

CERTIFICATE FOR SCHOOL PSYCHOLOGY (6TH YEAR)

**ED.S. IN COUNSELING: SCHOOL PSYCHOLOGY OPTION
(RANK I)**

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

PROGRAM SUBMISSION

SEPTEMBER 2015

Murray State University Graduate Bulletin 2014-2015

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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. As outlined in the [MSU Academic Bulletin](#), 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 School Psychology 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 program offers (1) the School Psychology 6th Year Certification (P – 12, Rank I), (2) the Education Specialist (Ed.S.) in Counseling: School Psychology option, and (3) an endorsement for Individual Intellectual Assessment for School Counselors.

The School Psychology 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.

Admissions and Exit Criteria for the Ed.S.

The Ed.S. option for School Psychology is a 66 credit hour program that leads to Certification in School Psychology. To be admitted to this program, candidates must be admitted to the graduate school submit documents, inclusive of (1) a transcript for a baccalaureate degree in psychology, special education or a related field, (2) three letters of recommendation, (3) a recent GRE score, and (4) a written goals statement. Candidates must also undergo an interview with the School Psychology program coordinator. Once admitted, students must successfully complete 57 credit hours of coursework. This is followed by a 3 credit hour (170-clock hour) practicum and a passing score on the PRAXIS Specialty Area examination in School Psychology to obtain provisional certification in School Psychology. The provisional certificate permits the student to begin the year-long supervised internship, which is divided into three credit hours for the first semester and three credit hours for the second semester. A minimum GPA of 3.0 is required. After the successful completion of the 1200 clock hour supervised internship, the student is eligible for the Standard Certification in School Psychology in the state of Kentucky. Successful defense of a specialty study is also required for exit.

Admissions and Exit Criteria for the 6th Year Certification Program

Admission to the 6th Year requires a Master's degree in a related field, successful completion of CNS 619 or equivalent, and admission to the Graduate School. The program also requires (1) a transcript for a graduate degree in psychology, special education or a related field, (2) three letters of recommendation, (3) a recent GRE score, and (4) a written goals statement. Candidates must also undergo an interview with the School Psychology program coordinator. The 6th Year program is a 60 credit hour program that leads to a provisional certification for students after the

completion of 54 credit hours of coursework. The 6th Year program requires a 170 clock hour practicum and a passing score on the PRAXIS Specialty Area examination in School Psychology prior to the 1200 clock hour supervised internship. A minimum GPA of 3.0 is required. At the successful completion of the supervised internship, the student is eligible for the Standard Certification in School Psychology in the state of Kentucky.

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.

Field Experiences Prior to the School Psychology Internship

Students in the Ed.S. degree program and the 6th year certification program are required to have obtained a solid level of proficiency (a grade of B or better) in CNS 683, 677, 689, and 690. Each of these courses requires students to interview, observe, and assess children and adolescents through field experiences. The practicum (CNS 790) must be taken and successfully passed by demonstrating appropriate expected competencies before students are permitted to begin the internship. The practicum consists of 170 contact hours under the supervision of an appropriately certified school psychologist. The practicum experience is governed by the syllabus which specifies the types of competencies students are expected to obtain for completion. It is assessed via a practicum evaluation form that is completed by the practicum supervisor and verification (via a portfolio) that all practicum components have been successfully completed.

Students in the IIA program are held to the same standards as the school psychology students as specified above. Unlike the school psychology students, the practicum is the culminating experience for the students in the IIA program. There is no internship for the IIA students.

Similar to the practicum experience evaluation for the school psychology students, the practicum experience for IIA students is evaluated via a practicum evaluation form that is completed by the practicum supervisor and verification (via a portfolio) that all components of the syllabus have been successfully completed.

Rank Change Requirements

For the Ed.S. degree and the school psychology certification program rank change may be recommended upon successful completion of the 170 clock hour practicum, verification of the 3.0 grade point average, and a passing score on the PRAXIS Specialty Area examination in School Psychology. For the IIA endorsement, a change in rank does not apply. Rather, students will be eligible to obtain the IIA certification upon verification of a 3.0 GPA and the successful completion of the five courses required for the certificate.

