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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.

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## **EPSY 5601 Practicum in Gifted Education (3)**

This practicum provides supervised field experience in programs

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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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