APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Education **Department:** Counseling, Higher Ed, Ed Psych, & Foundations

Contact Person: Elaine Wei **Mail Stop:** 9727 **E-mail:** ewei@colled.msstate.edu
Nature of Change: Program Modification – Addition of Campus 5
Date Initiated: 01/18/2022 **Effective Date:** Spring 2024
Current Degree Program Name: Master's of Science

Major: Educational Psychology **Concentration:** General Educational Psychology

New Degree Program Name: No Change

Major: No Change **Concentration:** No Change

Summary of Proposed Changes:

Add Campus 5 to the concentration in General Educational Psychology for the MS degree program in Educational Psychology.

APPROVAL FORM FOR

DEGREE PROGRAMS

MISSISSIPPI STATE UNIVERSITY

NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: College of Education Department: Counseling, Educational Psychology, and Foundations

Contact Person: Elaine Wei Mail Stop: 9727 E-mail: ewei@colled.msstate.edu
Nature of Change: Program Modification - Addition of Distance Education (Campus 5) for M.S. Degree in Educational Psychology, General Educational Pscyhology Concentration Area.

Date Initiated: 1/18/2022 Effective Date: Spring 2024

Current Degree Program Name: Master's of Science

Major: Educational Psychology Concentration: (1) General Educational Psychology
(2) School Psychology
(3) Applied Behavioral Analysis

New Degree Program Name: Master's of Science

Major: Educational Psychology Concentration: (1) General Educational Psychology (Add Campus 5)
(2) School Psychology
(3) Applied Behavioral Analysis

Summary of Proposed Changes:
The department currently offers MS programs in Educational Psychololgy with concentrations in General Educational Psychology, School Psychology, and Applied Behavioral Analysis. The requested changes are to add Campus 5 approval for General Educational Psychology concentration. All General Educational Psychology Concentration Courses are approved for Campus 5.

Approved: Date:

Department Head

JohnEric W. Smith, PhD Digitally signed by JohnEric W. Smith, PhD Date: 2023.09.05 16:55:26 -05'00'

Chair, College or School Curriculum Committee

Kimberly R. Hall Digitally signed by Kimberly R. Hall Date: 2023.09.05 17:17:02 -05'00'

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: College of Education Department: Counseling, Educational Psychology, and Foundations

Contact Person: Elaine Wei Mail Stop: 9727 E-mail: ewei@colled.msstate.edu
Nature of Change: Program Modification - Addition of Distance Education (Campus 5) for M.S. Degree in Educational Psychology, General Educational Pscyhology Concentration Area.

Date Initiated: 2/1/2022 Effective Date: Fall 2023

Current Degree Program Name: Master's of Science

Major: Educational Psychology Concentration: (1) General Educational Psychology
(2) School Psychology
(3) Applied Behavioral Analysis

New Degree Program Name: Master's of Science

Major: Educational Psychology Concentration: (1) General Educational Psychology (Add Campus 5)
(2) School Psychology
(3) Applied Behavioral Analysis

Summary of Proposed Changes:
The department currently offers MS programs in Educational Psychololgy with concentrations in General Educational Psychology, School Psychology, and Applied Behavioral Analysis. The requested changes are to add Campus 5 approval for General Educational Psychology concentration. All General Educational Psychology Concentration Courses are approved for Campus 5.

Approved: Date:
Daniel Gadke, Ph.D. Digitally signed by Daniel Gadke, Ph.D. Date: 2023.03.01 16:03:33 -06'00'

Department Head Donna Pangelinan Arcus - Acad Bual 2/28/23

Chair, College or School Curriculum Committee

Dean of College or School

Chair, University Committee on Courses and Curricula

Chair, Graduate Council (if applicable)

Chair, Deans Council

GRADUATE DEGREE MODIFICATION OUTLINE FORM

Use the chart below to make modifications to an existing Graduate Degree. All deleted courses and information should be shown in *italics* and all new courses and information in **bold**. Please include the course prefix, number, and title in both columns. Expand rows as needed.