Modes of Delivery

All courses in these programs include discussion, readings, projects, and assignments and most require a field experience component. Some of the courses are offered off campus but the entire Ed.S., 6th year certification, and IIA programs cannot be obtained off campus. With few exceptions (SED 603, CNS 624, CNS 635), all courses are face-to-face.

Faculty Assignments

Dr. Mardis Dunham, professor, KY Certified School Psychologist, KY Licensed Psychologist) is the program coordinator and is assigned 100% to the program. This faculty teaches CNS 683, 677, 689, 690, 790, 794, 795, and 798. Dr. Roy Douget, adjunct professor and KY Certified School Psychologist, teaches CNS 683 and 689 off campus and occasionally on campus. He typically teaches one CNS course and one SED course per semester. Drs. Samir Patel, Alan Bakes, Rebecca Pender-Baum, and Su Bloomdahl (all counselor educators) teach CNS 619, 624, 635, 670, 671, and 692. The SED courses (645, 608, 603, and 625) are taught by Dr. Jamie Mahoney and Dr. Washington—both are trained special education faculty. Lastly, the ADM courses (630 and 725) are taught by Dr. Xu, Bourke, and Lyons. These three faculty are trained in educational psychology and educational leadership.

II. Relationship to College Conceptual Framework

The school psychology and IIA programs 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, PRAXIS pass rates, and graduate satisfaction surveys are used for program improvement. These data are discussed with the advisory group on an annual basis.

Student continuous assessment. Checkpoints of candidate progress occur at entry, at a middle point through the programs, and at exit. Entry-level requirements for the school psychology programs include submission of three letters of recommendation, an interview, a written goals statement, and a GRE. The mid-point assessment consists of verification of a grade of B or better on CNS 683 and 689. Additionally, each course requires assignments tied to the training standards and scored with a rubric and most courses require field experiences. The practicum requires supervisor evaluation of the student (tied to the standards and scored with a rubric). Before the internship can be started, students must take and pass the School Psychology praxis (#5402) and obtain a KY passing score of 147. Passing the School Psychology Praxis and successfully completing the internship represents the final assessment point for the school psychology programs. During both internship courses (each course requires 600 clock hours of supervised experience), the student is evaluated by his/her field supervisor using a rubric aligned to the standards.

As with the school psychology programs, checkpoints occur throughout the IIA program of study. Entry-level requirements for the IIA endorsement include evidence of the school counselor certificate. The second checkpoint for this program is verification of a grade of B or better for CNS 683 and 689. Students in this program are assessed similarly 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. The final checkpoint is the IIA practicum—students must successfully pass this course before being eligible for the IIA certificate. The practicum supervisor evaluation form is used to assess student competence for this checkpoint. 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 688, 683, 677, 689, 690, 790, students are required to submit & present numerous psychoeducational reports for grading; approximately 8 evaluations per course CNS 794/5 supervised interns are assessed throughout the internship on this standard by the field and university supervisor
2.2 Consultation and Collaboration	SED 608, CNS 688, 683, 677, 790; consultation is discussed in 688 and applied in all other courses here in the form of role play activities & case studies

NASP STANDARDS	Courses/Activities/Assessments
	CNS 794/5 supervised interns are assessed throughout the internship 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 CNS 794/5 supervised interns are assessed throughout the internship on this standard by the field and university supervisor
2.4 Interventions and Mental Health Services to Develop Social and Life Skills	CNS 635 discussions and readings CNS 619, 692, 694 counseling practice CNS 624, 676 readings, discussions, assignments CNS 690 adaptive behavior case studies
2.5 School-Wide Practices to Promote Learning	CNS 677 discussion, assessments CNS 688 discussion, readings
2.6 Preventative and Responsive Services	CNS 619, 692, 694. These counseling courses require substantial hands-on experiences; assessments scored via rubric CNS 688. Chapter readings/discussions/exams
2.7 Family-School Collaboration Services	CNS 688 discussion, readings, exams CNS 690, 790 assessment and consultation assignments; role play activities; practicum students are assessed by supervisor via rubric SED 603, 625. These special education courses require extensive readings/discussion as well as exams
2.8 Diversity in Development and Learning	CNS 683 assignments and field experiences CNS 688 discussion; papers, presentations, exams SED 603, 608, 625 readings, assignments, projects CNS 671 readings and assignments, exams scored via rubrics
2.9 Research and Program Evaluation	ADM 630, 725 hands-on research projects are required for these courses. Projects are graded
2.10 Legal, Ethical, and Professional Practice	CNS 688. This course is especially devoted to this standard. Extensive readings, role play activities, and an ethics exam is used to address and assess this standard during CNS 688. 689, 690, 677; role and function, ethics, and history of School Psychology are evaluated via exams
III. FIELD EXPERIENCES/INTERNSHIP	

