

**MASTER OF ARTS IN EDUCATION: SCHOOL
COUNSELING
SPECIALIST IN EDUCATION: SCHOOL COUNSELING
CONCENTRATION
STANDARD CERTIFICATE FOR SCHOOL
COUNSELING
RANK I AND RANK II
PROGRAM SUBMISSION
SEPTEMBER 15, 2015**

Murray State University Graduate Bulletin 2014-2015
http://www.murraystate.edu/academics/RegistrarsOffice/catalog_1415.aspx

PGM Code: 627, 629, 2108, 2019, and 2020

I. Executive Summary

Murray State University's (MSU) Counseling (CNS) program is located in the College of Education and Human Services (CoEHS) in the Department of Educational Studies, Leadership and Counseling (ELC). The School Counseling Master of Arts in Education (MAEd) program is accredited by the Council for Accreditation of Counseling & Related Educational Program (CACREP). The Counseling program for School Counselors offers (1) an MAEd for initial certification, (2) an Education Specialist with a School Counseling concentration, and (3) an endorsement for Standard Counseling Certification. An outline of the program is available in the [MSU Academic Bulletin](#).

The mission of the Murray State University Counseling Program is to promote and advocate for mental health through the preparation of theoretically grounded, clinically skilled and culturally competent counselors. By applying these principles, graduates of our program will have a strong professional identity and be prepared for careers as professional counselors in school and/or mental health settings in western Kentucky and other regions.

The general philosophy of the counseling program at Murray State University is based upon the following beliefs: (1) people have the ability to change, (2) the counseling relationship is instrumental to empower clients to change, (3) all individuals should be treated with respect, dignity, and worth, (4) through counseling, clients can gain personal awareness, (4) counselors should base their professional practice within the framework of a conceptualized theoretical perspective, and (5) counselors recognize the significance of clients' environments and cultures in the counseling process.

The mission and philosophy of the counseling programs are operationalized through the program objectives, which are as follows:

1. To advocate and enhance the professional role of counselors in schools and clinical mental health settings.
2. To exemplify strong professional identity as counselor educators in the mental health field through continued professional growth and research.
3. To prepare competent professional counselors to work in schools and various mental health settings.
4. To prepare competent professional counselors to have strong professional identities in the field of mental health counseling.
5. To prepare competent professional counselors to advocate for the profession and demonstrate leadership in the field of mental health counseling.
6. To prepare competent professional counselors to work with diverse clientele.
7. To prepare ethical professional counselors who are grounded in ethical principles and trained in ethical decision-making models.

The School Counseling program is designed for the student who plans to seek certification as a professional school counselor in P-12 school settings. The program is designed to prepare individuals to work in mental health, consultative, and leadership positions in P-12 school settings. The American School Counseling Association (ASCA) National Model is emphasized as the framework for school counseling program.

Admission Requirements for MAED and EdS

The School Counseling program consists of two degrees. The MAEd is a 48 credit hour program that enables students to achieve their Provisional School Counseling certificate (P-12) and a rank change, typically Rank II. The Education Specialist (EdS) degree builds on the Masters coursework to complete a total of 60 credit hours. Completion of the EdS can also lead to Rank I. The Counseling Program faculty review various measures before admitting a candidate into the program, such as a recent (<5 yrs) GRE score, an official letter of intent, three letters of recommendation, a current resume, and an interview with the counseling program admissions committee.

Exit Criteria for the MAED and EdS

A candidate who wishes to complete the master's degree and to be endorsed for provisional school counseling certification (grades P-12) must accomplish the following: (a) hold a baccalaureate degree from a regionally accredited college or university; (b) satisfactorily complete MAEd in School Counseling requirements with a minimum 3.0 GPA; (c) satisfactorily complete practicum and internship experiences in school counseling as prescribed by state regulations; (d) pass a Midpoint Clinical Application Exam after the candidate has completed 30 credit hours with a minimum GPA of 3.0, and (e) pass the exit exam.

Admission and Exit Criteria for Standard Counseling Endorsement

In addition to the two degrees, the CNS program also offers a Standard Certification in School Counseling Endorsement. This endorsement program enables a student to build on his/her Provisional Certification (P-12) with the Standard Certification (P-12). According to the Kentucky Education Professional Standards Board (EPSB), standard certification requires: (a) successful completion of an approved master's degree in school counseling; (b) one year of full time employment as a provisionally certified counselor with a valid Kentucky teaching certificate or two years work experience as a provisionally certified school counselor who does not hold a valid Kentucky teaching certificate; and (c) complete an additional six credit hours of approved course work in school counseling. Students who are enrolled in the Certification in School Counseling are required to take CNS 625 (Legal and Ethical Issues), and elect to take one of the following courses: CNS 676 (Clinical Diagnosis and Treatment Planning), CNS 694 (Advanced Counseling and Supervision), CNS 722 (Substance Use and Addictions Counseling), or CNS 734 (Marriage and Family Counseling).

Modes of Delivery

Courses are offered face-to-face, online, hybridized (online and face-to-face), and ITV. The School Counseling program is offered in its entirety at the Murray campus and at the

Madisonville regional campus. Murray and Madisonville are centralized locations for students in the region.

II. Relationship to College Conceptual Framework

Philosophically, the program integrates all areas of the mission of the CoEHS with its own goals for preparing certified and degreed school counselors. The CoEHS Conceptual Framework is organized around the theme of the educator as reflective decision maker. The CNS program supports this theme by incorporating a constructivist perspective in course instruction in which great value is placed on both academic and personal growth during the course of student enrollment. As such, graduates of the CNS program will be expected to demonstrate: (a) empathy and inclusiveness; (b) responsible, professional, and ethical behavior; (c) enthusiasm for the counseling profession; and (d) professional counseling self-efficacy. Through a post-modern perspective, counseling students are allowed to voice their beliefs and understanding, and class discussions are built around students' existing knowledge bases. This allows students to adapt new class materials within their current framework. Furthermore, the CNS program also endorses the conceptual framework by encouraging students to first understand themselves in order to better understand and assist the future students and clients they will serve. This is accomplished through thought provoking assignments, class discussion, and experiential practice. Counseling courses are generally structured with a constructivist framework that encourages students to make sense of their world through active participation, discussion, and personal application.

