

Dual Degree *MASTER'S* HANDBOOK *NTNU*

*Dept. of Educational, School, &
Counseling Psychology
University of Missouri | Columbia
Updated Fall 2021*



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Introduction of the Dual Degree Master's Program

The Department of Educational, School and Counseling Psychology (ESCP) of University of Missouri-Columbia and the Department of Educational Psychology and Counseling (EPC) of 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 Department of ESCP at MU (on behalf of its Center for Multicultural Research, Training and Consultation) 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 13)
 - Receive dual master's degrees from both universities
 - Since 2007, 20 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, 19 qualified NTNU students have enrolled in this program

For more information about the Dual Degree program, please contact Dr. Shannon McClain, Program Coordinator – Counseling Psychology M.Ed. program; mcclainse@missouri.edu) or Dr. Gabrielle Malfatti (Director of Global Engagement; malfattig@missouri.edu), as well as one NTNU faculty, Dr. Chao-Mei Chiang (Assistant Professor; cmchiang@ntnu.edu.tw),

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

A Cross-Cultural Course Designed Specifically for Dual Degree Students

EPC students enrolled in ESCP will enroll in a one to three credit applied cultural psychology course (ESCP 9020 *Psychology of Crossing Cultural Borders*) during the fall and spring semesters of their (first) year of study at MU to enhance their understanding of the role culture in psychology as well as the cultural transitions they are experiencing in the U.S. culture as an international students.

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."

Practicum Clinical Training

As of the 2019-2020 academic year, dual degree students in Counseling Psychology are *eligible* to apply for practicum training, but are not guaranteed a practicum placement. If dual degree students meet the *eligibility requirements*, they may apply for practicum in the Spring semester of their first year.

Students are strongly advised to meet with your advisor who will help you identify practicum sites appropriate for your interests and long-term professional goals. Eligible students must obtain your advisor's signature on the application. A variety of school, community mental health, counseling sites are available.

Students need to submit a separate application to each site, and the sites will contact students for an interview. Once contacted for an interview, the student should take a current curriculum vita to the interview site. It is important that you notify the Clinical Training Director (Dr. Brittany Beasley) as soon as you have accepted an invitation from a practicum site and provide the start and end dates for the site where you will be working. Students are not guaranteed practicum placement, as this is dependent on receiving an invitation from an approved practicum site.

Eligibility for practicum training is based on the following criteria:

1. 3+2 student status (1+1 students are ineligible)
2. A TOEFL score of 100 or higher by program's practicum application deadline
3. Earning a B- or higher in the following courses (or current enrollment in course at time of application):
 - a. ESCP7120 - Theories and Techniques of Counseling
 - b. ESCP 8040 - Counseling Methods and Practices
 - c. ESCP 8070 - Ethical & Legal Issues in Psych Practice
 - d. ESCP 8135 - Foundations of Career Psychology

Alternatives to practicum training:

Students who are ineligible to apply for practicum or choose not to complete practicum will complete an additional six hours of elective coursework, in place of 6 hours of practicum credit, in line with their career goals (see more information about elective coursework in primary Counseling Psychology M.Ed. Handbook).

While these students will not complete a formal practicum, students may work closely with their advisor and our Clinical Director (Dr. Beasley) to determine experiences that may be gained during the second year to help you build your counseling skills or gain related professional experience.

Final Exam (Final Project)

University regulations require that all master's students successfully complete a final exam prior to earning the degree. Students complete their final exam in the Spring semester of their second year and must receive a passing score to be eligible for graduation.

The final exam for Counseling Psychology 1+1 and 3+2 Dual Degree students is an end of year project in the form of 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, 7th ed., 2019*. 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.

PROGRAM POLICIES

Advising

All students are assigned an academic advisor upon acceptance to the program. Your advisor can assist you with questions concerning your program of study, course selection, transfer credit, registration, course and term withdrawal, holds on accounts and other issues as they arise. You should meet with your advisor at minimum once a semester.

