

APPLICATION PACKET

School of Applied Health and Educational Psychology



Master of Science in Counseling

Options: Mental Health Counseling & School Counseling

All applications must be completed through the online application portal (<https://www.applyweb.com/apply/oksugrad/>). All application materials, including transcripts, must be submitted through the online application portal. The materials can only be submitted once, so please check that all materials are complete and accurate. The Graduate College will not be able to upload any supplemental materials to your application. For Letters of Recommendation, recommenders must upload the letters. They will receive instructions how to do so through email, so please make sure all email addresses are accurate. Students, faculty in the College of Education, and the Graduate College cannot upload the letters.

The deadline for all applications, is January 25th.

Admissions materials include:

- Application Checklist
- Application Procedures
- Program Goal Statement
- Statement of Professionally-Related Experiences and Goals Guidelines
- Letters of Recommendation Guidelines
- Program Faculty Information
- Course Information



School of Applied Health and Educational Psychology (SAHEP)

APPLICATION PROCEDURES

Submission of an application to the OSU Graduate College is the first of two steps in the admission process. This step should be followed immediately by the second step of admission to the program in Community or School Counseling. It is critical for applicants to complete the second step as soon as possible since **special students can apply no more than 9 graduate hours to a degree program.**

Admission to the program in Community or School Counseling involves the collection and submission of materials for the admission folder. Prospective students should give special attention to each packet item since these materials are a large source of information for admission decisions, along with the interview process. Only applicants with a bachelor's degree from an accredited institution may be considered for full admission into the master's program. Applications should be submitted prior January 25th of each year. Admission review is initiated when applicants are admitted to the Graduate College and their completed admission folders have been sent to the program faculty.

Applicants will be screened by a committee of Counseling Area faculty members, and finalists will be asked to participate in an on-campus interview. **These interviews are MANDATORY**, although some provisions may be made for out-of-state students. Final admission decisions will be made following these interviews.

In reviewing your application materials, we include consideration of the following:

- a) Input from references and regular, adjunct, and affiliate program faculty
- b) Personal qualities that are assets for those in the helping profession
- c) An aptitude for development of counseling-related skills
- d) An aptitude for graduate-level studies, including your technological competence and computer literacy
- e) Career goals and objectives and their consistency with our program
- f) Openness to self-examination and personal and professional self-development
- g) Respect for diversity and the right of individuals to determine the course of their own lives, and an orientation toward beneficence



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The following materials are required by the College of Education:

1. An official record of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). A GRE score prior to 2011 of 900 (combined verbal and quantitative scores) is a competitive test score for full admission. Post 2011 a competitive GRE score would be 294. A MAT score of 394-399 is a competitive test score for full admission.
2. In addition, an undergraduate GPA of at least 2.75 and a graduate GPA of at least 3.25 (if applicable) are required for admission to this program.
3. Three letters of reference from people who know you well and who are in a position to render an evaluation of your professional competence and potential as a counselor (appropriate references include: course instructors, university advisors/supervisors). Please see *“Letters of Recommendation Guidelines”*, included with this admission packet for specific instructions.
4. A Statement of Professionally-Related Experiences and Goals: Approximately three typed pages emphasizing a) pertinent professional, educational and/or personal experiences that have contributed to your interest in the counseling profession, and b) your professional aspirations. Please see *“Statement of Professionally-Related Experiences and Goals Guidelines”*, included with this admission packet, for further instructions.
5. Your résumé or curriculum vita.



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GUIDELINES Statement of Professionally-Related Experiences and Goals

Please word process/type an essay including, but not limited to, the following:

- Clarify why you would like to become a mental health or school counselor.
- Pertinent professional, educational, and/or personal experiences that have contributed significantly to your interest in the counseling profession
 - This may include volunteer work, experiences related to the counseling field, internship experiences, research teams, projects, presentations, etc.
- Clarify clearly which option (Mental Health Counseling or School Counseling) you would like to pursue and demonstrate reasons for this decision
- Clarify clearly which campus (Tulsa or Stillwater) you intend to have as your primary campus within the program. The purpose of this is to help us make sure classes make for all students on both campuses.
- Your future professional aspirations and how this degree will help you achieve your long-term goals.

Your essay should be:

- Word processed or typed
- Double-spaced
- In 12-point font
- Formatted with standard 1" margins
- Up to 3 pages in length



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GUIDELINES **Letters of Recommendation**

Appropriate persons to write letters of recommendations to applicants include professors, supervisors, and advisors. Please ask those who know you well and who are in a position to render an evaluation of your professional competence and potential as a graduate student in the counseling field. Please provide this information to your references writing you professional letters of recommendation.

