dialogues about both their excitement and also the challenges of the research process

Former and Current Program Faculty Advisors and Students

1+1 Students and Their Advisors

Academic Year	Students Enrolled	Faculty Advisor
2007-2008	Chang, Yung-Tim	Dr. David Bergin
	Liao, Hsiao Wen	Dr. David Bergin
2008-2009	Chen, Jian-Liang	Dr. Keith Herman
	Huang, Tsu-Lun	Dr. Lisa Flores
2009-2010	Hsu, Chinghui	Dr. Keith Herman
2010-2011	Chung, Yi-Fang	
	Lee, Chi-Fang	
	Kung, Ching-Ya Kung	
	Wang, Yu-Yun	
2011-2012	Chan, I-Hsin	
	Hung, Fu-Wei	
	Liao, Chia-Chi Liao	
	Liao, Zi-Hui	
2013-2014	Yu, Yu-Hsuan	
2015-2016	Shen, Meng-Zhu	
	Wu, Marissa Yi-Hsuan	
2016-2017	Chen, Chin-Wei	Dr. Francisco Sanchez
	Shih, Li-Hsin	Dr. Christopher D. Slaten
	Pai, Chia-Jui	Dr. Sonia Dhaliwal

3+2 Students and Their Advisors

Academic Year	Students Enrolled	Faculty Advisor
2011-2013	Wang, Lei	
	Wu, Shan Yun	
	Hsiao, Chiao-Yin	
2013-2016	Lin, Ching-Lan Rosaline	

	Chen, Tzu-Yu	
2014-2017	Li, Yulian	
	We, Hsin-Yu	
2016-2018	Tang, Ning	Dr. Sonia Dhaliwal
	Ko, Shao-Jung	Dr. Patrick Rottinghaus

Graduate Assistant

An MU doctoral student in Counseling Psychology is appointed each year to assist Drs. Dhaliwal and Flores to promote students' personal and professional development enrolled in the Dual Degree Program. The graduate assistant meets with Dual Degree students to: (a) provide students with a culturally-sensitive orientation to the Department, MU campus, Columbia community, and general living in the U.S., (b) help students with paperwork, and registration, and (c) co-teach the *Psychology of Crossing Cultural Borders* course (see details below). The graduate assistant also serves as a mentor for Dual Degree students in a variety of areas (e.g., career development, identity development, counseling skills). In addition, the graduate assistant meets with the program coordinators regularly to receive supervision and support to ensure Dual Degree students have high quality educational and cultural experiences at MU and in the U.S.

A Cross-Cultural Course Designed Specifically for Dual Degree Students

A special course has been designed specifically for Dual Degree students. Through enrolling in the ESCP 9020 *Psychology of Crossing Cultural Borders* course, dual degree students will develop a greater understanding of the role of the cultural context and how it impacts human psychological functioning. They will learn, first hand, about diverse U.S. cultural values and practices as well as about other international students' life experiences. Students will receive support from peers and the instructor(s) and have opportunities to reflect on and process their cross-cultural/national journey. The course facilitates students' awareness and knowledge about their personal adjustment experiences and relevant research findings on cross-cultural adjustment. Students subsequently acquire more skills and abilities that could help them to become culturally sensitive and effective with clients from diverse cultural backgrounds in the U.S. and in their countries of origin.

The course is semester-long and consists of both didactic and experiential components. Students read psychology articles and book chapters related to topics such as cultural shock, adjustment, cultural diversity, and language self-efficacy. In addition, experiential learning in and outside of class, personal reflection, and application to clinical practice are emphasized. In addition, lectures and guest speakers are utilized to further expand students' knowledge.

Sample Course Activities:

Didactic: (a) lectures and readings on various topics (e.g., cultural shock and common emotions and behaviors, cross-cultural coping, interpersonal relationships, social support), (b) guest speakers (e.g., students and faculty with longer-term cross-cultural/national experiences, internationals or immigrants), and (c) relevant movies or videotapes.

Experiential: (a) campus tour, (b) downtown tour, (c) U.S. college students' social events, (d) garage sale, potluck, (e) festival events, (f) religious or spiritual activities, and (g) students and faculty socials.

Program Benefits

Dual Degree students have reported benefiting from the Program across many dimensions, including having a profound impact on their career and lives. Specifically, benefits include: (a) advanced psychological knowledge, (b) enhanced scientific thinking skills, (c) better understanding about the role of the cultural context in human behavior, including cross-cultural transitions, (d) specific, up-to-date knowledge of current training and practice in educational and counseling psychology, (e) deeper understanding about major educational and counseling theories, including multiculturalism, (f) advanced research and educational psychology skills, (g) advanced psychological interventions in counseling psychology, (h) a greater sense of independence and self-efficacy, (i) establishment of meaningful personal and collaborative relationships, and (j) information and knowledge about different U.S. cultures.