Registration

Students must be enrolled in a minimum of 9 credit hours in the Fall and Spring if they have a university assistantship. Students should consult with their faculty advisor to determine which courses to register for each semester. If a course for which you are trying to enroll requires a permission number, please contact the instructor (and cc Brooke Hartman) for permission.

We strongly advise that students enroll in courses during early registration. The Registrar's Office will assign you a day and time that you can begin enrolling (this can be found in your Student Center in MyZou). If you do not register early, you risk losing a spot in the class if the course fills or losing the opportunity to take the class if the course is dropped due to low enrollment (which is determined before the semester begins).

Satisfactory Academic Progress

The Master's program in Counseling Psychology is designed so that it can be completed within two years of full-time study. Students are strongly encouraged to keep on schedule. Time extensions may be granted in unusual cases upon written request the Program Coordinator. The extension must be endorsed by the Counseling Psychology program faculty and the Department's Director of Graduate Studies and include a timeline for completion of the degree. If approved at this level, a request for extension is submitted to the Vice Provost for Advanced Studies and Associate Vice Chancellor for Graduate Studies

Work/Non-Program Work Commitments

The Counseling Psychology M.Ed. program is a full-time program. Because of that, classes and other important activities are scheduled during the weekdays as well as evenings. While we understand that master's level study is expensive, it is difficult to fully benefit from master's level study, to fully immerse yourself into both the clinical and research training expected at the master's level, and to fulfill your assistantship responsibilities while also attempting to manage outside work or other substantial commitments. Any outside employment must be discussed and approved by your faculty advisor.

Master's Degree Plan of Study (M-1 form)

Plan of Study refers to the courses necessary for program completion and which semesters they are expected to be completed. Students must complete and submit their M-1 form to their advisor by the end of their first semester. The M-1 form is a document which states each graduate student's course of study within MU. It is a requirement of the MU School of Graduate Studies. A link to a downloadable M1 form is listed below:

<https://gradschool.missouri.edu/form/m1-program-of-study-for-the-masters-degree/>

Annual Student Evaluation

Each year after completion of fall-spring semesters, student progress will be evaluated by faculty instructors. Evaluation is based on academic performance, professionalism, and adherence to program requirements. In order to advance, students must remain in good standing in accordance with their annual student evaluation

Grades

Counseling Psychology students are expected to maintain acceptable grades in all their courses. In courses where grades are given (i.e., A through F), Counseling Psychology M.Ed. students are expected to make grades of B- or better. Receiving a C in a course does not reflect adequate performance in the course. In those cases where students receive a C in their course, the student will need to retake the course.

Students receiving a C (- or +) or lower must meet with her/his faculty advisor to discuss time management, study skills, and schedule changes to assist with his/her academic progress. Based on discussion among the advisor, course instructor, and program coordinator, the student may be put on academic probation and asked to complete a remediation plan.

Students receiving more than one C (- or +) or lower grade in any semester, or receiving a second C (- or +) during their course work, will be put on academic probation by the counseling psychology program. Students on academic probation will be put on a remediation plan approved by a remedial committee comprised of counseling psychology faculty. The period of the remediation plan may vary depending on the circumstances of the student and depending on what the faculty believes is in the best interest of the student.

In those cases wherein the student repeatedly fails to make successful academic progress, the student will meet with the faculty to discuss termination from the program. Failure to make satisfactory academic progress may be defined as: (a) being put on academic probation more than once during his/her program, (b) receiving a non-satisfactory in any courses where grades are given by Satisfactory (S) or Non-Satisfactory (NS), or (c) having an overall GPA under 3.0 in courses on the student's doctoral planner.

Student Probation & Termination

It is the intent of the faculty to provide a student with the opportunity to resolve and/or remediate issues/problems identified in the annual review process. However, if these problems are not resolved in a timely manner as defined in the annual review process, then the program will have no choice but to place the student on probation and/or terminate the

student's enrollment in the program. For the Counseling Psychology program to put a student on probation or to dismiss the student, it must be approved by the full ESCP faculty.

Students may be placed on probation or terminated for a number of different reasons. The Office of Graduate Studies establishes general guidelines regarding grades and exams that must be met by all students. First, all students must maintain a 3.0 GPA; if a student's GPA falls below 3.0, the graduate school will automatically place a student on probation.

