

Applied Educational Psychology: School Psychology

(EdS)

This program is offered by the School of Education, and is only available at the St. Louis home campus.

Vision

The vision of this program is to prepare school psychologists who collaborate with teachers, parents and school personnel to promote educationally and psychologically healthy school environments for all children and youth. This vision is enhanced by Webster University's international perspective that fosters dialogue, respect and understanding across boundaries and between peoples.

Mission

The mission of the Education Specialist (EdS) in applied educational psychology: school psychology is to provide a specialist degree program that completes the academic preparation and professional training required for individuals to become school psychologists. The EdS offers the culminating experiences and coursework that give future school psychologists the knowledge and skills they need to promote well-being and resilience in children and youth, to research and analyze educational problems, and to find solutions that create learning environments that are supportive and engaging for all students and that prepare young people to grow up to become competent, caring adults.

Conceptual Framework

The conceptual framework for this program comes from *School Psychology: A Blueprint for Training and Practice III*. This blueprint emphasizes the importance of problem-solving and scientific methodology in school psychology practice. The blueprint describes a vision of collaboration, education and social justice in which scientist-practitioners contribute to making this world worthy of its children. Webster University shares the vision of the National Association of School Psychologists that "all children and youth thrive in school, at home, and throughout life."

Goals and Outcomes (ISPA, 2009)

The goals for this program originate from the International School Psychology Association (ISPA). At the completion of their programs, EdS students are expected to demonstrate competency in achieving the following six goals:

- Goal 1 - Core knowledge in psychology and education
- Goal 2 - Professional practice preparation
- Goal 3 - Professional skills and abilities in assessment and intervention
- Goal 4 - Interpersonal skills
- Goal 5 - Research methods and statistical skills
- Goal 6 - Knowledge of ethics and establishment of professional values

Domains of School Psychologists

The Missouri Department of Elementary and Secondary Education (DESE) and the National Association of School Psychologists (NASP) have identified ten domains for school psychologists. The Webster University program is directly aligned with these domains; competencies in each of these domains are assessed in the candidate's School Psychology Portfolio. DESE and NASP describe these domains as:

- Data-Based Decision-Making and Accountability
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services for Socialization and Development of Life Skills

- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical and Professional Practice

Dispositions and Ethical Guidelines

Dispositions are "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth" (NCATE, Professional Standards, p. 53). Students need to demonstrate competencies in professional dispositions. The school psychology candidate:

- Is a reflective practitioner who continually assesses the effects of choices and actions on others;
- Fosters relationships with diverse colleagues and educational partners in the larger community to support youth development and well being.

Candidates who complete the program are prepared to be school psychologists who have the knowledge and ability to promote the success of all students by:

- Understanding and respecting themselves;
- Understanding and respecting others;
- Understanding and respecting professional communities.

"Effective interpersonal skills and the ability to work constructively and collaboratively with diverse individuals and agencies are indispensable for school psychologists" (Quote from page 15 of *School Psychology: A Blueprint for Training and Practice III*). Many of the courses and experiences in the program provide opportunities for intercultural understanding, collaboration, consultation and the development of strong interpersonal skills.

School psychology candidates must have knowledge of professional ethics and follow the ethical guidelines of the National Association of School Psychologists, the American Psychological Association and the International School Psychology Association.

Program Description

The Missouri Department of Elementary and Secondary Education requires that a student receive a minimum of sixty (60) semester hours of professional preparation at the graduate level in order to earn educator certification as a school psychologist. A student needs an appropriate master's degree in order to become a school psychologist. Webster University's post-master's EdS degree in applied educational psychology: school psychology is 38 hours.

The EdS degree in applied educational psychology: school psychology is designed to accommodate three main categories of students:

1. Students who have just completed the master's degree in applied educational psychology at Webster University.
2. Students who have completed a master's degree from Webster University in a closely related field.
3. Students who have completed a master's degree from another university in applied educational psychology or in a closely related field such as educational psychology, clinical psychology, counseling psychology, school counseling or special education.

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The EdS degree in applied educational psychology: school psychology is designed to attract students from diverse cultural, linguistic, ethnic/racial and socioeconomic backgrounds. As suggested by the NASP position statement on the recruitment of culturally and linguistically diverse school psychologists, the program emphasizes diversity, cultural awareness and cultural sensitivity and offers flexible training options. The majority of our students are working professionals who are enrolled in part-time graduate study.

