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 alumni 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 UI 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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSQF:5219</td>
<td>Foundations of Health Service/School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:5900</td>
<td>Psychometrics</td>
<td>1</td>
</tr>
<tr>
<td>PSQF:6213</td>
<td>Advanced Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6235</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSQF:6238</td>
<td>Assessment of Learning Differences</td>
<td>3</td>
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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.