In addition to these standards for timely progress, the graduate school also permits probation or termination in cases where a student's work is determined to be of inadequate quality as determined by the program. The annual review process provides one means to address and remediate such concerns. If the concerns noted in the annual review letter are not addressed sufficiently, students will continue to progress through the annual review sequence above, ensuring maximum opportunity to remediate. If a student is unwilling or unable to successfully address the concerns within the timelines provided in this annual review process, probation and termination will be enacted.

If a student is placed on probation, a faculty committee (comprised of 3 program faculty) may be chosen and empowered to oversee the conditions of the probation and to make all related decisions (i.e., to serve as the decision making body for the Counseling Psychology program faculty). The student will be provided a letter detailing the actions needed to be taken off probation. (Note: For this probation and all other probations referred to in the Handbook, the faculty may recommend personal counseling as part of the conditions of probation, and may also, as appropriate, ask for a release of information so that communication with the therapist may occur.) If deemed appropriate to the specific situation, the student may be asked to first meet with the faculty or faculty committee to present a plan regarding what he or she would propose to do to address identified deficits and how the outcomes would be measured (i.e., how will the faculty judge that the plan has worked and that the deficits have been remedied?). In formulating the plan, students will be encouraged to consult with their advisor or any other faculty member. After the meeting in which the student presents his or her plan, the faculty or faculty committee will take the student's presentation into account, and then outline the exact conditions of probation, which will subsequently be provided to the student in writing.

Copies of these letters are kept in individual student's files that are electronically stored and kept on a secure department cloud that is only accessible by the Department Chair, staff (Brooke Hartman), and program faculty. The Program Director will audit all student files after each review cycle to ensure that evaluation letters have been appropriately filed. This will occur within 10 days of submission of the letters in order to provide sufficient time to our Director of Graduate Studies to review and sign all letters and for our departmental administrative assistant to address, mail, and file all letters sent by the department.

Although it is the intent of the faculty to provide students the opportunity to resolve and/or remediate issues/problems identified at any of the four evaluation/decision points outlined above (annual evaluation, ongoing evaluation, practicum readiness, internship readiness), there may be extreme circumstances (e.g., significant ethical or legal violations as defined by the APA ethics codes, or criminal actions, including but not limited to hate crimes) under which students will not be given such an opportunity for remediation, and will be dismissed from the program. This may occur at any of the evaluation/decision points outlined above or at any point during the student's enrollment in the program. In addition, the following outlines instances where students will be dismissed from the program:

- A failing grade (i.e., C, D or F) in ESCP 8040 (Counseling Methods and Practices) will result in a student no longer being allowed to continue in the program. On the other hand, if a grade of *Incomplete* is given in this course as a direct consequence of an instructor's concern about skill deficits, this will result in the student being placed on probation, with the conditions for probation being to pass the course in a subsequent semester. (Note: Other reasons for *Incomplete* grades can, but not necessarily always will, directly result in probation). In addition, as deemed appropriate by the instructor, the procedures used when a student is denied admission to practicum (see second and third paragraphs under ***Evaluation for Readiness to Enter Practicum or Field Placement*** above) may also be used to delineate additional conditions for probation.
- A grade of "U" in any practicum or field placement course will result in a student no longer being allowed to continue in the program. It is also important to note that if during any practicum or field placement course, the instructor or supervisor has serious concerns about client welfare, the student may be barred from seeing clients.

If this occurs, the instructor may choose to give the student an *Incomplete* grade for the course, which will result in the student being placed on probation, as will any *Incomplete* given as a direct consequence of an instructor's concern about skill deficits. The procedures used in this case will be the same as those used when a student is denied admission to practicum (see second and third paragraphs under *Evaluation for Readiness to Enter Practicum or Field Placement*). Alternatively, the instructor may assign a grade of "U" for the course; as noted above, a grade of "U" in any practicum or field placement course will result in the student not being allowed to continue in the program.