III. Continuous Assessment

The counseling faculty maintains separate systems of continuous assessment of the program and of candidates based upon both the core competencies and school counseling standards of the Council for the Accreditation of Counseling and Related Educational Programs. Tables 1 and 2 summarize the alignment of these assessments with the competencies and program coursework.

Program Continuous Assessment

Program faculty collect and analyze measures of candidates performance for internal review and meet annually with an advisory council for the purpose of discussing program outcomes and graduate performance. The faculty document program changes made based upon trends across n=multiple data sources.

Candidate Continuous Assessment

Counseling faculty systematically evaluate the progress of program candidates based upon assessment results. There is a process for remediation for candidate demonstrating academic or dispositional deficiencies.

Table 1.

CACREP core standards and related assessments

<u>CACREP Core Standards</u>	<u>Courses/Activities/Assessments</u>
G.1 Professional Orientation and Ethical Practice	
a. history and philosophy of the counseling profession	CNS 617, Introduction to Counseling Midterm Exam
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	CNS 617, Introduction to Counseling Midterm Exam
c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	CNS 725, Middle/Secondary School Counseling Presentation
d. self-care strategies appropriate to the counselor role	CNS 617, Introduction to Counseling Final Exam
e. counseling supervision models, practices, and processes	CNS 617, Introduction to Counseling Final Exam
f. professional organizations, including membership benefits, activities, services to members, and current issues	CNS 617, Introduction to Counseling Midterm Exam
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CNS 617, Introduction to Counseling Midterm Exam
h. the role and process of the professional counselor advocating on behalf of the profession.	CNS 720, Elementary School Counseling Midterm Exam
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CNS 720, Elementary School Counseling Presentation

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CNS 617, Introduction to Counseling Case Study
G.2. Social and Cultural Diversity	
a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;	CNS 671, Multicultural Counseling Group Research and Presentation
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;	CNS 671, Multicultural Counseling Cultural Exposure
c. theories of multicultural counseling, identity development, and social justice	CNS 671, Multicultural Counseling Group Research and Presentation
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	CNS 671, Multicultural Counseling Cultural Exposure
e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;	CNS 671, Multicultural Counseling Cultural Analysis
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	CNS 671, Multicultural Counseling Cultural Analysis
G.3 Human Growth and Development	
a. theories of individual and family development and transitions across the life span	CNS 635, Human Development Developmental Cast Study Project
b. theories of learning and personality development, including current understandings about neurobiological behavior;	CNS 635, Human Development Exams

c. effects of crisis, disasters, and other trauma-causing events on persons of all ages.	CNS 635, Human Development Developmental Cast Study Project
d. theories and models of individual, cultural, couple, family, and community resilience.	CNS 635, Human Development Developmental Cast Study Project
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions.	CNS 635, Human Development Juggling Activity
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	CNS 635, Human Development Developmental Cast Study Project
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;	CNS 617, Introduction to Counseling Final Exam
h. theories of facilitating optimal development and wellness over the life span	CNS 635, Human Development Developmental Cast Study Project
G.4 Career Development	
a. career development theories and decision-making models	CNS 686, Career Counseling Theory Paper (theories)
	CNS 686, Career Counseling Case Study (decision making model)
b. career, avocational, educational, occupational, and labor market information resources, and career information systems.	CNS 686, Career Counseling ILP/Career Cruising
c. career development program planning, organization, implementation, administration, and evaluation;	CNS 686, Career Counseling Theory Paper (organization, implementation, admin)
	CNS 686, Career Counseling Case Study (prog plan and eval)
d. interrelationships among and between work, family,	CNS 686, Career Counseling

and other life roles and factors, including the role of multicultural issues in career development;	Transition Case Study
e. career and educational planning, placement, follow-up, and evaluation	CNS 686, Career Counseling Exams
f. assessment instruments and techniques relevant to career planning and decision making	CNS 686, Career Counseling Assessment Paper
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	CNS 686, Career Counseling Case Study
G.5 Helping Relationships	
a. an orientation to wellness and prevention as desired counseling goals	CNS 617, Introduction to Counseling Midterm Exam
b. counselor characteristics and behaviors that influence helping processes	CNS 619, Foundational Counseling Techniques Midterm Tape
c. essential interviewing and counseling skills	CNS 619, Foundational Counseling Techniques Final Tape
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	CNS 624, Theories of Counseling In-Class Exam (conceptualization and selection of interventions)
	CNS 624, Theories of Counseling Theoretical Position Paper (exposure of models to personal model)
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	CNS 720, Elementary School Counseling Final Exam
	CNS 734, Marriage, Couples and

	Family Counseling Family Theory Application
f. a general framework for understanding and practicing consultation	CNS 795, Internship II Consultation Paper
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	CNS 725, Middle/Secondary School Counseling Presentation
G.6 Group Work	
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	CNS 692, Group Counseling Exam
b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	CNS 692, Group Counseling Exam
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	CNS 692, Group Counseling Exam
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	CNS 692, Group Counseling Exam
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	CNS 692, Group Counseling Weekly Reaction Paper
G.7 Assessment	
a. historical perspectives concerning the nature and meaning of assessment	CNS 683, Tests and Measurements Quiz
b. basic concepts of standardized and nonstandardized	CNS 683, Tests and Measurements

testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;	Quiz
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	CNS 683, Tests and Measurements Exam
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	CNS 683, Tests and Measurements Exam
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	CNS 683, Tests and Measurements Exam
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	CNS 683, Tests and Measurements Quiz
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	CNS 683, Tests and Measurements Exam
G.8 Research and Program Evaluation	
a. the importance of research in advancing the counseling profession	ADM 630, Methods of Research Major Research Project
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	ADM 630, Methods of Research Major Research Project
c. statistical methods used in conducting research and program evaluation	ADM 630, Methods of Research Major Research Project
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	CNS 720, Elementary School Counseling Needs Assessment

e. the use of research to inform evidence-based practice	CNS 720, Elementary School Counseling Lesson Plan
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	ADM 630, Methods of Research Major Research Project

Table 2.

