

**INDIVIDUAL INTELLECTUAL ASSESSMENT
ENDORSEMENT FOR THE SCHOOL COUNSELOR**

**PROGRAM SUBMISSION
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I. Executive Summary

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic and engaging academic programs. Our programs are designed to provide authentic professional experience to candidates, with structured reflective activities to support professional growth and development. Education programs collaborate with our public school partners to enhance candidates' experiences.

The endorsement for Individual Intellectual Assessment for School Counselors program at Murray State University (MSU) is housed in the Department of Educational Studies, Leadership and Counseling in the College of Education and Human Services (CoEHS).

The endorsement for Individual Intellectual Assessment for School Counselors Program integrates all areas of the mission of the CoEHS within its own aims for preparing human service professionals following the scientist-practitioner model. That is, the programs prepare students to be data-based decision makers, school leaders, and mental health service providers. This philosophy is consistent with the mission of the unit and adheres to the National Association of School Psychologists' (NASP) Standards for Training and Field Placement Programs in School Psychology.

Admission and Exit Criteria for the Individual Intellectual Assessment Endorsement

The Individual Intellectual Assessment (IIA) is an endorsement built upon the student's certification as a School Counselor and is specifically designed to permit school counselors to provide individual psychoeducational testing as part of their jobs in schools. Therefore, admission requirements include School Counselor Provisional or Standard Certification and experience as a certified and practicing school counselor. The IIA endorsement consists of 15 semester hours of coursework, although six of the 15 semester hours are typically required as part of the student's master's degree in the school counseling program. The other nine semester hours of coursework meet the Education Professional Standards Board (EPSB) requirements and add additional skill and experiences in assessment. All syllabi utilized for this coursework reflect the EPSB requirements and are coded in matrices on the following pages. These requirements are specific and directly focus on the ability to administer, score, interpret, and communicate the results of a wide variety of assessment instruments including cognitive, academic, behavior, and adaptive behavior testing. The coursework in each of five courses is performance-based and requires extensive hands-on field experiences. All assignments require the careful integration of multiple sources of information concerning the examinee's academic, psychosocial, and behavioral adjustment.

The demands of high-stakes testing and accountability require the individual to develop and demonstrate professional competencies. This ultimate demonstration of the individual's ability to function as an IIA endorsed School Counselor comes in the 170-clock hour practicum. This hands-on field experience requires direct assessment services working under the supervision of an on-site field supervisor who is a Kentucky certified assessment professional.

Modes of Delivery

All courses in these programs include discussion, readings, projects, and assignments and all require a field experience component. Some of the courses are offered off campus. All courses are face-to-face.

II. Relationship to College Conceptual Framework

The IIA endorsement program fully endorse the CoEHS mission and conceptual framework by providing candidates with a foundation for reflective decision-making through high standards in research and training, inculcating principles of ethics and advocacy in human relationships, developing the groundwork for continuous assessment and program evaluation, and instilling the attitudes and skills needed for caring professional service.

III. Continuous Assessment

Program continuous assessment. Measures such as employer satisfaction, graduate placement rates, and graduate satisfaction surveys are used for program improvement. Assessment points are discussed with an advisory group on an annual basis.

Student continuous assessment. Milestones of candidate progress occur at entry, multiple points through the program and at exit. Entry-level requirements for the IIA endorsement include evidence of the school counselor certificate. Students in this program are assessed throughout their sequence of courses. They must submit case studies and supervisor ratings, both of which are scored via a rubric and tied to the training standards. Tables 1 and 2 summarize the alignment of the assessments with the competencies and program coursework.

Table 1.
Specialty professional association (SPA) standards

National Association of School Psychologists – NASP (2010 Standards)

NASP STANDARDS	Courses/Activities/Assessments
II. DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE	
2.1 Data-Based Decision-Making and Accountability	CNS 683, 677. 689, 690, students are required to submit & present numerous psychoeducational reports for grading; approximately 8 evaluations per course CNS 790 practicum students are assessed throughout the practicum on this standard by the field and university supervisor
2.2 Consultation and Collaboration	CNS 683, 677; consultation is discussed in these courses and applied in all other courses here in the form of role play activities & case studies CNS 790 practicum students are assessed throughout the practicum on this standard by the field and university supervisor
2.3 Interventions and Instructional Support to Develop Academic Skills	CNS 690, 677: RTI and CBM case studies and reports scored via rubric
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	CNS 690 adaptive behavior case studies
2.5 School-Wide Practices to Promote Learning	CNS 677 discussion, assessments
2.7 Family-School Collaboration Services	CNS 690 assessment and consultation assignments; role play activities; practicum students are assessed by supervisor via rubric
2.8 Diversity in Development and Learning	CNS 683 assignments and field experiences
2.10 Legal, Ethical, and Professional Practice	CNS 689, 690, 677; role and function, ethics, and history are evaluated via exams