NOTE: According to Office of Graduate Studies policy, students must be placed on probation for a minimum of 30 days prior to being dismissed from any program. This policy is established to allow for sufficient time to remedy the concern.

Appeal Process

As mentioned earlier, any Counseling Psychology program faculty decision to put a student on probation or dismiss from the program must be approved by the full ESCP faculty.

If a student does not agree with any faculty decisions regarding dismissal outlined above, she or he may use the existing University of Missouri-Columbia Office of Graduate Studies policy on Dismissals and Appeals. This policy can be found in the online catalog available at the Office of Graduate Studies website:

<http://gradstudies.missouri.edu/academics/progress/requests-for-extensions-appeals.php>.

Please note that the steps of this appeal process are as follows:

(a) A departmental appeal, which consists of a letter sent within 30 days to the body who had the authority to make the original dismissal decision (or their voted designees), the Department Chair, and the Director of Graduate Studies explaining any mitigating circumstances for overturning the decision to dismiss.

(b) If the majority of individuals specified in #1 above votes to uphold the dismissal decision, an appeal to the Graduate Faculty Senate would be the next possible step. The Graduate Faculty Senate will only consider issues of due process.

If a student does not agree with a faculty grade decision, he or she may use the existing grade appeal process, described in Article VII (Credits and Grades) of the Faculty Handbook and can be found online at <http://facultycouncil.missouri.edu/handbook/article-7.html>.

Other links related to due process as it relates to conduct, discrimination, equity or academic integrity are found here

- Chapter 200 of the Collected Rules: Student Conduct:
http://www.umsystem.edu/ums/rules/collected_rules/programs/ch200/200.020_rules_of_procedures_in_student_conduct_matters
- Chapter 390 of the Collected Rules: Student Discrimination Grievance (also discussed below)

http://www.umsystem.edu/ums/rules/collected_rules/grievance/ch390

- MU Office for Civil Rights & Title IX – Discrimination Complaints:
<http://civilrights.missouri.edu/policies/>
- MU Office of Student Rights and Responsibilities – Academic Integrity:
<http://osrr.missouri.edu/guidelines/procedure.html>

Changing Advisors

On occasion, students may wish to change advisors for various reasons. The following procedures apply to situations that involve a requested change in advisor. The following steps must be followed:

- (1) Student talks to both current and prospective advisors about the desired change.
- (2) If both current and prospective advisors are in agreement with the proposed change, the student writes a letter to the Program Director (copy to the ESCP Director of Graduate Studies, and both current and prospective advisors) informing him/her of the desired change, explaining why the change is being requested, and informing the Program Director that both advisors are in agreement with the change. The following procedures will then occur: (a) the requested change will be discussed and a decision made at the next Counseling Psychology program faculty meeting; (b) The Program Director informs the student and the Director of

Graduate Studies of the faculty decision; and (c) If the request is denied, the student may appeal to the ESCP Department Chair.

(3) If the current advisor is not in agreement with the proposed change, the student may still write a letter to the Program Director (copy to the ESCP Director of Graduate Studies, and both current and prospective advisors) requesting a change of advisor. In this letter, the student informs the Program Director of the reasons for the desired change including reasons given by advisor for not supporting the change. After confirming that the established procedures have been followed, the Program Director places the student's request on the agenda of the next Counseling Psychology program faculty meeting. The program faculty review the request and a simple majority vote is necessary for approval of the change. If the request is denied, the student may appeal to the ESCP Department Chair.

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
Brittany Beasley, PhD., Assistant Teaching Professor	Southern Illinois University- Carbondale	<ul style="list-style-type: none"> • Applied clinical training and supervision • Mental health of African American college students • Multicultural counseling
Christi Bergin, Ph.D., Research Professor, Associate Dean for Research & Innovation	Stanford University	<ul style="list-style-type: none"> • Behavioral interventions • Implementation science • Family-school partnerships
David A. Bergin, Ph.D., 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., Associate Professor	University of California-Los Angeles	<ul style="list-style-type: none"> • Psychometrics • Item Response Theory • Measurement • Latent Variable Modeling • Model Evaluation
Matt Easter, Ph.D., Director of Graduate Studies Associate Teaching Professor	University of Missouri	<ul style="list-style-type: none"> • Motivation • Conceptual Change • Online Learning
Keith Herman, Ph.D., Curators'	University of Florida	<ul style="list-style-type: none"> • Developmental psychopathology and school mental health

