

Specialist in Education: School Psychology Ed.S.

School Psychology Major

The major in School Psychology at the University of Northern Iowa leading to the Specialist in Education Degree involves breadth of preparation as well as depth in a particular field of specialization.

Students interested in this program must submit a completed Application for Admission to Graduate Study and should refer to their MyUNiverse Student Center To-Do list or contact the Department of Learning, Leadership, and Community for other application requirements and detailed information on the School Psychology major. Graduate information and application for graduate admission can be found at <https://admissions.uni.edu/application>. For requirements concerning admission, program approval, candidacy, scholarship, residence, examinations, thesis, and graduation for the Specialist in Education Degree see the "Graduate Information" section of this University Catalog.

Only graduate courses (course number 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

Course work requirements for the Specialist in Education Degree are defined in terms of a three-year graduate program, including internship and work taken on the master's degree. A **minimum of 68 semester hours** beyond the bachelor's degree is required for completing the program.

The School Psychology major is open to students who hold a master's degree from an accredited graduate school, and who meet the requirements set forth below.

Admission to the Ed.S. program in School Psychology requires EITHER:

1. Admission to the Ed.S. program in School Psychology requires an earned, accredited master's degree and a prior graduate preparation equivalent to UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment. Since UNI's Ed.S. program is less than the 68 credits required for the degree, students that meet this admissions requirement will have all previous graduate work reflected as transfer credit in exception to the Graduate Transfer Credit Policy.; OR

2. Concurrent enrollment in UNI's M.A.E. in Educational Psychology with an emphasis in Context and Techniques of Assessment degree program along with approval from the program faculty to enroll in both programs concurrently.

The Graduate Record Examination (General Test) **is not** required for admission to the program.

Students with deficiencies will be notified prior to admission. Any deficiencies in the student's background will be *added* to the student's Ed.S. program requirements.

This major is available on the **thesis** option and **non-thesis** option.

For the thesis option, a **minimum of 39 semester hours** is required. For the non-thesis option, a **minimum of 36 semester hours** is required. **A minimum of 15 hours of 6000-level course work is required for either option.** Successful completion of a final oral and written examination is required.

Required

Educational Psychology:

EDPSYCH 4232/5232	Risk and Resilience: Child, Family, School and Community Factors	3
EDPSYCH 6270	Behavioral Interventions in School Settings	3
EDPSYCH 6272	Systems Consultation	3

Measurement and Research:

MEASRES 6284	Psychosocial Assessment	4
MEASRES 6287	Early Childhood Assessment and Intervention	3

Professional Studies:

EDPSYCH 6290	Ed.S. Practicum in Education and Psychology	5
EDPSYCH 6291	Internship in School Psychology	6

Special Education:

SPIE 6260	Special Education Law and Policy	3
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Counseling & Behavior Modification

EDPSYCH 6260	Counseling Interventions in School	3
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Thesis Option

EDPSYCH 6299	Research	6
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Non-Thesis Option

MEASRES 6270	Educational Program Evaluation	3
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Total Hours		36-39
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Learning Outcomes

Specialist in Education: School Psychology, Ed.S.

- **Goal 1:** School psychology students will practice data-based decision making in all areas of school psychology practice.
- **Goal 2:** School psychology students will develop evidence-based interventions in academic, social-emotional, and behavioral domains.
- **Goal 3:** School psychology students will apply a problem-solving model in making ethical decisions.
- **Goal 4:** School psychology students will use data to support school systems, including preventive and responsive support services

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- **Goal 5:** School psychology students will consider and respect differences in gender, culture, ethnicity, language, socioeconomic status, and sexual orientation and will promote a safe and respectful school environment for all individuals.
- **Goal 6:** School psychology students will engage in reflective practice
- **Goal 7:** School psychology students will communicate clearly both verbally and in writing
- **Goal 8:** School psychology students will demonstrate quality consultation and collaboration with educational professionals, families, and students.
- **Goal 9:** School psychology students will provide services that promote family-school collaboration

Related Programs

- Educational Psychology: Context and Techniques of Assessment
M.A.E.