

# EPSY - Educational Psychology | Grad

## EPSY 5001 Global Citizenship and Applied Educational Psychology (3)

The mission of Webster University is to transform students for global citizenship and individual excellence. In this course, graduate students learn about global citizenship and the application of psychology to education. Graduate students learn about schools, school systems, general education and special education. They learn about local and global societal issues and study the ethical guidelines of professional organizations such as the International School Psychology Association. Students read *Writing to Change the World* and *Publication Manual of the American Psychological Association*. They develop traditional professional writing and scholarship skills in applied psychology while also using new technology resources applicable for global and digital age learning environments. They develop skills in communicating, collaborating and building learning communities with peers and experts in order to create and maintain effective and supportive learning environments for children and others.

## EPSY 5060 Psychoeducational Assessment I (3)

This course introduces the conceptual, ethical, and legal issues related to psychoeducational assessment of children and adolescents. Graduate students explore the use of assessment methods to evaluate the assessment of learning, learning difficulties, and student achievement. Topics include descriptive statistics, measurement, and the assessment methods used in standardized achievement tests as well as general guidelines for selection of types of assessment methods for individual children (e.g., standardized test, direct observation, questionnaire, interview). This course is focused on academic performance and achievement tests, but connections with other assessments such as intelligence, language, perception, and motor skills tests are also included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

## EPSY 5100 Theories of Creativity: Implications for Education (3)

In this course students will examine contemporary theories of creativity and creativity development and their implications for education and educational psychology. They will learn how to model creative behavior and encourage creative expression in others. Students enrolled in this course will test creativity theories by (a) applying them to their own past experiences with creative endeavors, (b) by determining to what extent the theories can adequately explain the emergence of extraordinary inventions, breakthroughs, and works of art and (c) by producing a creative product, project, or presentation.

## EPSY 5130 Educational Psychology (3)

Students explore the nature of human growth and development from the perspective of learning, examine the factors contributing to academic success, and consider how effective teaching can have a positive impact on students' classroom behavior, motivation, and learning. Theoretical knowledge, educational research, and practical applications are stressed. This course includes a field experience in which students observe and interview educators and then write a paper describing their experience and applying their knowledge of educational psychology.

## EPSY 5150 Resilience and Self-Concept Development (3)

The purpose of this course is to provide theoretical frameworks, specific concepts, and teaching strategies that help enhance student engagement, self-concept development, interpersonal understanding, and psychosocial resilience in the classroom. Graduate students enrolled in this course gain knowledge of principles and research related to resilience and risk factors for individuals as well as diverse family systems, schools, communities, and cultures. In addition, students will learn about effective crisis prevention and responsive services and multiple ways to promote psychosocial resilience and recovery in children and youth from diverse backgrounds.

## EPSY 5170 Behavioral Management (3)

This course, which is comprehensive and research-based, offers practical ideas for creating positive classroom and school climates. Students will learn about organizing and managing classrooms, improving instruction, preventing disruptive behavior, dealing with classroom discipline problems that arise, and developing school-wide positive behavior programs. In addition, students will learn about individualized plans for students experiencing persistent or serious behavioral problems. This course is intended for teachers, counselors, administrators, school psychologists and special educators.

## EPSY 5210 In-Service Education (1-4)

Webster offers various graduate in-service courses that are not part of the existing MA/MAT curricula but provide experiences important to the academic and professional development of educators. Consult the semester course listings for specific topics. May be repeated for credit if content differs. **Prerequisite:** Approval of the MA advisor.

## EPSY 5290 Family Counseling (3)

This course will provide students with the opportunity to explore their assumptions about "the family" and how it develops in a social/cultural context. The course is designed to give students an opportunity to obtain a beginning understanding of selected theories and principles of family counseling. There will be a combination of theoretical and practical information with opportunities for students to gain insights using a variety of approaches. Students will learn about how to incorporate "family" into curriculum and about family-oriented/supportive community resources. They will learn strategies to manage problem behavior in schools and skills to design, implement, and evaluate services that respond to culture and facilitate family and school partnerships.

## EPSY 5350 Intercultural Communications (3)

In order to function effectively in an interdependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education. This course develops skills in self-understanding, listening, and effective communication, interviewing, collaboration, and consultation. The final project for this course culminates in an interview research study of persons from different cultures.