Distinguished Professor		<ul style="list-style-type: none"> • Prevention and treatment of child depression • Parenting and family interventions
Shannon Holmes, Ph.D., Assistant Professor	University of Nebraska-Lincoln	<ul style="list-style-type: none"> • Behavioral interventions • Implementation science • Family-school partnerships
Francis Huang, Ph.D., Associate 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)
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 Provost for Academic Programs	University of Missouri	<ul style="list-style-type: none"> • Addictive behaviors • Health psychology • Sport psychology
Shannon McClain, Ph.D., Assistant Professor	University of Texas at Austin	<ul style="list-style-type: none"> • Academic self-concept & academic achievement of racial-ethnic minority students • Factors impacting the mental health of racial-ethnic minority students • Student-faculty relationships • Racial-ethnic identity • African American 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
Sarah Owens, Ph.D., Assistant Teaching Professor	University of Missouri	<ul style="list-style-type: none"> • Behavioral interventions • Implementation science • Family-school partnerships
Wendy M. Reinke, Ph.D., Professor, Associate Vice Chancellor for Research	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, Ph.D., Professor & Associate Provost for Faculty Affairs and Institutional Effectiveness	Syracuse University	<ul style="list-style-type: none"> • Promoting Evidence Based Practice in Schools (ebi.missouri.edu) • 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

		<ul style="list-style-type: none"> • College and career readiness • Academic major satisfaction
Francisco J. Sánchez, Ph.D., Associate Professor	University of Iowa	<ul style="list-style-type: none"> • LGBTQ issues • Men and masculinity • Biopsychology of gender
Roberta J. Scholes, Ph.D., Teaching Professor	University of Missouri	<ul style="list-style-type: none"> • Teacher preparation • Alternative assessment • Teacher accountability
Christopher Slaten, Ph.D., Associate Professor, Department Chair	University of Wisconsin- Milwaukee	<ul style="list-style-type: none"> • Academic Belonging (Higher Education and K-12 Education) • Educational Equity and Inclusion for Marginalized Youth • Mental Health Services Advocacy in K-12 Schools • School Counseling Training
Gregory Sullivan, Ph.D., Teaching Professor, Director of Positive Coaching and Athletic Leadership	Ohio State University	<ul style="list-style-type: none"> • Sport Psychology • Motivation • Servant Leadership • Positive Psychology • Leader and Follower Well-Being
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., Associate Professor	University of Washington-Seattle	<ul style="list-style-type: none"> • Supports for at-risk students • Resiliency • International connections in education
Wolfgang Wiedermann, Ph.D., Associate 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

For the most up to date information about estimated costs of the dual degree program (e.g., tuition, living expenses, health insurance, and fees), please see the following website from MU's International Student and Scholar Services:

<https://international.missouri.edu/iss/current-students/expenses-and-funding/>

Application Process for MU Graduate School & ESCP Department

The application process is completed in two steps:

- (1) Complete the MU Graduate School online application
- (2) Submit requested information to the ESCP Department via online application

Step One (for the Graduate School):

1. Complete the online Graduate School application using the following link:

<https://applygrad.missouri.edu/apply/>

- As part of the application submission process, all applicants are required to upload:
 - Unofficial Transcripts- unofficial copies of all post-secondary transcripts (undergraduate and graduate) to the online application. Official transcripts are only required if accepted by the academic program.
 - Official Results of TOEFL (international) results

Cutoff scores:

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

Step Two (for ESCP department):

Via the online application, submit the following materials (Please visit department website for the most updated information:

<https://gradschool.missouri.edu/degreecategory/educational-school-and-counseling-psychology/>)

- 3 letters of recommendation
- Personal statement
- Curriculum vitae

All application materials must be received no later than February 1.

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

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