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 included. Graduate students also explore various academic interventions that result in improved achievement outcomes for students.

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 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,

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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 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 of 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 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 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

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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 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