CURRENT Degree Description	PROPOSED Degree Description
Degree: Master's of Science Major: Educational Psychology Concentrations: General Educational Psychology, School Psychology, Applied Behavioral Analysis	Degree: Master's of Science Major: Educational Psychology Concentrations: General Educational Psychology, School Psychology, Applied Behavioral Analysis
The department prepares students for careers as behavioral science researchers and evaluators, school psychologists, and faculty positions in behavioral science of school psychology training programs. Teacher, service, and research assistantships are available. Educational Psychology Program Accreditations The school psychology program degrees (Ed.S., Ph.D.) are approved by the National Association of School Psychologists (NASP). The Ph.D. degree is accredited by the American Psychological Association (APA). There are two concentrations in Educational Psychology, general educational psychology and school psychology, with the following degree options: 1. The Master of Science (M.S.) degree with concentrations in general educational psychology, school psychometry (non-terminal), or applied behavior analysis. 2. The Educational Specialist (Ed.S.) degree with a major in Education and concentration in school psychology. The Ed.S. degree is the minimum requirement to work as a school psychologist. 3. Doctor of Philosophy (Ph.D.) degree with concentrations in general educational psychology and school psychology. General Educational Psychology Concentration The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The *four-year* doctoral program involves coursework in psychological foundations, learning, motivational processes as well as research, statistics, and measurement. The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of 35 hours. The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of 91 hours of coursework beyond the baccalaureate degree. Applications are due March 1 each year. For further information, please contact the Graduate Coordinator.	The department prepares students for careers as behavioral science researchers and evaluators, school psychologists, and faculty positions in behavioral science of school psychology training programs. Teacher, service, and research assistantships are available. Educational Psychology Program Accreditations The school psychology program degrees (Ed.S., Ph.D.) are approved by the National Association of School Psychologists (NASP). The Ph.D. degree is accredited by the American Psychological Association (APA). There are two concentrations in Educational Psychology, general educational psychology and school psychology, with the following degree options: 1. The Master of Science (M.S.) degree with concentrations in general educational psychology, school psychometry (non-terminal), or applied behavior analysis. 2. The Educational Specialist (Ed.S.) degree with a major in Education and concentration in school psychology. The Ed.S. degree is the minimum requirement to work as a school psychologist. 3. Doctor of Philosophy (Ph.D.) degree with concentrations in general educational psychology and school psychology. General Educational Psychology Concentration The concentration in General Educational Psychology is designed to prepare an individual for employment in research, teaching, and service settings. The **91-hour** doctoral program involves coursework in psychological foundations, learning, motivational processes as well as research, statistics, and measurement. The M.S. in Educational Psychology with a concentration in General Educational Psychology is a planned program consisting of 35 hours. The Ph.D. degree in Educational Psychology with a concentration in General Educational Psychology requires a minimum of 91 hours of coursework beyond the baccalaureate degree. Applications are due March 1 each year. For further information, please contact the Graduate Coordinator.

School Psychology/Psychometry Concentration

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

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

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

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

The M.S. in Educational Psychology with a concentration in Applied Behavior Analysis (ABA) is a terminal degree designed to begin in the fall semester and be completed in two years. The concentration in ABA leads to certification as a Board Certified Behavior Analyst (BCBA). The degree program is currently a 40-hour program. All students in the program must pass a master's comprehensive examination.

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

Ed.S. in Education with Concentration in School Psychology

The Ed.S. program in Education with a concentration in School Psychology is approved by the National Association of School Psychologists (NASP). Students accepted into the Ed.S. program in School Psychology should either hold a Master's degree in Psychometry or earn a Master's degree in Psychometry en route to the completion of the Ed.S. degree. For students entering the program with only an undergraduate degree, the Ed.S. concentration in School Psychology is designed to be completed in four years. A minimum of 82 semester hours beyond the baccalaureate degree is necessary to earn an educational specialist degree from the Department of Counseling, Educational Psychology and

School Psychology/Psychometry Concentration

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

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

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

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

The M.S. in Educational Psychology with a concentration in Applied Behavior Analysis (ABA) is a terminal degree designed to begin in the fall semester and be completed in two years. The concentration in ABA leads to certification as a Board Certified Behavior Analyst (BCBA). The degree program is currently a 40-hour program. All students in the program must pass a master's comprehensive examination.

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

Ed.S. in Education with Concentration in School Psychology

The Ed.S. program in Education with a concentration in School Psychology is approved by the National Association of School Psychologists (NASP). Students accepted into the Ed.S. program in School Psychology should either hold a Master's degree in Psychometry or earn a Master's degree in Psychometry en route to the completion of the Ed.S. degree. For students entering the program with only an undergraduate degree, the Ed.S. concentration in School Psychology is designed to be completed in four years. A minimum of 82 semester hours beyond the baccalaureate degree is necessary to earn an educational specialist degree from the Department of Counseling, Educational Psychology and

