

***COUNSELING AND
EDUCATIONAL PSYCHOLOGY
DEPARTMENT***

**Educational Specialist (Ed.S.)
School Psychology
(42 credits min.)**

**College of Education
University of Nevada, Reno**

This document describes the School Psychology's Educational Specialist Degree. It includes:

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**I. COUNSELING AND EDUCATIONAL PSYCHOLOGY
DEPARTMENT MISSION STATEMENT**

The Department of Counseling and Educational Psychology (CEP) is a component of the University of Nevada, the state's land grant university, located in the College of Education. Masters and Doctoral programs are in Counseling, Counselor Education, Educational Psychology, and Information Technology in Education.

*Counseling & Educational Psychology Department
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University of Nevada, Reno - 1664 N. Virginia St.
Reno, NV 89557-0281
(775) 784-6637, FAX (775) 784-1990*

CEP Department Web: <http://www.unr.edu/educ/cep/cepindex.html>

In performing its mission, the Counseling and Educational Psychology Department:

- a. Offers quality programs in counseling, counselor education, school psychology, educational psychology, and informal technology in education to meet the needs of the citizens of Nevada.
- b. Emphasizes research and scholarly activities that contribute to the advancement and dissemination of knowledge.
- c. Offers course work that supports undergraduate education.
- d. Offers community and public service programs.
- e. Strives to reflect the ethnic and cultural diversity of the citizens of Nevada.

II. ACCREDITATION AND CERTIFICATION

National Council for Accreditation of Teacher Education (NCATE) and the Northwest Association of Schools and Colleges (NASC) accredit the Educational Specialist (Ed.S.) degree.

III. ADMISSION

**Application deadline:
September 1 for Spring Admission, and February 1 for Fall admission.**

- a. Formal applications for University of Nevada, Reno admission must be made to the Graduate School/326 (Student Services Building 225, (775) 784-6869). <http://www.unr.edu/grad> Allow time to complete the paper work to meet CEP's deadlines.
- b. The applicant provides documentation for meeting the following minimum CEP Departmental admission requirements to Graduate School:
 - (1) The applicant must have obtained a masters degree in counseling or in a closely related field (e.g. Educational Psychology, Special Education, Educational Technology) from an accredited institution.
 - (2) Applicant's graduate GPA must be 3.5 or better and applicant must have obtained a minimum of 900 combined score (verbal and quantitative) on the Graduate Record Examination (GRE) taken within the past five years.
 - (3) Information on Graduate Record Exam (GRE) website <http://www.gre.org>. Test Location: Sylvan Learning Center, 940 West Moana Lane, Reno, NV (775) 829-2700, provides GRE testing services on an individual basis.

GRE Readiness Workshop: Contact Kaplan Testing Prep for times, dates, and locations for workshops at 1-800-kaptest or visit the website at <http://www.kaptest.com/index.jhtml>

- c. A completed application **to the CEP department** must include the following:
- (1) A letter of application, which states the applicant, is **applying for the Educational Specialist degree**. **THE LETTER MUST INCLUDE** a statement of professional career goals (“what do you plan on doing with your degree?”).
 - (2) A **résumé** indicating educational, career, and other experiences relevant to pursuing an Ed.S. degree.
 - (3) **Three letters of recommendation** from professionals, including one professor from the applicant's masters program, who can assess the applicant's potential for successful graduate level participation in the Ed.S. program. Letters of recommendation should be sent directly to the CEP department by the individual recommending the applicant.
 - (4) **Application to the CEP Department must be sent directly to the**

Admissions Committee
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- d. Each applicant will receive notification informing acceptance or rejection from the Graduate School approximately eight weeks after the application deadline.
- e. Following notification from the Graduate School, a letter from the CEP department will be sent to successful candidates informing them of an orientation meeting and the CEP faculty member who has been assigned as their program advisor.

