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**MASTER OF ARTS IN EDUCATION PROGRAM IN EDUCATIONAL PSYCHOLOGY AND  
Ed.S. PROGRAM IN SCHOOL PSYCHOLOGY ACCREDITATION REPORT AT THE  
UNIVERSITY OF NORTHERN IOWA**

**Action Requested:** Receive the accreditation report from the Master of Arts in Education (MAE) Program in Educational Psychology and the Ed.S. Program in School Psychology in the College of Education at the University of Northern Iowa.

**Executive Summary:** The two Programs (1) underwent a self-study that addressed the standards defined by the accrediting body; and (2) had a document review by the accrediting agency; the accrediting agency does not conduct on-site reviews. In February 2012, the College of Education was informed that the two programs were accredited for the maximum period of five years. Three standards out of 34 were not met, but no further reports are required to be submitted by the department. This report addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact” as well as Goal #8 – “Iowa’s public universities and special schools shall be increasingly efficient and productive.”

**Background:**

◇ Description of Programs.

- ⇒ The **Master of Arts in Education Program in Educational Psychology** is designed for students planning further graduate studies in education psychology or for persons with work experience as teachers or trainers in schools, businesses, or human service agencies who are seeking further professional development. The MAE in Educational Psychology – Context and Techniques of Assessment is earned after a minimum of 33 credit hours and a research project are completed.
- ⇒ The **Ed.S. Program in School Psychology** follows a scientist practitioner model. The Ed.S. in School Psychology is earned after completion of 36 credit hours beyond the 33 credit hours earned in the MAE program, including a full-time internship and thesis.

◇ Purpose of Accreditation. An accredited educational program is recognized by its peers as having met national standards for its development and evaluation. To employers, graduate schools, and licensure, certification, and registration boards, graduation from an accredited program signifies adequate preparation for entry into the profession. In fact, many of these groups require graduation from an accredited program as a minimum qualification.

◇ Accrediting Agency. The accrediting body is the National Association of School Psychologists (NASP).

◇ Review Process. The self-study prepared by the two programs contained the responses to the standards required by the accrediting body – Program Context/Structure; Domains of School Psychology Training and Practice; Field Experiences/Internship; Performance-Based Assessment and Accountability; and Program Support/Resources.

- ◇ On-Site Team Report. In Fall 2011, the accrediting agency identified the standards that had not been met.
- ◇ Standards Not Met. (Institutional changes are in italics.)
  - ⇒ Home/School Community Collaboration (2.8). “School psychologists have knowledge of family systems, including learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.”

*Although several courses address this content, related objectives were not specified. Relevant syllabi, course content, and assignments will be reviewed and adapted as needed to clearly address and assess this content. This review will take place during the Fall 2012 semester.*
  - ⇒ Performance-Based Program Assessment and Accountability (4.3). “The program employs a systematic, valid process to ensure that all candidates are able to integrate domains of knowledge and apply professional skills in delivering services evidenced by measurable positive impact on children, youth, families, and other consumers.”

*The program will develop and implement a procedure to systematically collect and analyze data that will provide evidence that students provide services that have a positive measurable impact on the students and families they serve. The individual student data currently collected through comprehensive case examinations will be used as one source of data.*

*The program will need to report effect size, percent of non-overlapping data, or goal attainment scaling scores to demonstrate student impact on the PK-12 students, families, and educators they serve. Assessment plans and procedures will be developed during the 2012-2013 academic year.*
  - ⇒ Program Support/Resources (5.1). “Faculty loads take into account program administration, supervision, scholarship, service, and assessment associated with graduate level school psychology faculty responsibilities. Faculty teaching and supervision loads are no greater than 75% of that typically assigned to those teaching primarily undergraduate courses. The program administrator receives at least 25% reassigned time for administrative duties.”

*The teaching assignment for UNI faculty teaching undergraduate and graduate courses, who are actively engaged in scholarship, is 18 credits across the academic year. The NASP recommended load for school psychology faculty is 13 credits across the academic year. School psychology faculty consistently teach 18 to 20 credits per academic year. Teaching loads are determined by the department head.*

*The School Psychology Program Coordinator has periodically received reassigned time for administrative duties. The reassigned time with a typical 18-credit load would be the equivalent of 4.5 credits or a 13-credit load. The reassigned time for the NASP recommended 13-credit load would be three credits or a 10-credit load. Assignments are made by the department head.*
- ◇ Accreditation Status. In February 2012, the National Association of School Psychologists awarded accreditation to the Master of Arts in Education Program in Educational Psychology and the Ed.S. Program in School Psychology in the College of Education at the University of Northern Iowa for the maximum period of five years to 2016 with no interim report required.