CACREP school counseling standards and related assessments

<u>CACREP School Counseling Standards</u>		<u>Courses/Activities/Assignments</u>
Foundations		
A1	Knows history, philosophy, and trends in school counseling and educational systems.	CNS 720, Elementary School Counseling Midterm Exam
A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	CNS 720, Elementary School Counseling Midterm Exam
A3	Knows roles, functions, settings, and professional identity of the school counseling in relation to the roles of other professional and support personnel in the school.	CNS 720, Elementary School Counseling Midterm Exam
A4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	CNS 617, Introduction to School Counseling Midterm Exam
A5	Understands current models of school counseling programs and their integral relationship to the total educational program.	CNS 720, Elementary School Counseling Midterm Exam
A6	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	CNS 725, Middle/Secondary School Counseling Final Exam
A7	Understands the operation of the school emergency management plan and the roles	CNS 725, Middle/Secondary School Counseling

	and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events.	Presentation
B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	CNS 790, Practicum Site Supervisor Evaluation
		CNS 794, Internship I Site Supervisor Evaluation
		CNS 795, Internship II Site Supervisor Evaluation
B2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	CNS 725, Middle/Secondary School Counseling Newsletter
Counseling, Prevention, Intervention		
C1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	CNS 624, Theories of Counseling Theoretical Position Paper
C2	Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	CNS 725, Middle/Secondary School Counseling Final Exam
C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	CNS 635, Human Development Developmental Case Study
C4	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, post-secondary planning, and college admissions counseling.	CNS 725, Middle/Secondary School Counseling Final Exam
C5	Understands group dynamics and the facilitation of teams to enable students to	CNS 692, Group Counseling Group Proposal Presentation

	overcome barriers and impediments to learning.	
C6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	CNS 725, Middle/Secondary School Counseling Final Exam
D1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	CNS 671, Multicultural Counseling Cultural Analysis
D2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	CNS 795, Internship II Psychoeducational Group
D3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	CNS 720, Elementary School Counseling Lesson Plan (designs)
		CNS 795, Internship II Psychoeducational Group (implement)
D4	Demonstrates the ability to use procedures for assessing and managing suicide risk.	CNS 676, Clinical Diagnosis and Treatment Planning Risk Assessment Roleplays
D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	CNS 790, Practicum Case Presentation
		CNS 794, Internship I Case Presentation
		CNS 795, Internship II Case Presentation
Diversity and Advocacy		

E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	CNS 720, Elementary School Counseling Research Paper
E2	Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	CNS 720, Elementary School Counseling Research Paper
E3	Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	CNS 725, Middle/Secondary School Counseling Midterm Exam
E4	Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement.	CNS 725, Middle/Secondary School Counseling Research Paper
F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	CNS 790, Practicum Faculty Supervisor Evaluation
		CNS 794, Internship I Faculty Supervisor Evaluation
		CNS 795, Internship II Faculty Supervisor Evaluation
F2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	CNS 720, Elementary School Counseling Advocacy Presentation
F3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to	CNS 720, Elementary School Counseling Advocacy Presentation

	multicultural student populations.	
F4	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	CNS 795, Internship II Consultation Paper
Assessment		
G1	Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.	CNS 725, Middle/Secondary School Counseling Research Paper
G2	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	CNS 725, Middle/Secondary School Counseling Final Exam
G3	Identifies various forms of needs assessments for academic, career, and personal/social development.	CNS 720, Elementary School Counseling Needs Assessment
H1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	CNS 725, Middle/Secondary School Counseling Case Study
H2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	CNS 725, Middle/Secondary School Counseling Case Study
H3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	CNS 683, Tests and Measurements Assignment I Aptitude
		CNS 683, Tests and Measurements Achievement Test Administration and Report

		CNS 720, Elementary School Counseling Needs Assessment
H4	Makes appropriate referrals to school and/or community resources.	CNS 790, Practicum Site Supervisor Evaluation
		CNS 794, Internship I Site Supervisor Evaluation
		CNS 795, Internship II Site Supervisor Evaluation
H5	Assesses barriers that impede students' academic, career, and personal/social development.	CNS 725, Middle/Secondary School Counseling Case Study
Research and Evaluation		
I1	Understands how to critically evaluate research relevant to the practice of school counseling.	ADM 630, Methods of Research Major Research Project
I2	Knows models of program evaluation for school counseling programs.	CNS 720, Elementary School Counseling Lesson Plans
I3	Knows basic strategies for evaluating counseling outcomes in school counseling.	CNS 720, Elementary School Counseling Final Exam
I4	Knows current methods of using data to inform decision making and accountability.	CNS 720, Elementary School Counseling Needs Assessment
I5	Understands the outcome research data and best practices identified in the school counseling research literature.	CNS 725, Middle/Secondary School Counseling Research Paper
J1	Applies relevant research findings to inform the practice of school counseling.	CNS 725, Middle/Secondary School Counseling