Following are a few quotes from Dual Degree students about how they experienced the Dual Degree Master's Program and the influence it had on them.

Hsiao-Wen Liao (2007-2008) indicated: "The Dual Degree Program is totally worth it! Your life will never be the same after you immerse yourself and pursue higher education in a foreign culture."

Jian-Liang Chen (2008-2009) stated: "I have acquired lots of knowledge and skills in classes and team training sessions. Moreover, I have got to know myself better by immersing myself in every single experience and the Midwest daily life."

Tsu-Lun Huang (2008-2009) stated: "Through this program, I experienced different cultures outside Taiwan, which broadened my viewpoints and gave me new insights about myself. Studying at the University of Missouri for a year is a fresh experience and I enjoyed it a lot. Frankly speaking, it is not always fun, but it does help me flourish a big heart to embrace everything and having an open mind to think/work independently."

Chinghui Tsu (2009-2010) wrote in her reflection paper: "Studying abroad is a good way to experience a different culture and learn English, also you make lots of friends from different countries. What's more, it enhances my cultural-awareness and empathy towards future clients. It makes my knowledge from head to heart."

Shao-Jung Stella Ko (2016-2018) wrote: "The 3+2 program provides me the opportunity to develop multicultural competency and resourceful networking as a sojourner. I not only

examined both my privilege and minority of being a Taiwanese international student in the US but also explored my research and clinical interests in diverse courses and extracurricular activities. This acculturative experience assists me with my future career as a professional practitioner in Counseling Psychology."

Final Project

The Counseling Psychology 1+1 and Dual Degree end of year project is an in-depth, graduate level paper. It is a thorough study of a specific counseling topic that results in a written synthesis of the literature, assessing both the problem and at least one way to best address the issue from a counselor's perspective. The purpose of the project is to master the literature on a particular topic and to integrate this information into a clinical or program application that addresses the identified issue. Projects may also address community-, school- or college-based problems or needs relevant to the role of the counselor. The proposal of a new or integrated psychological theory is also acceptable.

Once the research and other literature on the topic is studied, it is synthesized into a paper, no more than 30 pages consistent with citation and organization style recommended by the American Psychological Association (APA), *APA Publication Manual, 6th ed., 2010*. This is your responsibility.

The paper should include a theoretical rationale supporting the focus of the study, a review of the literature, and an application of this material to the community, school, or clinical issue. The application may be a well-designed model; a treatment plan; college, school, or family based program; or other counseling/clinical approaches supported by counseling or psychological theory and research. The paper culminates with the student doing a 30-minute oral presentation to his/her committee of 2 (student's advisor and another internal faculty member from ESCP) about the project, addressing any limitations, implications for the field, and suggestions for additional counseling applications and research. Student should prepare to leave 15 minutes for questions and comments from committee members.

This culminating activity is intended to be immediately useful to counselors. The graduate students may have the opportunity in their internship (when they return to Taiwan), or workplace to implement their proposed plan and assess its effectiveness informally. Also, the student may choose to use this project in the future as a foundation for writing a grant or program proposal for their place of work.

Your Committee

To assist in developing your synthesis project, you need your advisor and 1 other faculty member from the department of Educational, School and Counseling Psychology to serve on

your committee. The ideal committee is both interested in your topic and competent to supervise the development of that topic into an acceptable study/project proposal.

1. An advisor must be willing to read succeeding drafts of the proposal during the development stage, make comments, and return the drafts to you promptly so that you can continue to move forward.
2. When considering a committee member, try to find out about upcoming leaves or any other circumstances that might affect members' availability.
3. Students must schedule the oral defense before the last 2 weeks of the Spring semester.

Department of Educational, School & Counseling Psychology

Overview of ESCP Department

The ESCP offers Master's, Educational Specialist, and PhD degrees in Educational Psychology, School Psychology, Counseling Psychology, and Health Education and Promotion. The PhD programs in counseling psychology and school psychology are both accredited by the American Psychological Association; the school counseling program is fully accredited by the State of Missouri. The graduate programs in the department have excellent national and international reputations. In fact, the 2017 U.S. News & World Report ranked the MU Counseling Psychology Program third in the nation.