## EPSY 5370 Counseling (3)

The focus of this course is the application of major counseling theories, such as psychodynamic, humanistic, and family systems, to an educational setting. Counseling skills, such as

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empathetic listening, effective communication, and conflict resolution, also will be viewed in the context of the school. Students will learn techniques to diffuse situations with families, teachers, and students in school.

## EPSY 5380 Multicultural Counseling (3)

This counseling course is designed to assist students in understanding and valuing multicultural diversity so that they can strive toward becoming a culturally competent practitioner. Students will explore aspects of various cultural experiences (i.e., race/ethnicity, socioeconomic class, language preference, sexual/affective orientation, gender, and religion) as they impact the counselee, counselor, and the counseling relationship. Students will be asked to examine their own cultural background, values, and biases; students will also analyze the impact of those things on them as professionals working in school systems, community centers, educational programs, and social service agencies. Completion of this course will provide students with an understanding of current theories, trends, and issues in counseling special populations. Additionally, this course will provide relevant skills to work with diverse populations as well as strategies for applying the knowledge gained to educational settings, especially schools, pre-kindergarten through twelfth grade.

## EPSY 5390 Applied Statistics in Educational Psychology (3)

This course covers the application of basic descriptive and inferential statistics to the fields of education and psychology. Graduate students will work with real data that is relevant to the lives of children and youth in schools; the emphasis is on solving practical problems in school and educational psychology. Students will develop skills that help them to become thoughtful and responsive evidence-based practitioners who know how to provide assistance in schools for analyzing, interpreting, and using empirical foundations for effective practices. Students will learn how to incorporate data collection, measurement, analysis, accountability, and use of technology resources into research and program evaluation. Students will become familiar with Webster University's IRB and they will participate in a collaborative applied research project.

## EPSY 5410 In-Service Topics (3)

Webster University offers various graduate in-service courses that provide experiences important to the academic and professional development of educators, mental health professionals, and child/adolescent professionals. Graduate students enrolled in this in-service education course learn how to do collaborative social justice research that will benefit children and families. These courses have been approved for the degree with prior approval of the program director. May be repeated for credit if content differs.

## EPSY 5461 Curriculum and Creativity (3)

This course enables educators to design programs, courses and curricula that facilitate and inspire student learning, mastery and creativity in both face-to-face and virtual environments. Educators learn to model systemic, creative and innovative thinking, collaborative processes, and engage students in real-world / authentic issues. The entire curriculum design-development-implementation-assessment-revision cycle is diversity sensitive; personalized, learner-centered, and embedded with cyber-enabled tools and resources. Curriculum interface with the educator's personal and professional philosophies and mission, as well as the school district's mission, and state, national, and international standards are examined.

## EPSY 5490 Seminars in Immigrant and Refugee Experiences (3)

These seminars are designed to focus on contemporary topics in immigrant and refugee studies.

## EPSY 5505 Applied Developmental and Educational Psychology (3)

This course explores the application of psychological science, especially developmental and educational psychology, to education and schooling. Although the certified teacher may be expected to know child/adolescent development, the aim of this course is more modest. This course seeks to provide a foundation of understanding and methodology, so that the certified teacher can participate in continuous learning about the rapidly growing fields of child and adolescent psychology. Knowledge is presented from books as old as *Childhood and Society* (1952) and as new as *The App Generation: How Today's Youth Navigate Identity, Intimacy, and Imagination in a Digital World* (2014). All students will learn about development from birth through adolescence, but each student will choose a particular age group to study. In addition to books, students will learn about developmental and educational psychology through self-reflection, group activities, experiential learning, film study, observations, interviews, and field trips. Students will learn how to read the scientific literature in psychology so that they can stay abreast of new discoveries in psychology. The final project is based on field experiences in which students observe and interview educators and then they write a scientific paper summarizing their study and the application of developmental and educational psychology.

## EPSY 5510 Psychosocial Aspects of Migration (3)

This course examines the psychosocial aspects of migration. Students learn about individuals, families, and schools with diverse characteristics, cultures, languages, and backgrounds. Students learn to identify the needs of immigrant and refugee children and families, and how to help these families adapt to living in new environments. This course takes an international perspective on migration and several countries and cultures are studied. Within the United States, the English language learners represent the fastest growing segment of the school age population and so special attention is given to the needs of this group of children and their families.