		Research Paper
J2	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	CNS 720, Elementary School Counseling Crosswalking Tool
J3	Analyzes and uses data to enhance school counseling programs.	CNS 720, Elementary School Counseling Needs Assessment
Academic Unit		
K1	Understands the relationship of the school counseling program to the academic mission of the school.	CNS 720, Elementary School Counseling Midterm Exam
K2	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	CNS 725, Middle/Secondary School Counseling Research Paper
K3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling, and guidance-related material.	CNS 720, Elementary School Counseling Lesson Plans
L1	Conducts programs designed to enhance student academic development.	CNS 795, Internship II Psychoeducational Group
L2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	CNS 683, Test and Measurements Vocational Interest and Personality Test with Report
L3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	CNS 790, Practicum Site Supervisor Evaluation
		CNS 794, Internship I Site Supervisor Evaluation

		CNS 795, Internship II Site Supervisor Evaluation
Collaboration and Consultation		
M1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	CNS 720, Elementary School Counseling Research Paper
M2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	CNS 720, Elementary School Counseling Research Paper
M3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	CNS 720, Elementary School Counseling Research Paper
M4	Understands systems theories, models and processes of consultation in school system settings.	CNS 720, Elementary School Counseling Final Exam
M5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	CNS 720, Elementary School Counseling Research Paper
M6	Understands the various peer programming interventions and how to coordinate them.	CNS 720, Elementary School Counseling Final Exam
M7	Knows school and community collaboration models for crisis/disaster preparedness and response.	CNS 725, Middle/Secondary School Counseling Presentation
N1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student	CNS 790, Practicum Site Supervisor Evaluation
		CNS 794, Internship I

	success in school.	Site Supervisor Evaluation
		CNS 795, Internship II Site Supervisor Evaluation
N2	Locates resources in the community that can be used in the school to improve student achievement and success.	CNS 617, Introduction to School Counseling Community Resource List
N3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	CNS 795, Internship II Psychoeducational Group
N4	Uses peer helping strategies in the school counseling program.	CNS 720, Elementary School Counseling Final Exam
N5	Uses referral procedures with helping agents in the community to secure assistance for students and their families.	CNS 790, Practicum Site Supervisor Evaluation
		CNS 794, Internship I Site Supervisor Evaluation
		CNS 795, Internship II Site Supervisor Evaluation
Leadership		
O1	Knows the qualities, principles, skills, and styles of effective leadership.	CNS 725, Middle/Secondary School Counseling Midterm Exam
O2	Knows strategies of leadership designed to enhance the learning environment of schools.	CNS 720, Elementary School Counseling Research Paper
O3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	CNS 725, Middle/Secondary School Counseling Midterm Exam
O4	Understands the important role of the	CNS 720, Elementary School

	school counselor as a system change agent.	Counseling Final Exam
O5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	CNS 720, Elementary School Counseling Midterm Exam
P1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	CNS 720, Elementary School Counseling CSCP Curriculum
P2	Plans and presents school-counseling-related educational programs for use with parents and teachers.	CNS 720, Elementary School Counseling Advocacy Presentation

IV. EPSB Themes

Tables 3, 4 and 5 demonstrate the integration of the Education Professional Standards Board Themes throughout School Counseling Programs. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments.

Table 3.

EPSB Themes for Masters of Arts in Education in School Counseling (Provisional Certification)

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap	Technology	Reflective Decision Maker
ADM 630 Methods of Research			K		A	K
CNS 617 Introduction to Counseling	E	K		K	K	A
CNS 619 Foundational Counseling Techniques	K	E				A
CNS 624 Theories of Counseling	K	E	E			A

CNS 635 Human Development	A	K	A			A
CNS 671 Multicultural Counseling	E	E				E
CNS 676 Clinical Diagnosis & Treatment Planning	A					A
CNS 683 Tests & Measurement	K					K
CNS 686 Career Counseling	A	A			A	A
CNS 689 Individual Testing	K					K
CNS 692 Group Counseling	A					E
CNS 720 Elementary School Counseling	E	E		E	E	A
CNS 725 Middle/Secondar y School Counseling	E	E		E	A	A
CNS 790 Practicum	A	A	A			A
CNS 794 Internship I	A	A	A			A
CNS 795 Internship II	A	E	A			E
K – Knowledge, A – Application, E – Evaluation						

Table 4.

EPSB Themes for Standard Counseling Certificate

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap	Technology	Reflective Decision Maker
CNS 625 Legal and Ethical Issues *required	K	E	A			E
CNS 694 Advanced	K	A	A			A

Counseling and Supervision						
CNS 722 Substance Use & Addictions Counseling	K					A
CNS 734 Marriage, Couples and Family Counseling	K					A
K – Knowledge, A – Application, E – Evaluation						

Table 5.

EPSB Themes for Specialist in Education in School Counseling

EPSB Themes	Diversity	Assessment	Literacy/Read	Closing Gap	Technology	Reflective Decision Maker
ADM 630 Methods of Research			K		A	K
CNS 617 Introduction to Counseling	E	K		K	K	A
CNS 619 Foundational Counseling Techniques	K	E				A
CNS 624 Theories of Counseling	K	E	E			A
CNS 625 Legal & Ethical Issues	K	E	A			E
CNS 635 Human Development	A	K	A			A
CNS 671 Multicultural Counseling	E	E				E
CNS 676 Clinical Diagnosis & Treatment Planning	A					A
CNS 683 Tests & Measurements	K					K
CNS 686 Career Counseling	A	A			A	A
CNS 689 Individual Testing	K					K

CNS 692 Group Counseling	A					E
CNS 694 Advanced Counseling & Supervision	K		A			A
CNS 720 Elementary School Counseling	E	E		E	E	A
CNS 722 Substance Use & Addictions Counseling	K					A
CNS 725 Middle/Secondary School Counseling	E	E		E	A	A
CNS 734 Marriage, Couples & Family Counseling	K					A
CNS 790 Practicum	A	A	A			A
CNS 794 Internship I	A	A	A			A
CNS 795 Internship II	A	E	A			E
K – Knowledge, A – Application, E – Evaluation						

V. Course Descriptions

ADM 630 Methods of Research (3). A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.