NASP STANDARDS	Courses/Activities/Assessments	
III. FIELD EXPERIENCES/INTERNSHIP		
3.1 Supervised practical and internship experiences	CNS 790 170 hour minimum supervised experience in a school; supervisor ratings	
3.2 The practicum experience is collaboration between the training program and field site.		Site vi
3.3 The practicum experience is part-time.	Documented in practicum logs	
3.4 Students completing the practicum experience receive an average of at least two hours of field-based supervision per full-time week	Documented in practicum logs	
3.5 The practicum experience placement provides appropriate support.	Documented in practicum logs Site visits University supervision	
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY		
4.1 Systematic, valid procedures are used to evaluate and improve the quality of the program	Practicum experience supervisor feedback/summative and formative evaluations	
4.2 The program applies specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level		Entry o course
4.3 The program employs a systematic, valid process to ensure that all candidates can integrate domains of knowledge and apply professional skills in delivering a comprehensive range of testing services.	Practicum experience supervisor feedback/summative and formative evaluations, scored via rubric tied to standards	

Table 2.

Kentucky Standards for IIA endorsement

	GCS A	GCS B	GCS C	GCS D	GCS 1	GCS 2	GCS 3	GCS 4	GCS 5	GCS 6	GCS 7	GCS 8
CNS 790 Practicum			E	E			E		E		E	
CNS 677 Psycho-Educational Assessment			E			A	A				E	
CNS 683 Tests & Measurement	K	K	K		E	K	A	E	A		E	
CNS 689			E	A		A	E				E	

Individual Testing												
CNS 690 Adv Individual Testing			E	A		A	E				E	
K – Knowledge, A – Application, E – Evaluation												

Kentucky Standards for Guidance Counselor Programs

GSC A – Foundations

GSC B – Context

GSC C – Knowledge & Skills

GSC D – Clinical

GCS 1 – Professional Identity

GCS 2 – Social and Cultural Diversity

GCS 3 – Human Growth and Development

GCS 4 – Career Development

GCS 5 – Helping Relationships

GCS 6 – Group Work

GCS 7 – Assessment

GCS 8 – Research and Program Development

IV. EPSB Themes

The following matrices demonstrate the integration of the Education Professional Standards Board Themes throughout the Individual Intellectual Assessment programs.

Table 3.

EPSB themes for IIA endorsement

EPSB Themes	Diversity	Assessment	Literacy/ Reading	Closing the Ach. Gap
CNS 790 Practicum	K, A, E	K, A, E	E	A, E
CNS 677 Psychoeducational Assessment	A, A	A, E	E	A, E
CNS 683 Tests & Measurement	K, A, E	K, A, E	E	K, A, E
CNS 689 Individual Testing	K, A	A, E	E	E
CNS 690 Adv Individual Testing	K, A, E	A, E	E	E

K – Knowledge, A – Application, E – Evaluation

V. Courses Descriptions

CNS 677 Psycho-Educational Assessment (3). Theory and assessment of educational disabilities, and the supervised use of formal and informal diagnostic methods, such as observations, interviews, biographical information, academic tests and behavioral assessments. This course is designed for school psychology students and school counselors seeking the Individual Intelligence Assessment Endorsement. Prerequisites: CNS 690 and permission of instructor.

CNS 683 Tests and Measurements (3). This selection, administration and uses of psychoeducational tests are discussed with emphasis on application in various settings, legal/ethical issues and measurement concepts. Usually taken with the first nine hours.

CNS 689 Individual Testing (3). Supervised practice in the administration and interpretation of a variety of individual cognitive tests such as the WJ-IV Cognitive and WISC-V. This course is designed for individuals in the school counseling, Individual Intelligence Assessment endorsement, and school psychology programs. Prerequisites: CNS 683 and permission of instructor.

CNS 690 Advanced Individual Testing (3). Supervised practice in the administration and interpretation of a variety of individual cognitive, memory, and adaptive tests such as the KABC-II, WAIS-IV, UNIT, SIB-R, and BASC-II. This class is designed solely for school psychology students and those school counselors seeking the Individual Intelligence Assessment Endorsement. Prerequisites: CNS 689 and permission of instructor.

CNS 790 Practicum (3). Closely supervised practice in an appropriate professional setting. See program handbook for criteria for site selection and supervision requirements. Arrangements for the practicum must be made a semester in advance. Also, the student must be admitted to the program. Students must successfully complete CNS 790 with a grade of A or B before being allowed to continue in their program. May be repeated for a maximum of six hours of credit. Prerequisite: CNS 619 and 624.