Using examples of specific activities you have observed of this individual, please evaluate the applicant in the following areas:

- Work ethic
- Scholarship and academic performance
- Flexibility and adaptability (e.g. comfort with ambiguous situations, ability to adapt to variety of expectations)
- Experience with, value of, and commitment to diversity
- Advocating human development
- Individual growth
- Leadership
- Any other relevant areas that will help evaluate this applicant who seeks to be a counselor



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DEGREE REQUIREMENTS

- Complete a minimum of 60 graduate credit hours of coursework for the **Mental Health Counseling Option** and 57 hours of coursework for the **School Counseling Option**.
- Nine (9) credit hours may be transferred from other recognized graduate programs. Tulsa students may transfer up to fifteen (15) credit hours from the University of Oklahoma-Tulsa campus.
- The last eight (8) hours must be taken at Oklahoma State University and taken for resident credit.
- As least 24 credit hours must be in 5000 level courses or above. (Students who choose to write a master's thesis for 6 credit hours must take at least 22 credit hours of 5000 level courses.) **4000 level courses taken for graduate credit will not be approved by the Oklahoma licensing board for professional counselors.**
- A minimum overall grade point average of 3.00 is required in all academic coursework.
- A grade of B or better must be earned in CPSY 5473, 5553, 5593, and 5683/5693. Students who earn a grade below a B in any of these courses will be required to repeat the course or may be suspended from the program. Students will only be allowed to repeat a course one time to earn a higher grade.

COURSE REQUIREMENTS

School Counseling Option (57 Credits)

Counseling Core (30 credit hours):

#CPSY 5473	Basic Counseling Skills (prerequisite for CPSY 5593) *
#CPSY 5553	Theories of Counseling (prerequisite for CPSY 5593)
%CPSY 5563	Conceptualization & Diagnosis in Counseling
%CPSY 5493	Professional Issues and Ethics in Counseling
%CPSY 5503	Multicultural Counseling
CPSY 5583	Group Process
EPSY 5103	Human Development in Psychology
CPSY 5453	Vocational and Career Information
CPSY 6553	Advanced Marriage and Family Therapy
CPSY 6323	Psychological Consultation

Research (6 credit hours):

REMS 5013	Research Design & Methodology
REMS 5953	Elementary Statistical Methods in Education

School Counseling Specialization (12 credit hours)

CPSY 5533	Developmental Interventions
+CPSY 5513	Comprehensive School Counseling Programs
CPSY 5413	Critical Issues in School Counseling
EPSY 5783	Psychoeducational Testing of Exceptional Individuals

Counseling Practice (9 credit hours)

CPSY 5593	Counseling Practicum (prerequisite for CPSY 5683/5693)
CPSY 5683	Internship in Counseling I
CPSY 5693	Internship in Counseling II

Thesis (optional, 6 credit hours)

CPSY 5000	Master's Thesis
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Note: If a student elects to complete a thesis, then the student takes 6 more credit hours in Thesis.

- # Required of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- % Recommended of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- + Recommended of all students in the School Counseling program before taking Practicum (CPSY 5593)
- * Must be taken in residence at Oklahoma State University.

Mental Health Counseling Option (60 credits)

Counseling Core (30 credit hours):

- #CPSY 5473 Basic Counseling Skills (prerequisite for CPSY 5593) *
- #CPSY 5553 Theories of Counseling (prerequisite for CPSY 5593)
- %CPSY 5563 Conceptualization & Diagnosis in Counseling
- %CPSY 5493 Professional Issues and Ethics in Counseling
- %CPSY 5503 Multicultural Counseling
- CPSY 5583 Group Process
- EPSY 5103 Human Development in Psychology
- CPSY 5453 Vocational and Career Information
- CPSY 6553 Advanced Marriage and Family Therapy
- CPSY 6323 Psychological Consultation

Research (6 credit hours):

- REMS 5013 Research Design & Methodology
- REMS 5953 Elementary Statistical Methods in Education

Counseling Practice (9 credit hours)

- CPSY 5593 Counseling Practicum (prerequisite for CPSY 5683/5693)
- CPSY 5683 Internship in Counseling I
- CPSY 5693 Internship in Counseling II

Mental Health Counseling Specialization (15 credit hours)

- ΔCPSY 5483 Mental Health Counseling
- CPSY 5523 Individual Appraisal (prerequisite of either REMS 5373 or EPSY 5783)
- CPSY 5673 Substance Abuse Counseling

One of the following:

- REMS 5373 Educational Measurements
- OR
- EPSY 5783 Psychoeducational Testing of Exceptional Individuals
- Electives (3 credit hours, counseling-related)

- *CPSY 5533 Developmental Interventions

Thesis (optional, 6 credit hours)

- CPSY 5000 Master's Thesis

Note: If a student elects to complete a thesis, then the student would take no electives and would be required to take an additional 3 hours of course work for a total of 63 hours.

- # Required of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- % Recommended of students in both School and Mental Health Counseling before taking Practicum (CPSY 5593)
- Δ Recommended of all students in the Mental Health Counseling program before taking Practicum (CPSY 5593)
- *Must be taken in residence at Oklahoma State University.

* It is a student's responsibility to be aware of developmental psychology and the developmental level and counseling needs of clients with whom he or she works.

If a student anticipates working with, children or adolescents (or others) for whom interventions other than talk therapy will be most effective or appropriate, he or she should:

- A. Be aware of his or her own training, limitations, and professional competencies, AND:
- B. Prepare by taking CPSY 5533: Developmental Interventions class
or CPSY 5720: Introduction to Play and Action Therapy class prior to seeing these clients

A general guideline for this is work with children 13 or younger or in 8th grade or lower, although maturity and development are not synonymous with age.