General Requirements

The entire preparation for becoming a school psychologist includes a master's degree in applied educational psychology or in a closely related field followed by 38 hours of post-master's work in school psychology curriculum and professional experiences. Full-time EdS students may complete the first 28-34 of the 38 credit hours in two summers and the included academic year, and the final 4-10 hours during the subsequent internship year.

School Psychology Portfolio

Work from both the master's degree and the EdS degree is included in the School Psychology Portfolio. The portfolio is aligned with DESE's requirements for Missouri educator certification as a school psychologist and the International School Psychology Association's (ISPA) goals, standards, and indicators identified in the ISPA Guidelines for the Preparation of School Psychologists. The portfolio can be developed in the course, Portfolio Based Analysis: School Psychology.

The portfolios are used for both formative and summative evaluations in school psychology. Students share and discuss their portfolios with their advisors and program faculty. More information on the portfolio and the portfolio's scoring rubric can be found on the School of Education website and the Applied Educational Psychology Programs page on World Classroom.

Advanced Graduate Certificate (AGC) in the Assessment of Learning and Cognitive Development

Included within the EdS is an AGC in the assessment of learning and cognitive development. While earning this certificate, students acquire skills in the assessment of learning, cognitive abilities and academic performance. In the state of Missouri a primary professional role for school psychologists is to use psychoeducational assessment as a way to understand children in order to make informed decisions. Accordingly, all students who are enrolled in the EdS in applied educational psychology: school psychology learn how to investigate children's mental processes, memory, behavior, analytic reasoning and problem-solving skills. They learn how to gather information and recommend interventions that will help children realize their academic potentials in a school setting.

Field Experiences and Internship

School psychology preparation includes a planned program of field experiences, practicum courses and a year-long internship. Each year of the program provides students with increasingly complex professional responsibilities. These experiences provide graduate students who are studying school psychology with opportunities to apply their knowledge of assessment models and methods, data collection and data analysis to specific school-related concerns. Students gain experience with program evaluation, consultation, mental health promotion and the full professional work of school psychologists.

The final hours of EdS courses are taken during the year-long internship in school psychology. This supervised internship is equivalent to one (1) academic year, or a minimum of 1,200 hours and is accompanied by the course, School Psychology Internship. In 2009 the National Association of School Psychologists (NASP) adopted best practices guidelines for school psychology internships. In these guidelines "the internship is conceptualized as a culminating training experience in which the primary focus is on providing breadth and quality of training to the intern...School psychology interns should have opportunities to conduct varying types of assessment linked to intervention for academic, behavioral and social/emotional issues; consultation; behavior analysis and intervention; counseling; prevention at varying levels; research and program evaluation; and other activities consistent with NASP standards and deemed appropriate by the field site and university program" (Prus, 2009, p.1). Webster University is in agreement with these guidelines.

Professional Development

Many valuable professional learning experiences take place outside of the context of graduate courses. Students preparing to become school psychologists program are strongly encouraged to assume advocacy roles, to participate in professional organizations and to contribute to professional conferences and publications. At a local level, students may wish to join the Missouri Association of School Psychologists; at a national level there is the National Association of School Psychologists. Appropriate international organizations include the International School Psychology Association and the Society for Cross-Cultural Research. At Webster University international experiences are encouraged and travel awards are available.

Recommended Master's Level Coursework

- Research or applied research
- Statistics
- Assessment
- Child development/developmental psychology
- Counseling
- Educational psychology
- Behavioral consultation or behavior management
- Practicum appropriate for school or educational psychology
- Courses from the prerequisite areas may be taken as EdS electives

EdS Program Coursework

The goals and "learning outcomes" for this program originate from the International School Psychology Association and the school psychology coursework is organized around the 2009 six goals of ISPA. The 38-hour, post-master's EdS degree builds on the student's master's degree and offers the culminating experiences and coursework needed for educator certification as a school psychologist.

Goal 1 - Core Knowledge in Psychology and Education (6 hours)

With the assistance of an academic advisor, the student will choose from the following courses to strengthen knowledge in these areas: evidence-based practices, social and adaptive skill development, individual differences, prevention, crisis intervention and mental health promotion.

- EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
- EPSY 5880 Psychology of Memory, Learning, and Problem Solving (3 hours)
- EPSY 5890 Psychology of Stress (3 hours)

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EDUC 5911 Social and Personality Development: School Psychology (3 hours)

- EPSY 5918 Advanced Educational Psychology (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5971 Models and Strategies of Behavior Management (3 hours)
- COUN 5050 Human Growth and Development (3 hours)

Goal 2 - Professional Practice Preparation (9 hours)

- EPSY 6121 Portfolio Based Analysis: School Psychology (1 hour required)
- EPSY 6102 Practicum in Data-Based Decision-Making: Mental Health Services (2 hours required)
- EPSY 6103 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Intervention (2 hours required)
- EPSY 6500 School Psychology Internship (4 hours required)

Goal 3 - Professional Skills and Abilities in Assessment and Interventions (4-7 hours)

- EPSY 6036 Psychoeducational Assessment II (2 hours required)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (2 hours required)
- EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3 hours)
- EPSY 5990 Identifying Giftedness in Underserved Populations (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)

Goal 4 - Interpersonal Skills, Collaboration, and Consultation (3 hours)

- EPSY 6300 School Consultation in a Global Society (3 hours) **or** EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)

Goal 5 - Research Methods and Statistical Skills (5 hours)

- EPSY 6104 Practicum in Data-Based Decision-Making: Consultation and Applied Field Research (1 hour required)
- EPSY 6000 Advanced Graduate Certificate Project (3 hours required)
- EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1 hour required)

Goal 6 - Knowledge of Ethics and Establishment of Professional Values (4-5 hours)

- EPSY 5951 Child Rights for School Professionals (1 hour)
- EPSY 6200: Seminar in School Psychology: Professional School Psychology (2 hours required)
- EPSY 6200: Seminar in School Psychology: International and Multicultural School Psychology (2 hours) **or** EPSY 6200 Seminar in School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Electives (1-7 hours)

It is recommended that electives be selected from the EdS Program Coursework listed above or the optional emphasis in international children's rights described below.

Optional Emphasis in International Children's Rights

(12 hours)

An emphasis in international children's rights is in the EdS in applied educational psychology: school psychology. In keeping with the core values and goals of this graduate program, the emphasis in international children's rights acknowledges the fundamental human rights of all children and provides advanced knowledge and skills so that professionals can promote children's well-being, learning, development and safety. The emphasis is twelve hours and students can include the following courses (EDUC 5210/EPsy 5210, SPED 5319, EPSY 5510, EPSY 5951, EPSY 5952, EPSY 5991, EPSY 6102, EPSY 6200).

Required Course:

- EPSY 5951 Child Rights for School Professionals (1 hour) *(May be repeated for credit)*

Electives:

Choose 11 hours from the following:

- EDUC 5210/EPsy 5210 Annual Human Rights Conference (1 hour) *(May be repeated for credit)*
- SPED 5319 Disabilities and Ethics (3 hours)
- EPSY 5510 Psychosocial Aspects of Migration (3 hours)
- EPSY 5952 Children, Culture, and Violence (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 6102 Practicum in Data-Based Decision Making: Mental Health Services (1-2 hours) *(May be repeated for credit)*
- EPSY 6200 Seminars in School Psychology: International and Multicultural Perspectives (2 hours)

Graduate Certificates

There are two applied educational psychology 12-hour graduate certificates:

- The Psychoeducational Needs of Immigrant and Refugee Youth
- Fostering Resilience in "At-Risk" Children and Youth

These certificates are available in both face-to-face and online formats in order to provide greater learning opportunities, especially for graduate students from outside the United States. Qualified graduate students may be able to apply these 12-hour graduate certificates to the 24-hour sequential MA in applied educational psychology, the 36-hour MA in applied educational psychology, the 38-hour EdS in applied educational psychology: school psychology or another graduate degree.

Additional Advanced Graduate Certificates

Additional advanced graduate certificates are available for students who need additional study of applied educational psychology to support their education and preparation for becoming a school psychologist. Students who did not earn an MA in applied educational psychology may need additional coursework about applying psychology to work with children and youth in school settings. This additional coursework may make students eligible for a 15-hour advanced graduate certificate in immigrant and refugee education or a 15-hour advanced graduate certificate in gifted education and talent development.

Admission

- A master of arts in applied educational psychology or a master's degree in a closely related field such as clinical

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psychology, counseling psychology, school counseling, or special education.

