

EdS in School Psychology

The Educational Specialist in School Psychology (Ed.S.) degree program at the University of Missouri-St. Louis is a National Association of School Psychologists-approved training program that ~~prepares future psychologists as data-based problem solvers.~~ provides specialized training in the provision of academic and social-emotional and behavior interventions via a problem-solving approach. ~~Particular attention throughout the program is placed upon interventions and~~ Special attention is placed upon prevention, early intervention, and assessment of educational outcomes within a cognitive-behavioral theoretical perspective. The UMSL School Psychology ~~Program promotes a unique set of professional values though its emphasis on~~ Program's primary goal is to prepare future school-based practitioners who can provide an array of effective student- and systems-level school psychological services to support all students via the following candidate learning outcomes:

- ~~• Data-based decision making~~
- ~~• Educational and psychological treatment outcomes~~
- ~~• Multicultural diversity~~
- ~~• Program development and evaluation~~
- ~~• Facilitation of organization change~~

~~The UMSL Ed.S. in School Psychology degree is designed to prepare future school psychologists practitioners to work in school settings. Graduates of the program are immediately eligible for School Psychologist Certification from the Missouri Department of Elementary and Secondary Education and the Nationally Certified School Psychologist credential from the National Association of School Psychologists.~~

Learning Outcomes

~~The following outcomes guide the training and preparation of our Ed.S. in School Psychology degree candidates.~~

A. Data-Based Decision Making

Ed. S. candidates will acquire knowledge of ~~and skills in~~ a variety of assessment models and methods that enable them to develop expertise in

collecting, analyzing, and interpreting data for the purpose of making recommendations to improve the academic performance and/or social-emotional development of children and adolescents with whom they work.

B. Improved Educational and Psychological Treatment Outcomes

Ed. S. candidates will gain knowledge of and develop skills associated with a wide-range of research-based academic, behavior, and psychological interventions treatments to promote academic performance and social-emotional behavior.

C. Multicultural Diversity

Ed. S. candidates will acquire knowledge of identity development that facilitates the development of skills to work with a students and families from diverse groups, thereby engaging in culturally-competent practice.

D. Program Development and Evaluation

Ed. S. candidates will gain knowledge of and acquire skills in a variety of data collection and research methodologies that enable them to develop, implement, and evaluate school-based interventions and programs for ~~children and adolescents~~ students, educators, and parents. ~~Candidates will gain knowledge and skills of~~

E. Facilitation of Organizational Change

Ed. S. candidates will acquire an understanding of the complexity of educational systems and the role school psychologists can play to promote systemic changes and improve services for all children and adolescents.

The Ed. S. in School Psychology degree program consists of 60 ~~hours of graduate coursework~~ graduate semester hours that includes coursework in psychological and educational foundations, psychoeducational assessment, and direct and indirect service delivery. Prevention and early intervention of academic, behavioral, and social-emotional problems through consultation, interdisciplinary collaboration, and systems-level interventions are highlighted throughout the program. The Ed. S. degree is a small-cohort program consisting of 8-12 candidates per cohort that utilizes maximizes close relationships with faculty and field-based practitioners to develop professional skills and competencies.

Admission requirements include a 3.0 undergraduate GPA, current GRE **General Test** scores (Verbal, Quantitative and Analytical Writing scores at or above the 50th percentile), three letters of recommendation, a personal statement describing personal goals (not to exceed ~~three single-spaced~~ **five double-spaced** typed pages) and a **curriculum** vita detailing relevant experience with children, adolescents, and families. Prerequisite coursework in the areas of Developmental Psychology, and Psychological Statistics is required for admission. Following initial screening, finalists will be invited for an on-campus interview with the School Psychology Program faculty and current Ed. S. candidates. All required application materials will be considered equally when making admission decisions. Applications are reviewed annually with a February 15 deadline.

Transfer credit may be granted for graduate coursework completed prior to entering the program, but strict limitations apply. The Ed. S. in School Psychology degree program involves a minimum of three years of intensive study. **Although** **Though** it is possible to complete the first year of the curriculum on a part-time basis, please note that practicum during the second year involves two days per week working in a school with a school psychologist, and internship is a yearlong fulltime supervised experience. Consequently, ~~fulltime~~ **full-time** study is recommended and preferred. **Graduates of the program are immediately eligible for School Psychologist Certification from the Missouri Department of Elementary and Secondary Education and the Nationally Certified School Psychologist credential from the National Association of School Psychologists. As such, graduates from the program will meet or exceed certification requirements in the majority if not all states in the country.**

Educational Specialist in School Psychology (Ed.S.)

Curriculum

First Year					
Fall	Hours	Spring	Hours	Summer	Hours
ED PSY 6222 or 6210	3	ED PSY 6310	3	ED PSY 6210	3
ED PSY 6530	3	ED PSY 6550	3	SPEC ED 6325	3
ED PSY 6532	3	ED REM 6710	3	ED PSY 6115	3
ED PSY 6545	3	ED REM 6718	3	ED REM 6719	3
ED REM 6750	3	ED REM 7771	3		
	12		12		6
Second Year					
Fall	Hours	Spring	Hours		
ED PSY 6536	3	CNS ED 6030	3		
ED PSY 6540	3	ED PSY 6536	3		
ED PSY 6590	3	ED PSY 6542	3		
ED REM 6719	3	ED PSY 6591	3		
ED REM 6730	3	ED REM 6730	3		
SPEC ED 6437 or 6325	3	ED REM 6732	3		
	12		12		
Third Year					
Fall	Hours	Spring	Hours		
ED PSY 6598	3	ED PSY 6599	3		
	3		3		
Total Hours: 60					

In addition to completion of the 60-hour curriculum listed above, candidates for the Ed.S. in School Psychology degree must receive passing scores on the following programmatic assessments: Praxis ~~II~~ School Psychologist Examination, ~~two~~ Problem-Solving Case ~~Study,~~ Studies (one academic, one behavioral), and Comprehensive Examination.

Sign-offs from other departments affected by this proposal

Department	Contact Person	Phone #	Objections
S003150	Mark Pope	516-7121	No
S007400	Pat Kopetz	516-6557	No

Rationale

The revised Bulletin description provides a clearer presentation of the program's goals and learning outcomes. The proposed curricular changes offer an option of child and adolescent or life span development, a practitioner-oriented research sequence that will strengthen the programmatic emphasis on program development and evaluation, and offers a choice between two Special Education behavior management and assessment courses. Finally Advanced Assessment is moved to Year 1 Summer so that the candidates will have completed all assessment courses before starting Practicum.