



Dear Prospective Student:

Thank you for your interest in Webster University's MA in Applied Educational Psychology, a new masters degree that begins on June 1, 2010. Please see the attached documents for MA program description and coursework for each emphasis.

It is too soon for you to apply for admissions because the program does not officially start until June 2010. In the meantime, please submit all inquiries including your name, address, phone number, and e-mail to Anna Santoya annasantoya27@webster.edu with a "cc" to Dr. Debbie Stiles, stilesda@webster.edu.

Sincerely,

Deborah A. Stiles, Ph.D.

Professor of Education

Coordinator, MA in Applied Educational Psychology

Name

Address

Telephone

Email

1. Area of interest: (1) No emphasis, (2) Psychological Education Programs, (3) Immigrant and Refugee Children and Families, or (4) Psychology and Education of Gifted Students.

MA IN APPLIED EDUCATIONAL PSYCHOLOGY

The mission of the Webster University School of Education is as follows:

The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that enable them to guide both themselves and others toward lifelong learning. The School is a community of teacher-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to do this by modeling effective teaching practices based on sound theory and research. The personalized approaches make for a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School encourages its faculty and students to work actively toward this end, keeping in mind that the actions must be rooted in visionary yet realistic thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

1. Description of Applied Educational Psychology aims:

Program Description:

The Master of Arts (MA) in Applied Educational Psychology is an advanced degree program for practicing educators, and other professionals working in related services, who are seeking to expand their knowledge, skills and professional effectiveness to improve the academic and social outcomes for school-aged children, adolescents, and their families.

The field of educational psychology provides a significant source of scientific insights into teaching, learning, motivation, and maturation. Educational psychology coursework develops knowledge and skills in several areas including assessment of learning differences, developmental processes, recognition of human diversity, effective instruction, evidence-based decision-making, research and program evaluation, and technological applications. Students in this program are encouraged to be self-reflective, to develop good communication skills, and to work cooperatively with others. Graduates of Applied Educational Psychology know how to identify learners' strengths and needs, to individualize instruction, to conduct research investigations, to facilitate creative problem-solving, to promote well being and resilience, and to develop psychoeducational curricula and interventions to foster life competencies. In keeping with the mission of Webster University, MA students in Applied Educational Psychology are encouraged to gain "international perspectives" and to develop "a life long desire to learn and a commitment to contribute actively to their communities and the world."

A total of 36 credit hours is required for this major. Degree-seeking majors in Applied Educational Psychology have the option of completing the program (a) without emphasis or specialization; or (b) with emphasis in one of three specialization areas, including (1) Psychological Education Programs, (2) Immigrant and Refugee Children and Families, or (3) Psychology and Education of Gifted Students.

This major includes thesis and non-thesis options. The thesis track is recommended for those students wishing to pursue a doctoral degree in Educational Psychology or School Psychology and for those seeking advanced graduate credentials as a Positive Behavior Intervention Specialist (PBIS). After completing the MA in Applied Educational Psychology, further study is needed if one wants to become a psychologist; the American Psychological Association defines a psychologist as, "An individual with a doctoral degree in psychology..."

2. Three emphasis areas of Applied Educational Psychology: (1) Psychological Education Programs, (2) Immigrant and Refugee Children and Families, or (3) Psychology and Education of Gifted Students.

Emphasis in Psychological Education Programs:

This emphasis area enables educators to provide motivational and enrichment strategies for all students and to design psychoeducational intervention and prevention programs that promote the academic, social-emotional and physical well being of students. Examples of psychological education are critical thinking skills instruction, social skills training, at-risk student intervention, dropout prevention programs, TOTR, and PBIS. Psychologists define the Other 3 Rs (TOTR) needed for the 21st century learning as reasoning, resilience, and responsibility. Conceptualized as teachable skills that can optimize school success, TOTR are covered with reasoning (EPSY 5880), resilience (EPSY 5150), and responsibility (EPSY 5110). PBIS (Positive Behavioral Intervention and Supports) promotes effective school-wide methods that encourage positive behaviors in students. Expertise in PBIS can be acquired through successful participation in SPED 5700, SPED 5701, SPED 5702, and SPED 5703.