## EPSY 5540 Psychology of Early Adolescence (3)

This course focuses on the psychological growth and development of the young adolescent (ages 9-15). Participants examine the stage of early adolescence from the perspective of physical, intellectual, and social-emotional development; they also study the importance of the peer group and peer pressure concerns. The course explores multicultural and international perspectives on the psychology of early adolescence. Participants learn how to create instructional environments that will maximize the learning opportunities for all young adolescents.

## EPSY 5600 Practicum in Educational Psychology (1-6)

After exploring the educational, intellectual, social, and emotional needs of children and youth, students enrolled in this practicum course will apply their knowledge of educational psychology. Students will work with children, youth and/or families on a regularly scheduled basis in a school or other educational community setting. May be repeated for credit.

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## EPSY 5601 Practicum in Gifted Education (3)

This practicum provides supervised field experience in programs for gifted children. In the summer, students work in various programs. During the school year, students work in classrooms for the gifted. This course is for students who are seeking teacher certification in Gifted Education. **Prerequisite:** Permission of advisor or teacher certification officer.

## EPSY 5750 Special Institute (1-3)

Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the applied educational psychology program. For more specific and current information, see the current course offerings. May be repeated for credit if content differs.

## EPSY 5800 Applied Research (3)

This is a course in educational research methodology in which students also "learn by doing". Basic concepts of research design, program evaluation, measurement, statistics, and qualitative, quantitative, and multi-method approaches are introduced. This course enables students to read, interpret, and evaluate educational and psychological research and to plan research. Students learn to analyze the purposes and requirements of designing and developing a proposal for a research study and become familiar with Webster University's IRB. In addition, students participate in a collaborative applied research project.

## EPSY 5810 Advanced Adolescent Psychology (3)

This course involves the theoretical and empirical study of adolescence. Topics addressed include physical development, intellectual development, values and moral development, social problems, sexuality, and discipline. Intracultural and intercultural variations in development are explored. Students examine the educational applications for each topic and learn how to adapt instructional practices to meet the interests and learning needs of adolescents.

## EPSY 5816 Advanced Child Development (2-3)

Child development is the scientific study of the physical, cognitive, social, and personality changes that occur throughout the childhood years. This course is based on recent research in education, psychology, and child development that aids the educator in guiding learning activities of children of preschool age through early adolescence. Students enrolled in this class will learn how to modify instruction to meet the developmental needs of all children. Issues of diversity in child development, especially multicultural/international perspectives and inclusion strategies, are also examined.

## EPSY 5880 Psychology of Memory, Learning and Problem-solving (3)

Students examine current research concerning cognitive psychology, memory, reasoning, problem-solving, and learning systems. Emphasis is placed on studying metacognitive strategies and the development of expertise.

## EPSY 5890 Psychology of Stress (3)

This course focuses on the biological and psychological foundations of stress. Graduate students learn about the physiological pathways active during human stress experience and the processes by which chronic stressors effect disease and other conditions. They learn about international and multicultural variations in behavior, stress and health. Students learn about several relaxation and cognitive "reframing" techniques to manage

personal stress and they develop personal stress management plans. In addition, specific techniques for handling school- and classroom-related stressors and tensions are examined as well as evidence-based to promote social-emotional functioning in these settings.

## EPSY 5892 Psychology of Racism/Antiracism (3)

The concept of unalienable rights and all persons being created equal is a myth, particularly within the structural racism of the United States of America, as disparities continue to exist particularly as it relates to race/ethnicity. Given that oppression impacts structural system, such as education, health care, employment and housing. This course also will address the intersectionality of race with gender, sexual orientation, religion/spirituality, ableism, age and socioeconomic status.

Race and racism are often topics that are avoided due to discomfort. However, through the educational system oppressive factors impact how racial/ethnic minorities are taught and treated in schools as well as other institutions. Educators are in a unique position to learn to recognize the psychology of oppression and teach from an anti-racism lens. This course will outline factors related to forms of oppression including historical oppression and internalized oppression. Students will learn how to identify and articulate safe and effective ways to discuss oppression and anti-racism in the classroom. **Prerequisite:** EPSY 5350.

## EPSY 5910 Curriculum and Instruction for the Gifted (3)

Students study the basic premises of curriculum design and classroom structure appropriate for gifted and talented students. A variety of curriculum models and strategies for teaching the gifted are discussed.

## EPSY 5911 Social and Personality Development: School Psychology (3)

The content of this course focuses on the theories that explain the growth of social concepts (e.g., responsibility, sharing, friendship, rules, sex roles), the development of values and conscience, and the emerging personality of children and adolescents. This course considers the complex interactions among factors influencing developmental trajectories and both "normal" and "abnormal" development. The course presents different approaches to understanding and conceptualizing developmental psychopathology and explores ways of working with children and youth to enhance their psychological well-being and their healthy emotional, social, and adaptive skills development.

## EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3)

In this course, students will learn the advantages of progress monitoring, how to make data-based decisions to shape instruction, how to develop and improve problem solving teams, how to utilize and support multi-tiered systems, and ways to integrate academic and behavioral supports to maximize student success. This course will provide an overview of conceptual and practice concepts related to Multi-Tiered Systems of Support (MTSS) including Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI).

## EPSY 5920 Meeting the Affective Needs of Gifted Children (3)

This course reviews the affective needs of gifted students and ways to provide services to meet those needs. Students study

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the social and emotional development of the gifted child. They address the issues of self-esteem, underachievement, leadership, and social relationships, and discuss helping the families of gifted children.

## **EPSY 5930 Screening, Assessing, and Evaluating Gifted Students (3)**

Theory of testing, analysis of standardized tests, development of testing procedures, and analysis of test data for the gifted are covered. Emphasis is on intelligence testing, assessment of creativity, and interpretation and integration of test data.

**Prerequisite:** Permission of the instructor.

## **EPSY 5940 Systems Leadership: Gifted Program Planning and Evaluation (3)**

This course offers an understanding of the administration and supervision of gifted programs and provides students already familiar with the educational theory and models in gifted education with an overview of the skills needed to plan and supervise a defensible program for gifted and talented students. Topics include gifted identification, curriculum design, staff development, grant writing, group dynamics, and community relations.

Educational psychology courses in systems leadership focus on ways in which educational leaders apply systems thinking to organizations, management issues, policy advocacy, planning and development. The gifted program planning and evaluation course includes applying psychology to the coordination of gifted programs.

## **EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3)**

This course examines the leadership roles of school psychologists in analyzing behavior in school context, consulting with schools, developing the human capacity of their organizations and effecting positive change. Leaders need to create a collaborative, positive work culture within their school environment to promote student's diverse intellectual academic and social-emotional needs and ensure that all learners can reach their potential. Topics in this course include systems thinking, the psychology of leadership, program planning, curriculum design, staff development, grant writing, group dynamics and community relations.

## **EPSY 5951 Child Rights for School Professionals (1)**

The UN Convention on the Rights of the Child provides an internationally accepted standard that acknowledges the basic human rights of children and youth. The relevance and importance of children's rights to the work of mental health professionals and educators cannot be overstated. There are 54 articles in the UN Convention on the Rights of the Child; these cover many areas including learning, development, well-being, protection from danger, violence or ill treatment, and the right of the children to know their rights and have voice and agency. Students enrolled in this class will learn about the UN Convention on the Rights of the Child and discover applications for their professional lives and global citizenship. May be repeated for credit.

## **EPSY 5952 Children, Trauma and Crisis Intervention (3)**

Students enrolled in this course will research and debate the psychological impact of trauma on children. Topics include the impact of community violence on the lives of young people. How war or the threat of war affects children's development is also studied. Students will learn skills that enhance learning, mental

health, safety and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response and recovery. Students will contribute to, design, implement and/or evaluate prevention programs that integrate home, school and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families. Students will learn about conflict resolution strategies and discover how a crisis can be transformed into an opportunity to foster hope and resiliency in children and youth. Students will critically evaluate anti-bullying curriculum and school-wide prevention programs such as the PREPaRE Curriculum. Students will learn ways to respond to culture and context and to promote peaceful and safe classrooms and schools. In addition, students will receive a certificate in Prevention and Preparedness: Comprehensive School Safety Planning.

## **EPSY 5953 Historical and Psychological Perspective of Identity Development/Whiteness (3)**

This class investigates whiteness (Who is white?) and the way definitions of whiteness have changed through history. How can the construction of whiteness as a category help us understand the racial identities of figures like Eminem? Barack Obama? We proceed chronologically from slavery and end with the Black Lives Matter movement. This course will explore issues of identity politics, race, privilege and ethnicity; this course emphasizes important critical reading and thinking skills. Students explore various constructions of racial identity -- biological, cultural and political -- and discuss the history of shifting ideas about what race means. **Prerequisite:** EPSY 5350.