CNS 617 Introduction to Counseling (3). An introductory course in the philosophy, ethical and legal issues, principles and techniques of counseling with emphasis on the organization and administration of mental health services in a variety of settings and diverse populations.

CNS 619 Foundational Counseling Techniques (3). An experiential study and practice of basic relationship and conceptualization counseling techniques will be the central focus of the course. Students must complete this course with a grade of B or better in order to continue in the program. Successful completion of CNS 619 is a prerequisite for CNS 790.

CNS 624 Theories of Counseling (3). Critical analysis and evaluation of leading theories of counseling and their implications for practice.

CNS 625 Legal and Ethical Issues (3). This course will present the legal and ethical ramifications that being a counselor in today's complex society demands. An in-depth examination of current contemporary issues will highlight the course.

CNS 635 Human Development (3). A detailed study of the human life-span in terms of growth and development, foundations and dynamics of human behavior, personality, and learning.

CNS 671 Multicultural Counseling (3). A focus on pluralism, identity development, cultural awareness, and the role that cultural environment plays in the lives of people and the implications of that role in the helping process.

CNS 676 Clinical Diagnosis and Treatment Planning (3). Course is designed to prepare students in the knowledge and understanding of human behavior, diagnosis, and methods in assessment. Students will gain knowledge and skill in conducting mental status exams, intake assessments, biopsychosocial histories, and risk assessments. Prerequisite: permission of instructor.

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

CNS 686 Career Counseling (3). A survey of the theories, principles, practices, and techniques of career development and career counseling.

CNS 689 Individual Testing (3). Supervised practice in the administration and interpretation of a variety of individual cognitive tests such as the WJ-III Cognitive and WISC-IV. 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 692 Group Counseling (3). An experiential course in the dynamics of group behavior. The student will participate in an encounter-type group experience as well as being introduced to theory and techniques of group counseling. In addition, group guidance procedures are emphasized to include meaning, purposes, scope, and methods. Strongly recommended to be taken within the first 12 hours of course work.

CNS 694 Advanced Counseling and Supervision (3). An extension of CNS 619 whereby students will study and apply advanced counseling techniques and basic supervisory skills. Prerequisite: CNS 619.

CNS 720 Elementary School Counseling (3). Course provides professional knowledge, skills, and practices to be an effective school counselor in the elementary school setting. It focuses on theory, techniques, and proficiency that are developmentally appropriate to promote the academic, career, and personal/social development of all P-5 grade students. Prerequisite: CNS 617.

CNS 722 Substance Use and Addictions Counseling (3). A graduate course that provides counselors and other human service workers with an overview of the addictive process. Theories of addiction counseling and application of these theories will comprise a significant part of this course, particularly with how they apply to work with individuals, couples, families, and groups. Co-occurring disorders, such as process addictions and mental illnesses will also be addressed. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction, assessment strategies, wellness strategies for facilitating optimal development and preventing clinician burn-out, and diagnosis and treatment planning. This will be accomplished through assigned readings, seminar discussions, videotapes, lectures, case presentations, guest speakers, and student assignments.

CNS 725 Middle/Secondary School Counseling (3). Course prepares 5-12 School Counselors with professional knowledge, skills, and practices necessary to promote the academic, career and personal/social development of all 5-12 students. Emphasis is placed on skills, theory, and techniques that are developmentally appropriate for middle and secondary school settings focusing on the American School Counselor's Association (ASCA) National Model of Foundations, Delivery, Management and Accountability and on ASCA's Student Skills of Academic Development, Career Development, and Personal/Social Development as they pertain to the developmental level of middle and secondary school students. Prerequisites: CNS 617 and 720.

CNS 734 Marriage, Couples and Family Counseling (3). A graduate course that provides counselors and other human service workers with an overview of the processes and theories involved with counseling couples and families. The focus of this course is to prepare students to think systemically and to learn about family concepts, dynamics, theories, and techniques. This will be accomplished through assigned readings, seminar discussions, small group work, role plays, lectures, case presentation, audiovisual materials, guest speakers, and student assignments.

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.

CNS 794 Internship I (3-6). Designed to provide a minimum of 300 hours of intensive counseling experience conducted in a setting as similar as possible to that in which the intern subsequently intends to seek employment. Weekly supervision requirements will be provided by faculty and on-site professionals, and interns are expected to apply the knowledge and skills previously acquired in their program. Course may be repeated for a maximum of six hours of credit. Students must successfully complete CNS 794 with a grade of A or B before being allowed to take CNS 795. Prerequisite: CNS 790 with a grade of A or B.

CNS 795 Internship II (3-6). A continuation of CNS 794, culminating in a minimum of 600 contact hours at the internship setting for the total internship experience and will include the capstone oral defense. Course may be repeated for a maximum of six hours of credit. Students must successfully complete CNS 795 with a grade of A or B before being allowed to continue in program or graduate. Prerequisite: CNS 794 with a grade of A or B.