The Department of Educational, School, and Counseling Psychology is home to more than 250 full time graduate students, and a number of students are enrolled in the on-line graduate program in Mental Health Practices in the Schools. The counseling graduate program is particularly attractive to international and minority students as over 50% of the students are either international or an American minority. ESCP is an energetic place that provides a diverse, supportive, caring, and intellectually stimulating learning environment for students. Students have indicated that faculty are more than academic advisors and teachers — they are mentors providing students with role models featuring the scientist-practitioner model.

ESCP graduates have found many professional opportunities available to them, including successful careers in counseling centers, universities, colleges, private practice, public schools, private schools, state departments of education, testing companies, industry counseling firms, mental health facilities, hospitals, public health departments, and business and industry firms.

Department Faculty

Faculty	Ph.D. Institution	Research Areas
David A. Bergin, Ph.D., Associate Professor	Stanford University	<ul style="list-style-type: none"> • Motivation in general • Motivation for math and science learning • Out of school learning
Kathleen Boggs, Ph.D., Teaching Professor	University of Utah	<ul style="list-style-type: none"> • Career transitions of adults • Career assessments and interventions • Professional issues in training
Wes Bonifay, Ph.D., Assistant Professor	University of California-Los Angeles	<ul style="list-style-type: none"> • Psychometrics • Item Response Theory • Measurement • Latent Variable Modeling • Model Evaluation
Matthew Burns, Ph.D., Associate Dean for Research	Andrews University	<ul style="list-style-type: none"> • Interventions for children and youth with learning disabilities and other needs • Promoting school success through school-wide multi-tiered systems of support
Sonia Dhaliwal, PsyD., Assistant Teaching Professor	Pacific University	<ul style="list-style-type: none"> • Trauma within non-majority populations • Cross-cultural psychology (international students and acculturation process) • Difficult dialogues
Nianbo Dong, Ph.D., Assistant Professor	University of Pennsylvania	<ul style="list-style-type: none"> • Statistical power analysis • Causal inference • Policy and program evaluation
Matt Easter, Ph.D., Assistant Teaching	University of Missouri	<ul style="list-style-type: none"> • Motivation • Conceptual Change

Professor		<ul style="list-style-type: none"> • Online Learning
Katie Eklund, Ph.D., Assistant Professor	University of California-Santa Barbara	<ul style="list-style-type: none"> • School mental health • Prevention and treatment of childhood behavioral and social-emotional concerns • School climate • School violence, school safety, and crisis response
Lisa Flores, Ph.D., Professor	University of Missouri	<ul style="list-style-type: none"> • Career development of women and people of color • Education and career development of Mexican Americans • Mexican American adolescents and adults
Craig L. Frisby, Ph.D., Associate Professor	University of California-Berkeley	<ul style="list-style-type: none"> • Test session behavior • Multidimensional scaling applications • Measurement of critical thinking
Keith Herman, Ph.D., Professor	University of Florida	<ul style="list-style-type: none"> • Developmental psychopathology and school mental health • Prevention and treatment of child depression • Parenting and family interventions
Francis Huang, Ph.D., Assistant Professor	University of Virginia	<ul style="list-style-type: none"> • Development and validation of empirically supported measures and scales • Applied quantitative methods for policy analysis and large scale data analysis • Birthday effects (season of birth research/academic redshirting)
Stephen Kilgus, Ph.D., Assistant Professor	University of Connecticut	<ul style="list-style-type: none"> • School mental health • Treatment of behavioral and

		<ul style="list-style-type: none"> emotional concerns • Social-emotional and behavioral assessment
Andrew J. Knoop, Ph.D., Associate Clinical Professor	University of Missouri	<ul style="list-style-type: none"> • Math learning disabilities in college students • Working memory and reaction time in cognition and achievement • Use of assistive technology with students with disabilities
Matthew Martens, Ph.D., Associate Dean for Administration and Faculty Affairs	University of Missouri	<ul style="list-style-type: none"> • Addictive behaviors • Health psychology • Sport psychology
Cheryl (Rau) Offutt, Ph.D., Associate Teaching Professor	Michigan State University	<ul style="list-style-type: none"> • School psychologists as motivation consultants • Prevention of student motivation problems through ecological intervention • Professional issues in school psychology
Brandon Orr, Ph.D., Assistant Teaching Professor	University of Missouri	<ul style="list-style-type: none"> • Sport psychology • Positive coaching
Wendy M. Reinke, Ph.D., Professor	University of Oregon	<ul style="list-style-type: none"> • Prevention and treatment of childhood emotional and behavioral disorders • Positive behavioral intervention & supports; school-based consultation; family-based interventions • Mental health and schools; developmental psychopathology
T. Chris Riley-Tillman,	Syracuse University	<ul style="list-style-type: none"> • Promoting Evidence Based Practice