## **EPSY 5970 The Gifted Learner (3)**

This course is an introduction to the psychology and education of gifted students, grades K-12. In this course graduate students learn how to understand, nurture, and develop the talents of young people. As suggested by the American Psychological Association Center for Gifted Education Policy, the Webster University program uses a broad definition of gifted and seeks to "enhance the achievement and performance of children and adolescents with special gifts and talents in all domains." In this course, the characteristics of the gifted learners are explored, such as with a special focus on the different views of giftedness. Further topics include gifted programs and curricula, models of gifted identification, motivation and self-esteem, highly-creative and highly-gifted individuals, and multicultural and international perspectives on giftedness.

## **EPSY 5980 Motivation in the 21st Century Classroom (3)**

This course examines current thinking, theory, and practice regarding motivation in the 21<sup>st</sup> century. Students will review theories of motivation, including social cognitive, self-determination, goal orientation, and "flow" theory. Theory and research related to the psychology of sustainability will be explored. Implications of these theories for the classroom will be studied, and practices that derive from these theories and concepts will be developed in a course project.

## **EPSY 5990 Identifying Giftedness in Underserved Populations (3)**

In this course students will gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic, and cultural backgrounds. Structured

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as a seminar, discussions include professional issues in psychoeducational examination, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Course can be used for gifted certification.

## EPSY 5991 Issues in Assessment: Cultural Diversity & Giftedness in Underserved Populations (3)

Students examine theory, research and skills related to assessment and cultural diversity. Structured as a seminar, discussions include professional issues in psychoeducational examination, testing and assessment issues, techniques with regard to multiculturalism, and cultural differences, reviews of past discriminatory practices that have unfairly influenced the assessment of learning, recommendations for modifying traditional assessment procedures, and ways to stress children's cultural strengths rather than their cultural deficits. Students will also gain knowledge and improve personal skill levels in the areas of multicultural assessment in order to serve gifted and talented learners from diverse linguistic, geographic, economic and cultural backgrounds.

## EPSY 5995 Race in Education (3)

Many of us believe that education is the great equalizer, that hard work and perseverance can lead an individual out of poverty and beyond the barriers of race, gender and economic based oppressions. This belief embedded within the American Dream proposes education can move families out of the working class and into a middle class and prosperous lifestyle. Race in Education offers a historical and cultural context for understanding how inequality plays out in schools and provides educators with the skills and confidence to lead more excellent, equitable schools. Students will learn to recognize structures that perpetuate inequality, address assumptions about how people learn and create opportunities for more children to succeed.

It is more important than ever to develop critical frameworks for making sense of the institutional history, policy climate and contentious realities of teachers and students within U.S. public schooling. To set the context for analyzing these experiences, we will consider larger social issues such as the role schools play in the socialization of young people, and as instruments of social control and social stratification. We will examine how the historical development of public education in the United States has influenced its present form, and take a critical look at some of the current issues and policy debates in education involving the debate over school reform, the school-to-prison pipeline, discipline policies, ethnic studies and affirmative action. These pursuits will ultimately lead us to consider ways in which the problems facing U.S. schools can be more effectively remedied. **Prerequisites:** EPSY 5350, EPSY 5890 and EPSY 5953.

## EPSY 6000 Advanced Graduate Certificate Project (3)

The advanced graduate certificate (AGC) project is the culminating experience in the AGC program. These projects are based on applied field research at the student's own workplace or practicum placement. Projects may be professional presentations, case studies, or professional articles. Examples of final projects include a presentation for professional organization, a case study that emphasizes linking assessment and intervention, or a research project that might be published in professional journal. **Prerequisites:** EPSY 5892, EPSY 5953 and EPSY 5995.

## EPSY 6001 Integrated Studies in Applied Educational Psychology (3)

In this capstone course, the student is expected to synthesize and integrate the conceptual, theoretical, and practical knowledge, skills, and dispositions acquired in the program.

## EPSY 6036 Psychoeducational Assessment II (3)

This course is designed to provide school psychology students with skills in administering, scoring, and interpreting individual assessment instruments, especially intelligence tests. The skills acquired through this course will provide students with a solid foundation in these areas of assessment of cognitive functioning, a foundation upon which their subsequent clinical experience and expertise can be established. Interpretation focuses on the information provided by the instrument(s) administered and how this information fits into a total assessment battery. Students should be prepared to agree to and sign Applied Educational Psychology: School Psychology Handbook, the ISPA Code of Ethics, National Association of School Psychologists Principles for Professional Ethics (2010), join Missouri Association of School Psychologists, and complete an introductory course in psychoeducational assessment such as EPSY 5060. School psychology students should take this course in conjunction with EPSY 6103 Practicum in Advanced Psychoeducational Assessment and Intervention (1).