VI. Counseling Program Faculty

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)

<p>Bloomdahl, Susana</p>	<p>Ph.D., Counselor Education & Supervision, University of Arkansas</p>	<p>Chair - Department of Educational Studies, Leadership, and Counseling</p> <p>Coordinator - School Counseling Program</p>	<p>Associate Professor</p>	<p>1. Lee, S. M., Thorn, A. R., Bloomdahl, S. C., Ha, J., Nam, S. K., & Lee, J. (2012, Jul). Parent involvement in school: English speaking versus Spanish speaking families. <i>Spanish Journal of Psychology</i>, 15(2), 582-91. http://dx.doi.org/10.5209/rev_SJOP.2012.v15.n2.38869</p> <p>2. Bloomdahl, S. C., & Navan, J. (2013, Jan/Feb). Student leadership in a residential college: From dysfunction to effective collaboration. <i>Journal of College Student Development</i>, 54(1). http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_college_student_development/v054/54.1.bloomdahl.pdf</p> <p>3. Jenkins, 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>. http://counselingoutfitters.com/vistas/vistas11/Article_83.pdf</p>	<p>FT to counseling program</p>
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				<p>1. Bloomdahl, S. C., & Martin, C. <i>Effects of Biculturally Focused Counseling on Latino Middle School Students.</i> Interest session for the Kentucky Counseling Association 57th Annual Conference, November 7, 2014.</p> <p>2. Brantley, A., & Bloomdahl, S. C. <i>Responding to Homonegativity to Benefit Student's Resilience.</i> Interest session for the Kentucky School Counseling Association 2013 Conference, March 8, 2013.</p> <p>3. Wash, P. D., & Bloomdahl, S. (2015, October). Personnel difficulties ranks top in issues facing new academic chairs. <i>The Department Chair.</i> Manuscript accepted for publication.</p>	
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Patel, Samir	Ph.D., Counselor Education & Supervision, University of Central Florida	Coordinator - Counseling Program Coordinator - Mental Health Counseling Program	Assistant Professor	<p><u>Scholarship</u></p> <p>1. 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>2. Burt, I., Patel S. H., Butler, S. K., & Gonzalez, T. (2013). Integrating leadership skills into anger management groups to reduce aggressive behaviors: The LIT Model. <i>Journal of Mental Health Counseling, 35</i>, 124-141. (30% acceptance rate per Cabell's Directories, 2013)</p> <p>3. 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><u>Leadership</u></p>	FT to counseling program
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				<p>1. 2014 – Present: Associate Editor, <i>Kentucky Counseling Association Journal</i> Kentucky Counseling Association (KCA)</p> <p>2. 2014 – Present: Past President – Kentucky Association for Counselor Education and Supervision (KACES)</p> <p>3. 2013 – Present: Faculty Advisor – Chi Sigma Iota, Mu Sigma Chi chapter, Murray State University</p> <p><u>Service</u></p> <p>1. 2010 – Present: Member – Committee on Institutional Studies and Research (appointed by CoEHS Dean)</p> <p>2. 2011 – 2014: Co- Chair – Diversity Committee (appointed by CoEHS Dean)</p> <p>3. 2011 – 2014: Chair – Curriculum Committee (appointed by Department Chair)</p>	
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Bakes, Alan	Ph.D., Counselor Education & Supervision, Idaho Sate University	Coordinator - Recruitment	Associate Professor	<p><u>Scholarship</u> Bakes, A. & Stormer, K. (December 2014 - June 2015), "Incorporating ILP Training into Murray State Education Curriculum", Sponsored by COEHS Dean's Office, Awarded by Murray State University, \$799.00. A collaborative effort between MSU Counseling Program Faculty and Middle School Education Faculty</p> <p>Bakes, A., Coulter, K., Pender, R., & Hart, S. (December 2014-June 2105), "Family Training Project", Sponsored by Murray State University College of Education and Human Services, \$4,990.00. This is a collaboration between MSU Counseling Program faculty and faculty from Communication Disorders (CDI).</p> <p>Bakes, A. & Pender, R. (2015). <i>Using humanism as a foundation for developing contemporary conceptualization skills</i>. Presented at the national meeting of the</p>	FT to counseling program
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				<p>Association for Humanistic Counseling, Cleveland, OH.</p> <p><u>Professional Leadership</u></p> <p>President, Kentucky Mental Health Counseling Association, June 2014- June 2015</p> <p>President Elect, Kentucky Mental Health Counseling Association, June 2013- June 2014</p> <p><u>Service</u></p> <p>Chair, University Distinguished Service Award Committee Fall 2014 - Present</p> <p>Member, University Distinguished Service Award Committee Spring 2013 - Fall 2014</p> <p>Chair, ELC Dept. Tenure Committee Fall 2012- Present</p> <p>Unpaid Lay Clergy, The Church of Jesus Christ of Latter-day Saints,</p>	
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				Murray Kentucky January 2009 – January 2015	
Pender, Rebecca	Ph.D., Counselor Education & Supervision, Idaho Sate University	Coordinator - Practicum and Internship	Assistant Professor	<p><u>Scholarship</u> Pender, R. L., & Stinchfield, T. A. (2014). Making meaning: A couple's perspective of the reflecting team process. <i>The Family Journal</i>, 22(3), 273-281 DOI: 10.1177/1066480714529888 (36% acceptance rate per journal editor)</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</i>, 8, 381-394 DOI: 10.1080/15401383.2013.857928. (30% acceptance rate per journal editor)</p> <p>Pender, R. L. (2012). ASGW Best Practice Guidelines: An evaluation of the Duluth Model. <i>The Journal for Specialists in Group Work</i>, 37(3), 218-231 DOI: 10.1080/01933922.2011.632813. (30% acceptance rate per journal editor)</p> <p>Pender, R. L. & Stinchfield, T. A.</p>	FT to counseling program