Ph.D., Department Chair		<p>in Schools (ebi.missouri.edu)</p> <ul style="list-style-type: none"> • Development and validation of assessment and intervention methodologies which are both empirically supported and feasible • Applied Single Case Design • Consultation and School-wide Problem Solving Models
Patrick Rottinghaus, Ph.D., Associate Professor	Iowa State University	<ul style="list-style-type: none"> • Career assessment • Measurement of individual differences related to career choice and development • Career adaptability • College and career readiness • Academic major satisfaction
Francisco J. Sánchez, Ph.D., Assistant Professor	University of Iowa	<ul style="list-style-type: none"> • LGBTQ issues • Men and masculinity • Biopsychology of gender
Kelly Schieltz, Ph.D., Assistant Teaching Professor	University of Iowa	<ul style="list-style-type: none"> • Assessment and treatment of severe challenging behaviors displayed by individuals with and without developmental disabilities • Assessment of the interaction between academic skill issues and challenging behavior issues displayed by school-aged children • Providing applied behavior analytic services via telehealth
Roberta J. Scholes, Ph.D., Teaching Professor	University of Missouri	<ul style="list-style-type: none"> • Teacher preparation • Alternative assessment • Teacher accountability
Christopher Slaten,	University of	<ul style="list-style-type: none"> • Academic Belonging (Higher

Ph.D., Assistant Professor	Wisconsin-Milwaukee	Education and K-12 Education) <ul style="list-style-type: none"> • Educational Equity and Inclusion for Marginalized Youth • Mental Health Services Advocacy in K-12 Schools • School Counseling Training
Ze Wang, Ph.D., Associate Professor	University of Missouri	<ul style="list-style-type: none"> • Hierarchy models • Structural equation modeling • Student academic achievement
Stephen D. Whitney, Ph.D., Director of Graduate Studies	University of Washington-Seattle	<ul style="list-style-type: none"> • Supports for at-risk students • Resiliency • International connections in education
Wolfgang Wiedermann, Ph.D., Assistant Professor	University of Klagenfurt (Austria)	<ul style="list-style-type: none"> • Development of statistical methods for Direction Dependence Analysis and Causal Inference • Development and evaluation of methods for person-oriented research • Methods for intensive longitudinal data • Risk perception of substance use and health perception

Estimated Costs of Dual Degree Program

Instructional Costs per Semester*

1. In-State Education Fee (\$352.60 per credit hour x 12 hours)	\$4,231.20
2. Recreation Facility Fee	\$73.17
3. Student Activity Fee	\$99.96
4. Prepaid Health Fee	\$83.40
5. Information Technology Fee (\$13.20 per credit hour x 12 hours)	\$158.40
6. Int'l Student Insurance Fee**	\$255.00
7. MU Application Fee (one-time fee)	\$90.00
Total	\$4,991.13

*See MU website at: <http://cashiers.missouri.edu/costs/index.html>

**Must be paid by F1 students

Estimated Average Living Costs per Year

1. Food and Lodging	\$6,000-8,500
2. Miscellaneous	\$1,200
3. Airfare	\$1,200-1,500
Estimated Total	\$8,400-11,200

Application Process for MU Graduate School & ESCP Department

The application process is completed in two steps:

- (1) Complete MU Graduate School Application online
- (2) Submit hard copies of requested information to the ESCP Department mailing address.

Step One:

1. Go to the Online Graduate School Application and complete online:

<https://app.applyyourself.com/?id=umc-grad>

2. Submit hard copies of the following information to the Graduate School (address below):

- a. Original copies of all college transcripts (UG and Grad)
- b. Original copies of TOEFL (international) results.

- Cutoff: Total: 80, Reading: 17, Listening: 17, Speaking: 17, Writing: 17

*Graduate School, University of Missouri
210 Jesse Hall
Columbia, Missouri 65211, USA*

Step Two:

Submit hard copies of the following information to the Department of Educational, School and Counseling Psychology electronically. (Please visit department website for the most updated information.)

http://education.missouri.edu/ESCP/prospective_students/application_materials.php

1. Complete Departmental Application

http://education.missouri.edu/ESCP/prospective_students/documents/GradApplicationForm-FS09.pdf

2. Three letters of recommendation using the standardized form (*.pdf)
3. All hard copies of these materials must be mail to:

*ESCP Department
16 Hill Hall
University of Missouri
Columbia, MO 65211, USA*

All application materials must be received no later than the first week of November.

In addition, final candidates will be asked to have an Internet (e.g., Skype) interview with the coordinator of the Dual Degree program, Dr. Sonia Dhaliwal.

Note: The GRE is no longer required for Dual Degree Applications.