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 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 the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services. This model 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:

1. Goal 1 - Core knowledge in psychology and education
2. Goal 2 - Professional practice preparation
3. Goal 3 - Professional skills and abilities in assessment and intervention
4. Goal 4 - Interpersonal skills
5. Goal 5 - Research methods and statistical skills
6. 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

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. Webster University’s post-master’s EdS degree in school psychology is 39 hours. The EdS degree in 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 such as: applied educational psychology, educational psychology, clinical psychology, counseling psychology, school psychology, school counseling, or special education.
3. Students who currently have School Psychological Examiner Certification and wish to pursue an EdS.

The EdS degree in 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.

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 39 hours of post-master’s work in school psychology curriculum and professional experiences. Students may complete the first year of the curriculum on a part-time basis, however, practicum during the second year involves spending two days a week in a school setting, with a certified school psychologist. The internship is a year-long, full-time supervised experience. Thus, full-time employment is not possible during the practicum and internship years.

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 will be developed throughout the DESE program. 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.
School Psychology (EdS)

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.

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 39-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
• EPSY 5918 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)
• EPSY 5170 Behavior Management (3 hours)

Goal 2 - Professional Practice Preparation
• EPSY 6103 School Psychology Practicum I (3 hours)
• EPSY 6107 School Psychology Practicum II (3 hours)
• EPSY 6500 School Psychology Internship (6 hours)

Goal 3 - Professional Skills and Abilities in Assessment and Interventions
• EPSY 6036 Psychoeducational Assessment II (3 hours)
• EPSY 6037 Mental Health in Schools: Assessment and Intervention (3 hours)
• EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)

Goal 4 - Interpersonal Skills, Collaboration and Consultation
• EPSY 6300 School Consultation in a Global Society (3 hours)
• EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)

Goal 5 - Research Methods and Statistical Skills
• Courses to fulfill this goal are taken as part of the MA degree.

Goal 6 - Knowledge of Ethics and Establishment of Professional Values
• EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
• EPSY 6200 Seminar in School Psychology: International and Multicultural Perspectives (2 hours)
• ESPY 6200 Seminar in School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

Optional Track in International Children's Rights
In keeping with the core values and goals of this graduate program, the track 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 courses listed below.

Choose 12 hours from the following:
• EPSY 5951 Child Rights for School Professionals (1 hour) (May be repeated for credit)
• EDUC 5210/EPSY 5210 Annual Human Rights Conference (1 hour) (May be repeated for credit)
• SPED 5319 Disabilities and Ethics (3 hours)
• EPSY 5952 Children, Trauma and Crisis Intervention (3 hours)
• EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
• EPSY 6200 Seminars in School Psychology: International and Multicultural Perspectives (2 hours)

Admission
Students who are interested in applying to this degree program should see the Admission section of this catalog for general requirements.

Admission Requirements
• A master of arts in applied educational psychology or a master's degree in a closely related field such as clinical psychology, counseling psychology, school counseling, or special education.
• Official transcripts of previous undergraduate and graduate coursework.
• A cumulative graduate GPA of 3.0 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.
• Submit one 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 school psychology?
• Submit an additional 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.

Send all admissions materials to:
Office of Admission
Webster University
Attn: EdS Admissions Committee
470 East Lockwood Ave.
St. Louis, MO 63119
School Psychology (EdS)

Or apply online at www.webster.edu/apply.

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

Graduate students who successfully complete all of the program requirements for the MA in applied educational psychology with the track in educational psychology, the EdS in school psychology, and a passing score on the school psychologist Praxis test are eligible for Missouri school psychologist certification. Upon admission to the EdS program, students will receive the required courses needed for certification. In addition, students may be eligible to become nationally certified school psychologists. Please also see the current program handbook for school psychology. Following admission into the EdS school psychology program, students are required to notify the Webster University certification office of their intent to pursue school psychologist certification.

Below is a list of the courses required for certification. While these courses are part of the degree, there are additional courses needed to obtain the degree. The degree is needed for certification.

- EPSY 5001 Global Citizenship and Applied Educational Psychology (3 hours)
  or EPSY 5350 Intercultural Communications (3 hours)
- EPSY 5390 Applied Statistics in Educational Psychology (3 hours)
- EPSY 5505 Applied Developmental and Educational Psychology (3 hours)
- EPSY 5800 Applied Research (3 hours)
- EPSY 5816 Advanced Child Development (3 hours)
  or EPSY 5810 Advanced Adolescent Psychology (3 hours)
- EPSY 5060 Psychoeducational Assessment I (3 hours)
- EPSY 5370 Counseling (3 hours)
- EPSY 5818 Data-based Decision-making in Education and Multi-Tiered Systems of Support (3 hours)
  or EPSY 5170 Behavior Management (3 hours)
- EPSY 6103 School Psychology Practicum I (3 hours)
- EPSY 6107 School Psychology Practicum II (3 hours)
- EPSY 6500 School Psychology Internship (6 hours)
- EPSY 6036 Psychoeducational Assessment II (3 hours)
- EPSY 6037 Mental Health in Schools: Assessment and Intervention (3 hours)
  or EPSY 5991 Issues in Assessment: Cultural and Linguistic Diversity (3 hours)
- EPSY 5941 Systems Leadership: School Psychology Planning and Evaluation (3 hours)
  or EPSY 6200 Seminar in School Psychology: Professional School Psychology (2 hours)
  or EPSY 6200 Seminar in School Psychology: Case Studies of Exceptional Children and Youth (2 hours)

This page was modified on 21 June 2019.
Please see the Graduate Catalog Addendum to view changes that were made.