				<p>(2012). A reflective look at reflecting teams. <i>The Family Journal</i>, 20(2), 177-122 DOI: 10.1177/1066480712438526. (36% acceptance rate per journal editor)</p> <p><u>Professional Leadership:</u> President: Kentucky Association for Specialists in Group Work</p> <p>Co-Faculty Advisor: Mu Sigma Chi chapter of Chi Sigma Iota International</p> <p><u>Professional Service</u> Association for Humanistic Counseling Empty Plate Coordinator</p> <p>Council for Accreditation of Counseling and Related Educational Programs (CACREP) Site Team Member</p> <p>Association for Counselor Education and Supervision (ACES) Awards Committee</p> <p>Kentucky Community Crisis Response Team (KCCRT) Member</p> <p><u>University Service</u></p>	
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				<p>MSU Academic Appeals Committee</p> <p>Research Policy Committee</p> <p>College of Education and Human Service Policy and Review Committee</p> <p>College of Education and Human Services Undergraduate Studies Committee</p> <p>Practicum/Internship Coordinator</p>	
Douglas, Kristin	Ph.D., University of Wyoming	Counseling Clinic Coordinator - Counseling & Assessment Center	Assistant Professor	<p><u>Scholarship</u> Douglas, K. I. (2015). Biofeedback. In E. Neukrug (Ed.), <i>The Sage encyclopedia of theory in counseling and psychotherapy</i> (Vol. 1, pp. 115-119). Thousand Oaks, CA: Sage Publications.</p> <p>Warren, J., & Douglas, K. I. (2012). Falling from Grace: Understanding an ethical sanctioning event. <i>Journal of Counseling and Values, 57</i>(2), 131-146.</p> <p>Warren, J., Stech, M., Douglas, K., & Lambert, S. (2010). Enhancing case conceptualization through the use of film: The addiction</p>	FT to counseling program

				<p>web. <i>Journal of Creativity in Mental Health</i>, 5 (3), 228-242.</p> <p><u>Professional Leadership</u> Kentucky Counseling Association (KCA)</p> <p>, Kentucky Counseling Association eJournal, Reviewer, 2/14 - Present</p> <p>Department of Health Advisory Council, Department of Health, State of Wyoming Gubernatorial Appointed Council Member, 10/11–10/14</p> <p>Wyoming Counseling Association (WCA) Past-President, 10/13 – 10/14</p> <p><u>Service</u> <i>Counseling Clinic Coordinator</i>, Assessment and Counseling Center in the College of Education and Human Services</p> <p>Faculty Study Abroad Ambassador, 2014 to Present</p>	
Dunham, Mardis	Ph.D., University of Missouri	Coordinator - School Psychology	Professor	<p><u>Scholarship</u> Rideout, D., Dunham, M., & McCall, M. (2014). Norm-referencing</p>	PT to counseling program

				<p>time-on-task for elementary students. <i>Explorations</i>, http://www.murraystate.edu/explorations.</p> <p>McCall, M., Lyons, R., & Dunham, M. (2012). A 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 practices and outcomes for adolescents. <i>Educational Research Quarterly</i>, 35 (2), 43-75</p> <p><u>Professional Leadership</u> Editorial Board Member for <i>Psychology in the Schools</i>. (1999 – present)</p> <p>Associate Editor, <i>Psychology in the Schools</i> (2007 – present)</p> <p>Kentucky Delegate to the National Association of School</p>	
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				<p>Psychologists (2006 – 2012)</p> <p>Kentucky Association for Psychology in the Schools, Region 1 Representative (2011 – 2016)</p> <p><u>Service</u> Department of Educational Leadership and Counseling Tenure Review Committee (2004 – present)</p> <p>Coordinator of Assessment Services: CoEHS Counseling and Assessment Center (2013 – present)</p> <p>CoEHS Representative to the Promotion and Leave Committee (2012 – present)</p> <p>CoEHS Tenure Review Committee (2007- present)</p> <p>Institutional Review Board (2000 – 2003; 2014 – 2018)</p> <p>CoEHS Faculty Teaching Award Committee (2013 – current)</p>	
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(1) e.g., faculty, clinical supervisor, department chair, etc.

(2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.

(3) *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

(4) *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(5) e.g. officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

*For contributions from fall 004 to spring 006

VII. Curriculum Contract/Guide Sheets

Murray State University **2014-2015 Academic Bulletin**

This MA ED degree program is designed to fulfill course requirements for provisional School Counseling Certification (grades P-12). For a detailed description of the admissions requirements, please see the *MSU Bulletin*. The program must be **PREPLANNED** with one's advisor and shall consist of 48 semester hours of graduate level course work. This track is designed for students who have an undergraduate degree from an accredited university or college. A grade of A or B must be received in CNS 619 to continue program and it must be taken within the first 12 credit hours of program coursework. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student's progress will be continuously assessed throughout the program using established program checkpoints. A minimum grade point average of 3.0 is required. **Exit requirements: CPCE, Oral defense and GPA of 3.0 or higher.**

Master of Arts –School Counseling 48 hour Program (Provisional School Counselor Certification P-12)

<u>COURSES*</u>	<u>Tentative Schedule</u>	<u>Date Completed</u>	<u>Grade</u>
1. CNS 617 Introduction to Counseling (3 Credit Hours)	_____	_____	_____
2. CNS 619 Foundational Counseling Techniques** (3 Credit Hours)	_____	_____	_____
3. CNS 624 Theories of Counseling (3 Credit Hours)	_____	_____	_____
4. CNS 635 Human Development (3 Credit Hours)	_____	_____	_____
5. CNS 671 Multicultural Counseling (3 Credit Hours)	_____	_____	_____
6. CNS 676 Clinical Diagnosis and Treatment Planning (3 Credit Hours)	_____	_____	_____
7. CNS 683 Tests and Measurements (3 Credit Hours)	_____	_____	_____
8. CNS 686 Career Counseling (3 Credit Hours)	_____	_____	_____

9. CNS 689 Individual Testing _____
(3 Credit Hours)

10. CNS 692 Group Counseling _____
(3 Credit Hours)

11. CNS 720 Elementary School Counseling _____
(3 Credit Hours)

12. CNS 725 Middle/Secondary School _____
Counseling (3 Credit Hours)

13. ADM 630 Methods of Research _____
(3 Credit Hours)

PRACTICUM/INTERNSHIP COURSES

14. CNS 790 Practicum _____
(150 Clinical Hours) (3 Credit Hours)

15. CNS 794 Internship I _____
(300 Clinical Hours) (3 Credit Hours)

16. CNS 795 Internship II _____
(300 Clinical Hours) (3 Credit Hours)

Midpoint Exam _____
(may be taken once 30 credit hours have been taken)* **Score**

Oral Defense _____
(only for terminal degree)*** **Result**

CPCE*** _____
Score

* Completion of 30 credit hours & midpoint exam required for Rank Change.