IV. PROGRAM OF STUDY

The Ed.S. degree includes a **minimum** of 42 credits beyond the master’s degree. However, additional credits may be needed to meet program or other state and national certification requirements. Courses will also be selected from Curriculum and Instruction (particularly in the areas of Special Education, Reading and Language Arts). *The following represents ONLY a sample program, the actual program will be determined in part by the educational and professional background of the student.*

COURSES

- a. Organization of School and Curriculum (3 credits)
 - i. **CEP 600** Introduction to Counseling and Guidance (3cr.) **OR**
 - ii. **CEP 782** Consultation and Supervision in Counseling Services (3cr.)
- b. Educational Technology (3 credits)
 - i. **CEP 610** Information Technology and Education (3cr.)

- c. Individual and Group Intervention and Remediation (9 credits)
 - i. **CEP 636** Cognitive Learning (3cr.)
 - ii. **CEP 650** Counseling Process (3cr.)
 - iii. **CEP 651** Counseling Practicum (3cr.)
(*CEP 650 is a prerequisite to CEP 651*)
- d. Ethical and Legal Issues (3 credits)
 - i. **CEP 780** Law and Ethics (3cr.) **OR**
 - ii. **EL 734** Special Education Law (3cr.)
- e. Multicultural Issues (3 credits)
 - i. **CEP 751** Multicultural Counseling (3cr.)
- f. Growth and Development, Personality and Learning (6 credits)
 - i. **CEP 705** Advanced Human Growth and Development (3cr.)
 - ii. **CEP 738** Learning Theories (3cr.)
- g. Statistics and Research (3 credits)
 - i. **CEP 700** Introduction to Educational Research (3cr.)
- h. Curricular Adjustments and Recommendations (9 credits)
 - i. **EDRL 661** Diagnostic Assessment & Instruction of Literacy (3cr.)
 - ii. **Special Education** (6cr.)
(*To choose special education courses, consult with your advisor*)
- i. Seminar (9 credits)
 - i. **CEP 790.001** – Neurological Foundation of Learning & Behavior Disorders (3cr.)
 - ii. **CEP 790.002** – Neurological Foundations of Learning & Development (3cr.)
 - iii. **CEP 790.003** – Foundations of School Psychology (3cr.)
- j. Psychological and Psychoeducational assessments (12 credits)
 - i. **CEP 640** Educational Measurement and Statistics (3cr.)
 - ii. **CEP 642a/b** Individual Appraisal I (3cr.)
 - iii. **CEP 742** Individual Appraisal II (3cr.)
 - iv. **CEP 744** Individual Appraisal III (6cr.)
(*CEP 640 is a prerequisite to CEP 744*)
- k. Internship (6 credits)
 - i. **CEP 779** Internship in School Psychology (1200 clinical hours) (6 cr.)
(*internship should not be taken until 30 credits have been completed, including all courses under sections j and c listed above*)

V. PERFORMANCE ASSESSMENT

In order to comply with performance assessment requirements of the University of Nevada, Reno and with NCATE (National Council for Accreditation of Teacher Educators) Standard 2, (Assessment System and Unit Evaluation), the Educational Psychology area in the Counseling and Educational Psychology Department has developed a performance assessment plan. The plan is a part of an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and the quality of the program. Data is collected at three points in students' programs: entry, mid-point, and exit. Quantitative data include tests scores and rating forms. Qualitative data include information in student portfolios that contain samples of student work corresponding to professional, state and institutional standards and responses to survey questions.

Entry- Level Assessment:

Entry-level assessment consists of two phases. In the first phase, Educational Psychology faculties use a rating sheet to evaluate qualifications of applicants. The rating sheet includes

information about the students' qualifications, such as GPA, GRE score, letters of recommendation, and samples of written work. Faculty meet at the beginning of the fall (October 1) and spring semesters (February 1) to make student admission decisions.