VI. Program Faculty IS THIS CORRECT FOR THE 5 COURSES?

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3); Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Dunham, Mardis	Ph.D. School Psych. University of Missouri-Columbia	Program coordinator School Psychology; teaches graduate classes	Professor	<p>Publications</p> <p>Rideout, D., Dunham, M., & McCall, M. (2011). Norm-referencing time-on-task for elementary students. <i>Explorations</i>, http://www.murraystate.edu/explorations.</p> <p>McCall, M., Lyons, R., & Dunham, M. (2012). comparison of student ratings in traditional and interactive television courses. <i>Explorations</i>. http://www.murraystate.edu/explorations. Also in print in <i>Education Research Quarterly</i></p> <p>Washington, A., & Dunham, M. (2011). Attachment parenting: Early parenting practice and outcomes for adolescents. <i>Educational Research Quarterly</i>, 35 (2), 43-75</p> <p>Cummins, M. A., Dunham, M., & Contreras-Bloomdahl, S. (2011). The need for grief plan awareness and staff training in schools. <i>VISTAS: Ideas and Research You Can Use 2011</i>.</p>	<p>Full time to Institution, Full time to Unit, Full time to Program</p> <p>KY Certified School Psychologist</p> <p>KY Licensed Psychologist</p> <p>8 years experience in public schools</p>
Douget, Roy	Ph.D. School Psych. University of Missouri-Columbia	Teaches graduate school psychology courses	Adjunct faculty	<p>Douget, R., Dunham, M., & Lyons, R. (2006). Personality profiles of adults with Attention-Deficit/Hyperactivity Disorder and specific learning disabilities. <i>Kentucky Counseling Association Journal</i>, 25, 14 - 25</p>	<p>Part time to Institution, Part time to Unit, Part time to Program</p>

Patel, Samir	Ph.D. Counselor Education Univ. S. Florida	Teaches graduate counseling courses	Asst. Professor	<p>Patel, S. H., & Choate, L. H. (2014). Conducting child custody evaluations: Best practices for professional counselors who are court-appointed as child custody evaluators. <i>Journal of Mental Health Counseling, 36</i>, 18-30. (30% acceptance rate per Cabell's Directories, 2013)</p> <p>Patel, S. H., Hagedorn, W. B., & Bai, H. (2013). An investigation of counselor educators' attitudes towards evidence-based practices. <i>Counselor Education and Supervision, 52</i>, 96-108. (11-15% acceptance rate per Cabell's Directories, 2012)</p>	<p>KY Certified School Psychologist 25 years experience in public schools</p> <p>Full time to institution and unit, part time to program</p>
Bakes, Alan	Ph.D. Counselor Education, Idaho State	Teaches graduate counseling courses	Associate Professor	<p>Bakes, A. (2012). <i>Helpful strategies for teaching effective confrontation skills</i>. Vistas Online: American Counseling Association.</p> <p>Bakes, A. (2009). <i>Developing a regional supervision training program for school counselors</i>. Vistas Online: American Counseling Association.</p>	<p>Full time to institution and unit, part time to program</p>
Pender Baum, Rebecca	Ph.D. Counselor Education, Idaho State	Teaches graduate counseling courses	Asst. Professor	<p>Pender, R. L., & Stinchfield, T. A. (2014). Making meaning: A couple's perspective of the reflecting team process. <i>The Family Journal, 22</i>(3), 273-281</p> <p>Minor, A. J., Moody, S., Tadlock-Marlo, R., Pender, R. L., Person, M. (2013) Music as a medium for cohort development. <i>Journal of Creativity in Mental Health, 8</i>, 381-394</p> <p>Vereen, L. G., Pender, R. L. (in press) <i>Ethics in criminal justice</i> for the Idaho Coalition Against Domestic Violence (book chapter)</p>	<p>Full time to institution and unit, part time to program</p>

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Endorsement: Individual Intellectual Assessment

15 Hour Program

Individuals seeking Individual Intellectual Assessment Endorsement must have completed a Masters Degree in School Counseling with Kentucky Provisional or Standard Guidance Certification as the primary prerequisite for this endorsement.

Having met this requirement, candidates will complete or have completed the following course offerings in assessment, or their equivalents. **Exit assessment:** successful completion of 150-hour practicum experience. Grades below 'B' in these courses are unacceptable. The requirements are as follows:

1. CNS 677 Psychoeducational Assessment & Consultation (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
2. CNS 683 Tests and Measurements (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
3. CNS 689 Individual Testing (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
4. CNS 690 Advanced Individual Testing (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
5. CNS 790 Practicum (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade

Upon completion of this program, the candidate will file for the endorsement with Education Professional Standards Board upon verification from the Registrar's Office, Murray State University.

Student Signature

Date

Faculty Signature

Date

This program has been reviewed by the Department of Educational Studies, Leadership, and Counseling and we verify that the student named above has completed the program and should be recommended for certification.

Chair, Department of Educational Studies, Leadership and Counseling

Date