- Completion of graduate level study of these areas: statistics, research, counseling, assessment, developmental psychology, behavior management, educational psychology and practicum. (Prerequisite areas of graduate study may be taken as EdS electives.)
 - Official transcripts of previous undergraduate and graduate coursework.
 - A cumulative graduate GPA of 3.5 or higher.
 - Two essays (800-1200 words each); these essays may refer to the applicant's résumé and transcripts. In the essays please cite references using APA style.
1. Submit an essay that reflects on your academic experiences and professional growth during your master's degree program and how these will prepare you for becoming a school psychologist. What do you hope to gain from the EdS in applied educational psychology: school psychology?
 2. Submit an essay about student diversity in development and learning. Demonstrate that you have acquired an understanding of individual differences and the sensitivity and skills needed to work with individuals of diverse characteristics.
- A current résumé.
 - Three letters of recommendation from faculty and/or associates.
 - The applicant must be able to provide evidence of superior academic ability.

After all materials have been submitted, an entry interview will be scheduled for selected applicants. For more information about admissions, please see the School of Education website.

Send all admissions materials to:

Office of Admission
Webster University
Attn: EdS Admissions Committee
470 East Lockwood Ave.
St. Louis, MO 63119

Decisions about full acceptance:

Applicants are judged based on the entirety of their application rather than on isolated quantitative indicators. Admissions decisions are based on each candidate's:

- Prior grades
- Admissions essays
- Résumé
- Research experiences
- Professional experiences
- Interview
- Match to our program philosophy

School Psychologist Certification

Webster University's school psychology program is 74 hours and consists of a 36-hour MA in applied educational psychology followed by a 38-hour post-masters EdS in applied educational psychology: school psychology. Courses for both the MA and EdS are needed to earn school psychologist certification.

Please see the section of this catalog that describes the process for admissions to the MA in applied educational psychology and the more extensive process for admission to the EdS in applied educational psychology: school psychology.

Most of Webster's school psychology students earn their master's degree in applied educational psychology from Webster University. This degree may be a 24-hour sequential master's degree in applied educational psychology or a 36-hour master's degree in applied educational psychology. This is the most direct route to completing Webster University's school psychology program. In some cases, students from other universities with a master's degree in a closely related degree such as school counseling, educational psychology, or counseling psychology, may be admitted to the EdS in applied educational psychology: school psychology.

The master's degree transcripts of students from other universities will be reviewed carefully. After review, course substitutions may be made as long as it can be demonstrated that the courses meet DESE's identified Professional Requirements, Competencies, and Field/Clinical Experiences for school psychologist certification. In order to complete school psychologist certification, students may need additional coursework, which can often be embedded in an EPSY graduate certificate or EPSY advanced graduate certificate. Review of prior Webster University graduate courses will be made on a case-by-case basis.

Following admission to the EdS in applied educational psychology: school psychology and after meeting with the director of the MA in applied educational psychology and EdS in applied educational psychology: school psychology programs, students are required to notify the Webster University Certification Office of their intent to pursue school psychologist certification.

Coursework embedded within the MA in applied educational psychology and the EdS in applied educational psychology: school psychology can count toward state school psychologist certification.

Graduate students who successfully complete all of the program requirements for the EdS in applied educational psychology: school psychology and a passing score on the school psychologist Praxis test are eligible for Missouri school psychologist certification, K-12. In addition, students may be eligible to become nationally certified school psychologists. Please see also the current program handbook for applied educational psychology: school psychology.

- EPSY 5060 Assessment and Evaluation of Academic Performance
or EPSY 5970 The Gifted Learner
or EPSY 5920 Meeting the Affective Needs of Gifted Children (3 hours)
- EPSY 5130 Educational Psychology
or EPSY 5918 Advanced Educational Psychology
or EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 5170 Behavioral Management
or EPSY 5971 Models and Strategies of Behavior Management (3 hours)
- EPSY 5290 Family Counseling
or EPSY 5370 Counseling
or EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development
and EPSY 5810 Advanced Adolescent Psychology
or COUN 5050 Human Growth and Development (3 hours)
- EPSY 5930 Screening, Assessing and Evaluating Gifted Students
or EPSY 5990 Identifying Giftedness in Underserved Populations

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or EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)