Foundations. The Ed.S. School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), Master's written comprehensive exam, and oral comprehensive exam. Students are also required to complete a 1200-hour internship in the P-12 school setting.	Foundations. The Ed.S. School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), Master's written comprehensive exam, and oral comprehensive exam. Students are also required to complete a 1200-hour internship in the P-12 school setting.
The deadline for applications to the Ed.S. program is January 15. For further information, contact the Graduate Coordinator.	The deadline for applications to the Ed.S. program is January 15. For further information, contact the Graduate Coordinator.
Ph.D. in Educational Psychology with Concentration in School Psychology	Ph.D. in Educational Psychology with Concentration in School Psychology
The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry (or related field) or will obtain a master's degree in School Psychometry or master's degree in a related field within the first 3 years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the Ph.D. program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition, doctoral students in the School Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal, or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), doctoral written comprehensive exam, and doctoral oral comprehensive exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).	The Ph.D. program in Educational Psychology with a concentration in School Psychology is accredited by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Students accepted into the Ph.D. program in School Psychology should either hold a master's degree in Psychometry (or related field) or will obtain a master's degree in School Psychometry or master's degree in a related field within the first 3 years in the program. For students entering the program with only an undergraduate degree, the Ph.D. concentration in School Psychology is designed to be completed in five years. A minimum of 120 semester hours beyond the baccalaureate degree is necessary to earn a doctorate from the Department of Counseling and Educational Psychology. For students entering the program with an advanced degree, the Ph.D. program with a concentration in School Psychology will require a minimum of three years of formal coursework. In addition, doctoral students in the School Psychology concentration are required to present a minimum of one refereed presentation at a regional or national conference, submit one manuscript to a refereed journal, or seek to publish one book chapter or formal test review. Doctoral School Psychology students must also pass three examinations including the PRAXIS II in School Psychology (i.e., students must obtain a passing score as outlined by the National Association of School Psychologists), doctoral written comprehensive exam, and doctoral oral comprehensive exam. Also, students are required to complete a 2000-hour internship (APA-accredited preferred).
The deadline for applications to the Ph.D. program is January 15. For further information, please contact the Graduate Coordinator.	The deadline for applications to the Ph.D. program is January 15. For further information, please contact the Graduate Coordinator.
Admission Criteria for Educational Psychology Major	Admission Criteria for Educational Psychology Major
The following are admission criteria for admission to the Educational Psychology degree program (additional requirements may be required).	The following are admission criteria for admission to the Educational Psychology degree program (additional requirements may be required).
1. An overall GPA on the bachelor's degree of at least 2.75	1. An overall GPA on the bachelor's degree of at least 2.75

2. Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores
3. External recommendations
4. An interview is generally required

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

Prerequisite Undergraduate Courses for School Psychology and Psychometry Concentrations

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

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

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

Provisional Admission

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

Satisfactory Academic Performance

A student in any of the educational or school psychology programs is required to earn a grade of B or better in

2. Recent Graduate Record Examination (GRE) verbal, quantitative, and analytical writing scores
3. External recommendations
4. An interview is generally required

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

Prerequisite Undergraduate Courses for School Psychology and Psychometry Concentrations

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

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

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

Provisional Admission

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

Satisfactory Academic Performance

A student in any of the educational or school psychology programs is required to earn a grade of B or better in core

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

CURRENT CURRICULUM OUTLINE	Required Hours	**CURRENT CURRICULUM OUTLINE**	Required Hours
Major Core		**Major Core**	
EPY 6214—Educational and Psychological Statistics	4	EPY 6214—Educational and Psychological Statistics	4
EPY 8253—Child & Adolescent Development & Psychopathology (or related elective)	3	EPY 8253—Child & Adolescent Development & Psychopathology (or related elective)	3
EPY 8263—Psychological Testing in Educational and Related Settings	3	EPY 8263—Psychological Testing in Educational and Related Settings	3
Concentration Requirements		**Concentration Requirements**	
EPY 8293—Cognitive and Affective Development	3	EPY 8293—Cognitive and Affective Development	3
EPY 8223—Psychological Foundations of Education	3	EPY 8223—Psychological Foundations of Education	3
EDF 8363—Function and Methods of Research in Education Or PSY 8513— Psychological Research	3	EDF 8363—Function and Methods of Research in Education Or PSY 8513— Psychological Research	3
EPY 6033—Application of Learning Theories	3	EPY 6033—Application of Learning Theories	3
EPY 8214—Intermediate Educational and Psychological Statistics	4	EPY 8214—Intermediate Educational and Psychological Statistics	4
EPY 6073—Personal and Motivational Factors in Education	3	EPY 6073—Personal and Motivational Factors in Education	3
Related Electives or Thesis Hours	**6**	**Related Electives or Thesis Hours**	**6**
If thesis option is chosen, student must take 6 hours of:		If thesis option is chosen, student must take 6 hours of:	
EPY 8000—Thesis Research/ Thesis in Educational Psychology		EPY 8000—Thesis Research/ Thesis in Educational Psychology	
If non-thesis option is chosen, student must take:		If non-thesis option is chosen, student must take:	
EDF 9453—Introduction to Qualitative Research in Education		EDF 9453—Introduction to Qualitative Research in Education	
And ONE course from the list below:		And ONE course from the list below:	
EPY 6553—Creativity/Innovation		EPY 6553—Creativity/Innovation	
EPY 8533—Practicum in Teaching Educational Psychology		EPY 8533—Practicum in Teaching Educational Psychology	
EPY 9313—Education Evaluation Methods		EPY 9313—Education Evaluation Methods	
EPY 9723—Seminar in Contemporary Educational/School Psychology		EPY 9723—Seminar in Contemporary Educational/School Psychology	
PSY 8313—Developmental Psychology		PSY 8313—Developmental Psychology	
PSY 6983—Psychology of Aging		PSY 6983—Psychology of Aging	