## EPSY 6037 Mental Health in Schools: Assessment and Intervention (3)

This course is designed for school psychology students and provides an overview of assessment and intervention for mental health disorders among children and adolescents in school-based settings. Assessment, evaluation, and diagnosis of emotional and behavioral disorders are explored with special attention given to educational classification systems. Different models of developmental psychopathology are studied and risk and protective factors are discussed. Although this course is more focused on classification, assessment and characteristics of various disorders, best practices in school psychology dictate that assessment practices are linked to interventions. Therefore, school-based prevention and intervention approaches with regard to social and emotional functioning are examined. In addition students will complete a practicum experience that allows them to apply the skills learned in the course within a school setting.

## EPSY 6100 Practicum in Data-Based Decision-Making (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum may be repeated for credit.

## EPSY 6101 Practicum in Data-Based Decision-Making: Applied Statistics (1-2)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and

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methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills with specific school-based examples. This practicum is designed to provide school-based applications of research and statistics courses such as EDTC 6240 Educational Statistics, an introductory graduate course in using quantitative methods for inquiry in education. The applied statistics courses teach how to critically review literature, identify best practices, and then consult with schools about their "real-world" concerns. One course is about applying statistics to a school-based mental health concern (suicide-prevention); the other applied statistics course focuses on an academic concern. This practicum may be repeated for credit.

## EPSY 6103 School Psychology Practicum I (3)

Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection, and data analysis. Practicum courses provide graduate students with opportunities to apply their knowledge of assessment models and methods to specific school-related concerns. Graduate students will gain experience collecting data, evaluating information, identifying strengths and needs, and developing effective services and programs in schools. Students will practice data-based decision-making and accountability skills within a school setting. This practicum is designed to provide experience administering and interpreting psychoeducational tests. In addition, the student will gain additional knowledge of the special education process and the state plan for special education.

## EPSY 6105 School Counseling Practicum (1.5)

Students are required to complete two terms of Practicum. Registration for these two terms of Practicum requires permission of the faculty supervisor and or the School Counseling Coordinator or Counseling Advisor; appendix D and a copy of the site supervisor's license/certificate have to be provided to the faculty supervisor in order to register for this course. Some field experience sites require background checks and/or letters of recommendation for field experience from the University in order to be accepted into field experience. In these instances, it is the student's responsibility to pay for and provide the background check and/or communicate with their faculty advisor to receive a letter of recommendation. The *Practicum Agreement* must be reviewed and appropriate appendices signed by the student and the practicum site supervisor and submitted to the school counseling coordinator or practicum faculty supervisor to be approved. **Prerequisites:** COUN 5110, COUN 5840 and COUN 5685.

## EPSY 6107 School Psychology Practicum II (3)

This course is the second semester of the school psychology practicum that takes place in a public school setting. Expertise in psychoeducational assessment requires knowledge of varied models and methods of assessment, data collection and data analysis.

The professional practice of school psychology requires knowledge of varied models and methods of assessment, data collection and data analysis. This practicum is designed to be taken while in a practicum placement in a school setting. This placement will provide additional experience administering and interpreting psychoeducational tests and informal academic assessments. Students will then use that information to recommend appropriate academic interventions. **Prerequisites:**

EPSY 6036, EPSY 6103 and EPSY 6200. Concurrent enrollment in EPSY 6200 is permitted.

## EPSY 6121 Portfolio-Based Analysis: School Psychology (1-2)

The aim of the Portfolio-Based Analysis course is to assist school psychology students in developing and demonstrating their mastery of skills that are related to the ten competencies of school psychology described by the Missouri Department of Elementary and Secondary Education (DESE), the matching ten domains described by the National Association of School Psychologists (NASP), the 2009 six goals and outcomes of the International Association of School Psychologists (ISPA), and the four goals of the School of Education. The preparation of the School Psychology Portfolio facilitates reflection, self-assessment, goal setting, and improvement. May be repeated for credit.

## EPSY 6200 Seminar in School Psychology: Professional School Psychology (3)

This seminar is designed to familiarize students with the roles and functions of the school psychologist in school settings or other alternative service delivery systems. Topics include assessment, consultation, intervention, special education, research, ethics and standards, and the future of education and school psychology.