<p>COURSE REQUIREMENTS FOR: DEGREE: Master of Arts (M.A.) MAJOR: Applied Educational Psychology EMPHASIS: Psychological Education Programs</p>
<p>REQUIRED COURSES (6 hours): Foundations of Global Citizenship (3 hours) Curriculum and Creativity (3 hours) DISCIPLINE & SPECIALIZATION COURSES (9) hours) Intercultural Communications (3 hours) Practicum in Educational Psychology (3 hours) Applied Research (3 hours) Emphasis Coursework (12 hours) Select 12 hours from the following list: Social and Personality Development (3 hours) Resilience and Self-Concept Development (3 hours) Assessment and Evaluation of Academic Performance Motivation in the 21st century classroom (3 hours) Psychology of Memory, Learning, and Problem-Solving (3 hours) Psychology of Stress (3 hours) Children, Culture, and Violence (3 hours) Advanced Educational Psychology (3 hours) Models in Behavioral Management School-Based Prevention/Intervention: Rtl and PBIS (3 hours) Universal School-Wide PBIS (3 hours) Secondary Prevention: Targeted Group Interventions (3 hours) Applying PBIS: Functional Behavior Assessment/ and Behavior Support Planning/Implementation (3 hours) ELECTIVES (6 hours) Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses. CAPSTONE OR THESIS (3 hours): Integrated Studies in Applied Educational Psychology (3 hours, for Non-Thesis Track), or Thesis (3 – 6 hours, for Thesis Track) TOTAL: 36 hours</p>

Emphasis in Immigrant and Refugee Children and Families:

The emphasis in immigrant and refugee children and families provides educators with the knowledge and skills necessary to meet the educational, social, and emotional needs of children and families who are facing multiple challenges as they migrate to new cultures and countries. Most often the educators who work with immigrants and refugees are also second language teachers. In addition to language instruction, these teachers share cultural experiences and provide a "welcoming oasis" for newly arrived refugees and immigrants.

COURSE REQUIREMENTS FOR: DEGREE: Master of Arts (M.A.) MAJOR: Applied Educational Psychology EMPHASIS: Immigrant and Refugee Children and Families
REQUIRED COURSES (6 hours): Foundations of Global Citizenship (3 hours) Curriculum and Creativity (3 hours) DISCIPLINE & SPECIALIZATION COURSES (9 hours) Intercultural Communications (3 hours) Practicum in Educational Psychology: Immigrant and Refugees (3 hours) Applied Research (3 hours) Emphasis Coursework (12 hours) Psychosocial Aspects of Migration (3 hours) Nine (9) hours from the following: 5290 Family Counseling (3 hours) Counseling (3 hours) Social and Personality Development (3 hours) Psychology of Stress (3 hours) Children, Culture, and Violence (3 hours) Advanced Educational Psychology (3 hours) Resilience and Self-Concept Development (3 hours) SOCS 5000 Interdisciplinary Course: Global Awareness or Multiethnic Education Seminars in Immigrant and Refugee Experiences (3) (May be repeated for credit if content differs). ELECTIVES (6 hours) Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses. CAPSTONE OR THESIS (3 hours): Integrated Studies in Applied Educational Psychology (3 hours, for Non-Thesis Track), or Thesis (3 – 6 hours, for Thesis Track) TOTAL: 36 hours

International experience and the study of a second language are strongly recommended. Students enrolled in Immigrant and Refugee Children and Families may substitute the practicum requirement with an approved study abroad course.

Emphasis in Psychology and Education of Gifted Students:

The emphasis in the Psychology and Education of Gifted Students provides training on 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.” This emphasis has courses for educators who are exploring gifted education as well as applied psychology courses for educators who already have knowledge of and experience with gifted education.

COURSE REQUIREMENTS FOR: DEGREE: Master of Arts (M.A.) MAJOR: Applied Educational Psychology EMPHASIS: Psychology and Education of Gifted Students
REQUIRED COURSES (9 hours): Foundations of Global Citizenship (3 hours) Curriculum and Creativity (3 hours); or Literacies for 21st Century Learning (3 hours)
DISCIPLINE & SPECIALIZATION COURSES (18 hours) Intercultural Communications (3 hours) Practicum in Educational Psychology or Practicum in Gifted Education (3 hours) Applied Research (3 hours) Three of the following courses (9 hours) The Gifted Learner: Multicultural and International Perspectives (3 hours) Screening, Assessing, and Evaluating Gifted Students (3 hours) Meeting the Affective Needs of Gifted Children (3 hours) Curriculum and Instruction for the Gifted (3 hours) Systems Leadership: Gifted Program Planning and Evaluation Advanced Educational Psychology Psychology of Memory, Learning and Problem-solving (3 hours) Special Institutes: (“Twice Exceptional” Gifted Students, Enrichment and Talent Development, Theories of Creativity and Intelligence, Psychology of Art and Visual Thinking) Motivation in the 21 st century classroom (3 hours) Assessment and Evaluation of Academic Performance (3 hours) Resilience and Self-Concept Development (3 hours)
ELECTIVES (6 hours) Electives may include approved, graduate School of Education courses, or approved 5000 level courses from other disciplines, or approved transfer graduate courses.
CAPSTONE OR THESIS (3 hours): Integrated Studies in Applied Educational Psychology (3 hours, for Non-Thesis Track), or Thesis (3 – 6 hours, for Thesis Track)
TOTAL: 36 hours