- EPSY 5952 Children, Culture and Violence
or EPSY 5510 Psychosocial Aspects of Migration
or EPSY 5150 Resilience and Self-Concept Development
or EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 6000 Advanced Graduate Certificate Project (3 hours)
- EPSY 6001 Integrated Studies in Applied Educational Psychology (3 hours)
- EPSY 6250 Thesis (3 hours)
- EPSY 6036 Psychoeducational Assessment II (2 hours)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (2 hours)
- EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (minimum 1 hour)
- EPSY 6102 Practicum in Data-Based Decision-Making: Mental Health Services (minimum 2 hours)
- EPSY 6103 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Interventions (minimum 3 hours)
- EPSY 6014 Practicum in Data-Based Decision-Making: Consultation and Applied Field Research (minimum 1 hour)
- EPSY 6121 Portfolio-Based Analysis: School Psychology (1 hour)
- EPSY 6200 Seminar in School Psychology: International and Multicultural Perspectives
or EPSY 6200 Seminar in School Psychology: Case Studies of Exceptional Children and Youth (minimum 2 hours)
- EPSY 6200 Seminar in School Psychology: Professional School Psychology (minimum 2 hours)
- EPSY 6300 School Consultation in a Global Society
or EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)
- EPSY 6500 School Psychology Internship (*minimum of one (1) year or 1,200 clock hours*) (2 hours, repeated for a total of 4 hours)

Most of the courses in the MA and the EdS fulfill state certification requirements for school psychologist. The same courses will also apply towards becoming a nationally certified school psychologist. For more information, please see the current program handbook for applied educational psychology: school psychology.

School Psychological Examiner Certification

Webster University only offers the Missouri school psychological examiner certification program to those students who have completed the MA in applied educational psychology, who have applied to and been accepted to the educational specialist degree in applied educational psychology: school psychology and who will be pursuing the Missouri certification for school psychologist. Students who are eligible for school psychological examiner certification after completion of the master's degree and the 18-hour postmaster's advanced graduate certificate in the assessment of learning and cognitive development. Although eligible students can earn the school psychological examiner credential during the EdS in applied educational psychology: school psychology, all students are encouraged to continue their studies, complete the EdS, and achieve the school psychologist credential.

The Missouri school psychologist examiner certificate, K-12 is an add-on certificate and therefore a candidate must hold a valid initial teaching certificate before the school psychological examiner certification can be granted through Missouri's Department of Elementary and Secondary Education.

Coursework embedded within the MA in applied educational psychology and the EdS in applied educational psychology:

school psychology can count toward the state school psychological examiner certification. The master's degree transcripts of students from other universities will be reviewed carefully. After review, course substitutions may be made as long as it can be demonstrated that the courses meet DESE's identified Professional Requirements, Competencies, and Field/Clinical Experiences for school psychological examiner certification. In order to complete school psychological examiner certification, students may need additional coursework, which can often be embedded in an EPSY graduate certificate or EPSY advanced graduate certificate. Review of previous Webster University graduate courses will be made on a case-by-case basis.

- EPSY 5130 Educational Psychology
or EPSY 5918 Advanced Educational Psychology
or EPSY 5880 Psychology of Memory, Learning and Problem-solving (3 hours)
- EPSY 5060 Assessment and Evaluation of Academic Performance
or SPED 5240 Psychoeducational Assessment (3 hours)
- EPSY 5170 Behavioral Management
or EPSY 5971 Models and Strategies of Behavior Management (3 hours)
- EPSY 5290 Family Counseling
or EPSY 5370 Counseling
or EPSY 5380 Multicultural Counseling (3 hours)
- EPSY 5600 Practicum in Educational Psychology (3 hours)
- EPSY 5816 Advanced Child Development
and EPSY 5810 Advanced Adolescent Psychology
or COUN 5050 Human Growth and Development (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5911 Social and Personality Development: School Psychology (3 hours)
- EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity
or EPSY 5930 Screening, Assessing, and Evaluating Gifting Students (3 hours)
- EPSY 6000 Advanced Graduate Certificate Project (3 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (minimum 2 hours)
- EPSY 6102 Practicum in Data-Based Decision-Making: Mental Health Services
or EPSY 6104 Practicum in Data-Based Decision-Making: Consultation and Applied Field Research (minimum 1 hour)
- EPSY 6103 Practicum in Data-Based Decision-Making: Advanced Psychoeducational Assessment and Interventions (minimum 2 hours)

Many of the courses from the MA in applied educational psychology and the EdS in applied educational psychology: school psychology will also fulfill state requirements for school psychological examiner.

Please see the section of this catalog that describes the process for admission to the EdS in applied educational psychology: school psychology. For more information, see the current program handbook for applied educational psychology: school psychology.

Following admission to the EdS in applied educational psychology: school psychology and after meeting with the director of the MA in applied educational psychology and EdS in applied educational psychology: school psychology programs, students interested in pursuing Missouri school psychological examiner certification are required to notify the Webster University Certification Office of their intent.