PSY 6713—Language and Thought		PSY 6713—Language and Thought	
PSY 6403—Biological Psychology (Other courses with advisor approval)		PSY 6403—Biological Psychology (Other courses with advisor approval)	
Total Hours	**35**	**Total Hours**	**35**

Justification (Campus 1, 2, & 5) and Student Learning Outcomes

Adding the availability of the online options for Master's of Science (M.S.) in Educational Psychology would make the advanced, graduate-level degree program available to individuals both across the state of Mississippi as well as outside of the state, who historically have been unable to access programs because of barriers due to distance, geographical locations, and full-time work schedules.

1. Will this Program change meet local, state, regional, and national educational and cultural needs?
Yes. Educational psychology is the science of learners and learning and draws upon rigorous research to apply psychological principles to educational issues. Educational psychologists are interested in factors that affect student learning, engagement, and motivation, and often consider features of biology, individual differences, and development, as well as social and contextual factors.

2. Will this program change result in a duplication in the system?
No.

3. Will this program change/advance student diversity within the discipline?
Yes, particularly the distance education component. Offering programs via distance education allows for education to reach a broader base of individuals, including those who are not local, may not be able to readily attend a face-to-face program, and are working professionals, etc.

4. Will this program change result in the potential placement of graduates in MS, the Southeast, and the U.S.?
Yes, this program change will result in an increase in the potential placement of graduates in MS, the Southeast, and nationally. Students who graduated from this master's program have secured positions such as instructor in community or four-year college, assistant director of center for teaching and teaching, and research assistant or associate in university. Moreover, many K-12 educators seek such graduate-level training for professional development (e.g., promotion) in their career paths.

5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.?
Yes, this program change will result in an increase in the potential salaries of graduates in MS, the Southeast, and the nationally. Graduates will be able to obtain an education that would get them ready for promotion or other types of professional development. If they seek to engage in educational research, this master's degree will make them more remarkable should they desire to apply to a doctoral program in educational psychology or related fields.

Learning outcomes: There will be no modification in the learning outcomes.

Support: Please see letter from program faculty from both Campus 1 & 2 in the Department of Counseling, Educational Psychology, and Foundations supporting the changes to the degree programs. The proposed modifications will not require additional support in terms of personnel and material requirements (faculty, lab space, classroom space, equipment).

Proposed 4-letter Abbreviation: No changes proposed.

Effective Date: Fall 2023.

MISSISSIPPI STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Counseling, Educational Psychology, and Foundations
P.O. Box 9727175
Presidents Circle Mississippi State, MS 39762
P. 662.325.3426
F. 662.325.3263
cep.msstate.edu

TO: Box Council and UCCC Committee Members
FROM: Educational Psychology Faculty
RE: Degree Modification – Addition of Distance Education (Campus 5) for M.S. degree in Educational Psychology, General Educational Psychology Concentration Area
DATE: January 4, 2023

Dear Box Council and UCCC Committee Members,

This letter of support is offered by the Educational Psychology faculty members for the proposed degree modification for Master of Science (M.S.) program in Educational Psychology – addition of distance education (Campus 5) in the General Educational Psychology concentration. As indicated by the signatures below, a majority of the program concentration area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Sincerely,

[Ty Abernathy, Ph.D.] Ty Abernathy. Digitally signed by Ty Abernathy. Date: 2023.01.04 15:46:20 -06'00'

[Donna Gainer, Ph.D.]

[Kasia Gallo, Ph.D.] Kasia Gallo Digitally signed by Kasia Gallo DN: cn=Kasia Gallo, o=MS State Univ, ou=CEPF, email=kgallo@colled.msstate.edu, c=US Date: 2023.01.04 21:14:35 -06'00'

[Mehdi Ghahremani, Ph.D.] Mehdi Ghahremani Digitally signed by Mehdi Ghahremani Date: 2023.01.04 15:09:04 -06'00'

[Sareh Karami, Ph.D.] Sareh Karami Digitally signed by Sareh Karami Date: 2023.01.06 10:00:08 -06'00'

[Elaine Wei, Ph.D.] Tianlan Wei Digitally signed by Tianlan Wei Date: 2023.01.04 14:49:13 -06'00'

[Jianling Xie, Ph.D.] Jianling Xie Digitally signed by Jianling Xie DN: CN=Jianling Xie, E=jeans8209@outlook.com Reason: I am the author of this document Location: Jianling Xie Date: 2023-01-04 17:04:31