In the second phase, students who have been admitted to the program will be administered a pretest assessment battery. Students enrolled in the School Psychology program will complete pretest instruments including (1) a content specific multiple choice exam (which is on WebCT) that includes questions related to core coursework; (2) the Defining Issues Test (DIT), a standardized measure of principled reasoning skills; and (3) the Hunt Paragraph Completion Test, a measure of cognitive complexity. At the time of pretest activities, students will be informed of the need to maintain a portfolio that includes representative samples of items that meet professional standards. The Ed.S. Portfolio includes examples of case studies, assessment procedures, diagnostic reports, and other pertinent information. For portfolio information consult the internet.

Mid-Point Assessment:

Mid-Point assessment will occur when students develop their formal program of study (after 12-15 credits of coursework). At this time, students will submit their portfolios for evaluation by Educational Psychology faculty. Portfolios will be examined to determine if weaknesses exist. A scoring rubric will be used to evaluate the portfolio. If weaknesses are noted on portfolio samples, Educational Psychology faculty will meet with students to determine remedial procedures. (These may include retaking a course, writing a paper, taking additional coursework, or other relevant tasks.)

Exit Assessment:

After students have completed all coursework, they will enroll in CEP 795: Comp Exam. The comprehensive exam will consist of a series of post-test activities including (1) a multiple-choice exam (on WebCT) on course content knowledge, (2) the Defining Issues Test (to determine if gains have been made on principled reasoning scores, and (3) the Hunt Paragraph Completion Test (to determine if gains have been made on cognitive complexity scores). Scores on the Defining Issues Test and the Hunt Paragraph Completion Test are used for program evaluation only.

Students must pass the core course content knowledge exam with a score of 70%. Students who do not pass the exam will be required to take either an oral or written exam over areas of determined weaknesses. The student will work with the advisor to determine the content of the written exam. Content of student portfolios must demonstrate competency in meeting standards of the National Association of School Psychologist (NASP). Portfolios will be used to determine students' overall expertise in diagnosis, report writing, and making recommendations for educational placement and interventions. Portfolios are evaluated by the advisor and other Educational Psychology faculty using a scoring rubric. If weaknesses are noted, students may be asked to retake coursework, write a paper, or work individually with faculty. Faculty will also conduct structured exit interviews with students to determine student satisfaction with their program. **Passing the school psychology Praxis examination is required before the Ed.S. degree will be awarded.**

VI. ADDITIONAL PROGRAM REQUIREMENTS

- a. **Committee:** A four member committee of faculty will be formed for advisement and approval of the program of study.

- b. **Program of Study Form:** The program of study form must be submitted before 12 credits of coursework have been completed. This form can be obtained in the CEP Department or on the Graduate School web site www.unr.edu/grad. It is completed in consultation with the advisor. (Midpoint portfolio review will occur at this point. See Performance Assessment Document).
- c. **GPA:** It is required by both the Graduate School and the CEP department that students maintain a 3.5 cumulative GPA to earn an Educational Specialist degree in School Psychology
- d. **Three Credit per Semester Requirement:** Students admitted to the Ed.S. program must enroll in at least three credits per semester or they will be withdrawn from graduate standing by the Graduate School.
- e. **Six-Year Program Completion Requirement:** Degree requirements for the Ed.S. degree must be completed in six calendar years from the date of the first course listed on the approved program of study form.
- f. **Application for Graduation:** This form is available on the Graduate School web site. www.unr.edu/grad

VII. FINANCIAL AID INFORMATION

The CEP Department has graduate teaching assistantships available. These are usually reserved for doctoral students, but there are a limited number of positions available to CEP students not studying at the doctorate level. Contact the CEP Department for a graduate assistantship application form. Other financial aid is available through the Financial Aid Office in Student Services Building, Room 200, (775) 784-4666.

VIII. PROGRAM FACULTY

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IX. ADDITIONAL INFORMATION

To obtain a University of Nevada catalog, contact the ASUN Bookstore, Mail Stop 194, (775) 784-6597. Access to the catalog is also available through the UNR website www.unr.edu/content/. A University of Nevada Graduate School catalog can be obtained on the Graduate School web site www.unr.edu/grad.

The CEP Home Page can be viewed at: <http://www.unr.edu/educ/cep/cepindex.html>

X. COORDINATOR

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