Psychological and Quantitative Foundations, EdS

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 Qualtrics surveys).

Requirements

The educational specialist (EdS) program in psychological and quantitative foundations with a school psychology subprogram requires a minimum of 62 s.h. of graduate credit. Students are expected to maintain a cumulative grade-point average of at least 3.00.

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
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All of these (or equivalents):
PSQF:5219 | Foundations of Health Service/School Psychology | 3
PSQF:5900 | Psychometrics | 1
PSQF:6213 | Advanced Lifespan Development | 3
PSQF:6235 | Multicultural Counseling | 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 (Ed.S. field experience) | 4
PSQF:7465 | Issues and Ethics in Professional Psychology | 3
CSED:5202 | Introduction to Group Counseling | 3
or 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
EPLS:4180 | Human Relations for the Classroom Teacher | 3

Admission

Applicants must meet the admission requirements of the Graduate College.

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.

The school psychology program does not have an official cutoff score for the Graduate Record Examination (GRE) General Test (the GRE is optional) and applicants are reviewed holistically.

Applicants should submit:

• a Graduate College application form;
• official transcripts for all previous college work;
• an official report of GRE General Test scores (the GRE is optional);
• a personal statement outlining career goals and reasons for seeking training in school psychology at the University of Iowa;
• three letters of recommendation from individuals who are qualified to assess the applicant’s potential for completing the doctoral program; and
• an updated curriculum vitae or résumé.

The program encourages applicants from minoritized and other underrepresented groups to include persons from a wide range of backgrounds and academic preparation. Students begin the program in the fall. The application deadline is Dec. 1; admission decisions usually are made by March 1. Applicants are invited to campus for interviews before final selection.