SCHOOL PSYCHOLOGY

The mission of the University of Northern Iowa School Psychology Program is to prepare reflective practitioners who have the knowledge and skills to enhance the educational and psychological well-being of children and adolescents. The program focuses on data-based decision-making and strives to use data to drive both training and practice.

EdS in School Psychology

- The program is approved by the National Association of School Psychologists (NASP) and the Iowa Department of Education.
- The program has a 100 percent placement rate and students are actively recruited by Iowa's area education agencies.
- The three primary faculty are licensed school psychologists who have experience as practitioners and remain active in the schools.
- School psychology graduate students are in the schools for practicum every semester of the program except summer term.
- Graduate students regularly present at NASP’s annual conference with support from the university.
- Students who intern in Iowa are paid as first year school psychologists.

COURSEWORK

The UNI School Psychology program is a full-time program that consists of two degrees: a Master of Arts in Education (M.A.E.) and an Educational Specialist (Ed.S.), both of which follow a scientist-practitioner model. The M.A.E. in Educational Psychology: Context and Techniques of Assessment is earned after the first full year of coursework (minimum 32 credits) and the successful completion of a literature review. The Ed.S. in School Psychology is earned after completion of an additional 36 semester hours, including a full-time internship and written and oral comprehensive exams.

Admissions

Admission decisions are based on a multitude of factors, including letters of recommendation, the applicant’s personal statement, writing samples, grades in all undergraduate and graduate coursework, and scores on the Graduate Record Examination. Contact Kerri Clopton if you have questions.

Online application: http://www.uni.edu/admissions/apply, deadline is December 15th.

FACULTY

Kerri Clopton, Ph.D.
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Ph.D., Texas A&M University (1997)
M.S., Texas A&M University (1994)
B.A., Carroll College (1990)

Stephanie Schmitz, Ph.D.
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Ph.D., University of Nebraska-Lincoln (2011)
Ed.S., University of Northern Iowa (1997)
MAE, University of Northern Iowa (1995)
B.S., Iowa State University (1994)

Nicole Skaar, Ph.D.
nicolenskaar@uni.edu

Ph.D., University of Minnesota (2009)
M.A., University of Northern Iowa (2005)
B.A., Luther College (1997)

ADMISSIONS

Nicole Skaar

• 2019 Iowa School Psychologist of the Year
• Winner of the 2014-2015 University Book and Supply Outstanding Teaching Award

Stephanie Schmitz

Winner of the 2015-2016 University Book and Supply Outstanding Teaching Award
ROLE OF SCHOOL PSYCHOLOGISTS

School psychologists are an essential member of the educational team in today’s schools. You will use your expertise in mental health, learning and behavior to help students succeed in the classroom, socially, behaviorally and emotionally. You will partner with families, teachers and other professionals to create safe, healthy learning environments; to help improve school-wide policies; and to coordinate services with community providers.

School psychology is an ideal career If you like:
• working directly with children and adolescents
• diverse, challenging activities that change day to day
• using research to inform your practice
• being in position to support, evaluate, plan and intervene
• collaborating with others to improve outcomes and student success

CAREERS

School psychologists are in great demand and often work in K-12 public schools. Other settings include:
• Private and charter schools
• Preschools and other early childhood settings
• Area education agencies
• School district administration offices
• Colleges and universities
• School-based health and mental health centers
• Community-based day treatment or residential clinics and hospitals
• Juvenile justice programs

“My UNI professors genuinely cared about me and gave me feedback. They were passionate about the field of school psychology. I had a variety of field experiences in different AEA’s with different school psychologists. I’m thankful for those initial practicum experiences; they prepared me for my future assignments working preschool through 12th grade in a variety of different districts.”

— Kelsey Baker, Ed.S., School Psychologist, Central Rivers AEA