** Grade of A or B must be received in CNS 619 to continue in program.

*** Exit Criteria: CPCE, Oral Defense, GPA of 3.0 or higher

Student Signature

Faculty Signature

Date

Murray State University
2014-2015 Academic Bulletin

Specialist (EdS) in Education – School Counseling (48 hour Program)

For a detailed description of the admissions requirements, please see the *MSU Bulletin*.

COURSES*	Tentative Schedule	Date Completed	Grade
1. CNS 617 Introduction to Counseling (3 Credit Hours)	_____	_____	_____
2. CNS 619 Foundational Counseling Techniques** (3 Credit Hours)	_____	_____	_____
3. CNS 624 Theories of Counseling (3 Credit Hours)	_____	_____	_____
4. CNS 635 Human Development (3 Credit Hours)	_____	_____	_____
5. CNS 671 Multicultural Counseling (3 Credit Hours)	_____	_____	_____
6. CNS 676 Clinical Diagnosis and Treatment Planning (3 Credit Hours)	_____	_____	_____
7. CNS 683 Tests and Measurements (3 Credit Hours)	_____	_____	_____
8. CNS 686 Career Counseling (3 Credit Hours)	_____	_____	_____
9. CNS 689 Individual Testing (3 Credit Hours)	_____	_____	_____
10. CNS 692 Group Counseling (3 Credit Hours)	_____	_____	_____
11. CNS 720 Elementary School Counseling (3 Credit Hours)	_____	_____	_____
12. CNS 725 Middle/Secondary School Counseling (3 Credit Hours)	_____	_____	_____
13. ADM 630 Methods of Research (3 Credit Hours)	_____	_____	_____
14. CNS 625 Legal and Ethical Issues (3 Credit Hours)***	_____	_____	_____

15. CNS 694 Advanced Counseling & Supervision (3 Credit Hours)*** _____

16. CNS 722 Substance Use & Addiction Counseling (3 Credit Hours)*** _____

17. CNS 734 Marriage, Couples & Family Counseling (3 Credit Hours)*** _____

PRACTICUM/INTERNSHIP COURSES

18. CNS 790 Practicum (150 Clinical Hours) (3 Credit Hours) _____

19. CNS 794 Internship I (300 Clinical Hours) (3 Credit Hours) _____

20. CNS 795 Internship II (300 Clinical Hours) (3 Credit Hours) _____

Midpoint Exam _____
(may be taken once 30 credit hours have been taken)* Score

Oral Defense _____
(only for terminal degree)**** Result

CPCE**** _____
Score

* Completion of 30 credit hours & midpoint exam required for Rank Change.

** Grade of A or B must be received in CNS 619 to continue in program.

*** Courses to be assessed beyond Masters.

**** Exit Criteria: CPCE, Oral Defense, GPA of 3.0 or higher

Student Signature

Faculty Signature

Date

Revised Spring

Murray State University
School Counseling Program
(P – 12) Standard Certificate Requirements

Student Name: _____

Admission Requirements: 3.0 GPA on 4.0 scale
Earned Masters Degree in School Counseling.
Documentation of 1 year work experience as a School Counselor

CNS 625 Legal & Ethical Issues	_____	_____
	Date Completed	Grade
CNS 676 Clinical Diagnoses and Treatment Planning	_____	_____
	Date Completed	Grade
CNS 694 Advanced Counseling & Supervision	_____	_____
	Date Completed	Grade
CNS 722 Substance Abuse & Addictions Counseling	_____	_____
	Date Completed	Grade
CNS 734 Marriage & Family Counseling	_____	_____
	Date Completed	Grade

- **Exit Assessments:** Portfolio, Comprehensive Exam, GPA of 3.0 or higher

Continuous assessment procedures are used to document and systematically monitor student progress to determine the degree to which students have internalized and can demonstrate proficiency with Kentucky performance standards.

The student and advisor have discussed the Standard Certification Coursework.

Student Signature

Date

Faculty Signature

Date

VII. Syllabi

All syllabi for the College of Education and Human Services may be viewed on the [Common Course Syllabi](#) webpage. Courses for the School Psychology program are listed below.

- ADM 630 Methods of Research
- CNS 617 Introduction to Counseling
- CNS 619 Foundational Counseling Techniques
- CNS 624 Theories of Counseling
- CNS 625 Legal and Ethical Issues
- CNS 635 Human Development
- CNS 671 Multicultural Counseling
- CNS 676 Clinical Diagnosis and Treatment Planning
- CNS 683 Tests and Measurements
- CNS 686 Career Counseling
- CNS 689 Individual Testing
- CNS 692 Group Counseling
- CNS 694 Advanced Counseling and Supervision
- CNS 720 Elementary School Counseling
- CNS 722 Substance Use and Addictions Counseling
- CNS 725 Middle/Secondary School Counseling
- CNS 734 Marriage, Couples and Family Counseling
- CNS 790 Practicum
- CNS 794 Internship I
- CNS 795 Internship II