

Psychological and Quantitative Foundations, EdS

Programs designed to lead to professional licensure are subject to federal regulations regarding informational disclosures. Please see Professional Licensure Disclosures by Program for further information.

Learning Outcomes

Graduate students will:

- gain course-specific knowledge and skills as required to perform well in their specialties (as demonstrated by completing their required courses in their specialty/major area with a grade-point average of 3.00 or higher);
- demonstrate integrated substantive knowledge and skills that can be applied to solve novel professional-level problems (as demonstrated by completing their comprehensive examinations satisfactorily);
- demonstrate required clinical practice skills (as demonstrated by satisfactory completion of all required practicums and/or internships);
- demonstrate initial engagement with, and commitment to, professional ethics, professional development, lifelong learning, and service to the profession (as demonstrated by participation and engagement in the appropriate state, regional, and national organizations as appropriate for their degrees);
- demonstrate entry-level professional qualifications (as demonstrated by being qualified to take any licensing exams that are required for practice and/or employment); and
- be qualified for suitable employment upon graduation (as reported on annual alumni Qualtrics surveys).

Requirements

The educational specialist (EdS) program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 60 s.h. of graduate credit. Students are expected to maintain a UI cumulative grade-point average of at least 3.00.

The EdS program in school psychology has intentionally designed its course offerings, program sequence, research components, and supervised practical experiences to align with the professional preparation standards that are outlined in the National Association of School Psychologists (NASP) Standards of Accreditation for Graduate Programs in School Psychology. Although not currently accredited by NASP, the program is committed to meeting all required criteria. The EdS-level school psychology program will apply for candidacy through NASP as soon as possible.

The program provides coursework and supervised field experience in education and psychology. The curriculum includes courses in psychological foundations, psychoeducational foundations, school psychology, and research methods. Other requirements include practicum experiences, a written and oral portfolio, and a full-time yearlong EdS-level internship. Successful completion of the

PRAXIS II—School Psychology subject test 5403 is required for program completion.

The EdS in psychological and quantitative foundations includes the following coursework.

Course #	Title	Hours
All of these (or equivalents):		
PSQF:3104	Multicultural Issues in Counseling and Psychology	3
PSQF:5199	Topical Workshop in Psychological and Quantitative Foundations (when topic is introduction to school psychology research writing)	1
PSQF:5219	Foundations of Health Service/School Psychology	3
PSQF:5900	Psychometrics	1
PSQF:6213	Advanced Lifespan Development	3
PSQF:6238	Assessment of Learning Differences	3
PSQF:6263	Consultation Theory and Practice	3
PSQF:7237	Beginning Practicum in School Psychological Service	3
PSQF:7310	Intelligence Assessment	3
PSQF:7313	Psychopathology in Childhood	3
PSQF:7315	Social and Emotional Assessment of Children and Adolescents	3
PSQF:7337	Advanced Practicum in School Psychology	6
PSQF:7344	Academic Interventions	3
PSQF:7437	Internship in School Psychology (EdS field experience)	4
PSQF:7465	Issues and Ethics in Professional Psychology	3
or EDTL:5963	Ethics and Professional Conduct for Behavior Analysts and Psychologists	
CSED:5222	Counseling Children and Adolescents in Schools	3
EDTL:4900	Foundations of Special Education	3
EDTL:4950	Behavioral and Social Interventions	3
EDTL:5961	Foundation of Applied Behavior Analysis	3
EDTL:7953	Seminar: Single Subject Design Research	3

Graduate Education

Graduate education prepares students with advanced knowledge and skills in specialized fields. At the University of Iowa, the Graduate College advocates for student-centered graduate education and supports equitable application of rules and policies across graduate programs.

Academics

University of Iowa graduate credentials are regulated by policies and requirements found in the Graduate College Manual of Rules and Regulations. This includes minimum grade-point average (GPA) requirements for academic standing and degree conferral. The Graduate College sets the minimum requirement. Individual graduate programs may establish higher GPA requirements.

Admissions

Graduate student applicants must meet admission requirements for both the Graduate College and the program to which they have applied. University of Iowa graduate admission requirements are published by the Graduate College and on the Graduate Admissions website.

Financial Support

Graduate students might be eligible for financial support. Several contingencies apply, including degree program and award type, satisfactory progress toward degree, satisfactory completion of all duties related to an appointment, and availability of funding. Graduate students should inquire directly with their program for more information about funding availability. The Graduate Student Employment Standards govern the employment relationship between the University of Iowa and all graduate teaching and research assistants in all matters except wages, which are covered by an existing collective bargaining agreement or the conditions of an applicable federal grant.

Admission

Applicants must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations on the Graduate College website. Applicants are reviewed holistically.

Preference is given to applicants with:

- an undergraduate major in psychology, education, or a related field;
- an undergraduate grade-point average (GPA) of 3.00 or higher;
- a graduate GPA of 3.00 or higher;
- related research experience; and
- an interest and experience working with children and adolescents in K-12 settings.