## EPSY 6201 School Psychology: International and Multicultural Perspectives (3)

This seminar is designed to provide international and multicultural perspectives on the roles and functions of the school psychologist. Topics include the following: the international growth in school psychology, cultural diversity, ethical practice, global perspectives, social justice, children's rights, effects of poverty, professional organizations, and the future of school psychology.

## EPSY 6202 School Psychology: Case Studies of Exceptional Children and Youth (2)

In this advanced seminar, graduate students explore the psychology of the exceptional child through case studies of children and youth with disabilities and/or giftedness. The case studies include studies of individual children, programs affecting groups of children, and legal cases/professional issues related to educational services for exceptional children. Students acquire advanced skills for determining eligibility for gifted programming and special education services. Special attention is given to cases involving children and youth from diverse ethnic/racial minority backgrounds, who are learning English, who have disabilities, who are gifted, and/or who are twice exceptional.

## EPSY 6250 Thesis (3-6)

The student completes a thesis project under faculty supervision. The thesis option is recommended for those considering graduate study at a doctoral level. All theses must follow university guidelines and be deposited in the Webster University library. All Applied Educational Psychology theses must follow both University guidelines and the additional specific guidelines for Applied Educational Psychology. The student pursuing the thesis option initially registers for a minimum of 3 credit hours, and subsequently maintains a minimum enrollment of 3 hours until the thesis is completed. Most students need more than one semester to finish the thesis. A maximum of 6 credit hours may be applied toward the graduate degree, with appropriate approvals. Credit for the thesis and thesis project is awarded in a non-letter grade format (Credit/No Credit). May be repeated for credit, for a maximum of 6 credits hours, which may be applied to the degree.

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## EPSY 6300 School Consultation in a Global Society (3)

This course provides school psychology candidates with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school settings. Candidates will learn theories, models, and processes of consultation. In addition school psychology candidates will learn how to be impact change with administrators, teachers, parents, community and mental health agencies, and students. Consultation within a cross-cultural, international, and ethical framework will be emphasized. Particular attention is given to students with behavioral problems. The majority of this course will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

## EPSY 6500 School Psychology Internship I (3)

The purpose of EPSY 6500 School Psychology Internship I is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The internship provides an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. The school psychology internship is a minimum of 600 hours in this course totaling 1200 hours over the academic year. **Prerequisites:** EPSY 6103 and EPSY 6107

## EPSY 6501 School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary and/or secondary school setting. Students are required to complete Internship in conjunction with their Counseling curriculum. Enrollment in this course requires permission of the faculty supervisor. **Prerequisite:** EPSY 6105.

## EPSY 6502 Secondary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in a secondary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the *ASCA Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other

courses. Self-growth experiential activities are a required part of this course. **Prerequisite:** EPSY 6105.

## EPSY 6503 Elementary School Counseling Internship (1.5)

Opportunity to practice and demonstrate competency in the practical application and integration of principles and methods studied in the training program in an elementary school setting. Students are required to complete internship in conjunction with the counseling curriculum. Acceptance into a section of internship is only per the certified/licensed faculty supervisor of the course. Hence, enrollment in this course requires permission of the faculty supervisor. If your site has changed since Practicum, a formal Internship Agreement must be submitted to the faculty supervisor before the first week of class.

Students are required to abide by the *ASCA Code of Ethics* (2010) in their internship experience. Violation of ethical code with result in a grade of F in the course and all hours for the term will be lost; and potential dismissal from the program. The internship is graded on the credit/no credit/fail grading option. Additional fees are required of students in this course for professional liability insurance and purchase of recording equipment. Students are required to provide evidence of professional liability insurance to the faculty supervisor prior to seeing clients; insurance form must be in student file.

This course is time consuming and demanding. Students should be prepared to apply more hours to this course than to most other courses. Self-growth experiential activities are a required part of this course. **Prerequisite:** EPSY 6105.

## EPSY 6505 School Psychology Internship II (3)

The purpose of EPSY 6505 School Psychology Internship II is to assist in the preparation of school psychology graduate students for entry into the field. Included are topics and activities in the professional practice of school psychology. The internship provides an opportunity to apply knowledge and skills obtained through coursework, practicum, and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. This course serves as the final course in the school psychology internship sequence. The school psychology internship is a minimum of 600 hours in this course totaling 1200 hours over the academic year. **Prerequisite:** EPSY 6500.