NASP STANDARDS	Courses/Activities/Assessments
3.1 Supervised practical and internship experiences	CNS 790 170 hour minimum supervised experience in a school; supervisor ratings CNS 794 at least 600 hours in-school supervised experience; supervisor ratings tied to standards CNS 795—same as 794
3.2 The internship is collaboration between the training program and field site.	Site visits & presentations
3.3 The internship is full-time.	documented in intern logs
3.4 Interns receive an average of at least two hours of field-based supervision per full-time week	documented in intern logs
3.5 The internship placement agency provides appropriate support.	documented in intern 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	Intern supervisor feedback/summative and formative evaluations; Praxis scores (minimum score of 147 required before enrollment in the internship)
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 criteria in catalog; continuous assessment of students in core SP courses via grades
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 services.	Intern supervisor feedback/summative and formative evaluations, scored via rubric tied to standards; Praxis scores

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 & Measurem ent	K	K	K		E	K	A	E	A		E	
CNS 689 Individual Testing			E	A		A	E				E	
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 School Psychology and Individual Intellectual Assessment programs.

Table 3.

EPSB themes for school psychology

EPSB Themes	Diversity	Assessment	Literacy/ Reading	Closing the Ach. Gap
SED 603 Sp.Ed. Law	K, A	K, A	K, A	K, A

ADM 630 Methods of Research	K	A, E		
ADM 725 Adv Methods of Quant Research in Educ		A, E		
CNS 635 Developmental Processes	K	K	K	K
CNS 671 Multicultural Issues	K, E			
CNS 676 Individual Appraisal I	K, A	K, A, E		A
CNS 677 Individual Appraisal II	A, E	A, E	E	A, E
CNS 683 Tests & Measurement	K, A, E	K, A, E	E	K, A, E
CNS 688 Into to School Psychology	K, A, E	K, A		A, E
CNS 689 Individual Testing	K, A	A, E	E	E
CNS 690 Adv Individual Testing	K, A, E	A, E	E	E
SED 608 Functional Behavior Analysis	K, A, E	K, A, E		A, E
SED 625 Mild Disabilities	K, A		A	A
CNS 790 Practicum	K, A, E	K, A, E	E	A, E
CNS 794 Internship I	A, E	A, E	E	A, E
CNS 795 Internship II	A, E	A, E	E	A, E

Table 4.

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

SED 603 Special Education Law and Procedures (3). Course is designed to familiarize graduate students with the laws and procedures that are required in the process of determining

eligibility and delivery of special education services. Students will learn the roles of participants in “Admissions and Release Committee” (ARC), the procedural safeguards, and the order of events in the special education process as determined by federal and state law and procedures. Appropriate for all certified teachers, school psychologists, and administrators serving students with disabilities.

SED 608 Functional Behavior Analysis (3). The content of this course provides the student experience in understanding why individuals behave the way they do and how behavior may be taught, changed, and modified. Topics will include behavior management, training strategies, implementation, data-based programming, and field-based teacher research methods. Field hours are required.

SED 625 Instructional Techniques for Children and Youth with Mild Disabilities (3). Course content focuses on instructional techniques requisite for the development of an individualized educational program (IEP) for children and youth with mild disabilities. Specific methods, media, and materials in the areas of reading, writing, math, and problem solving will be examined. Students will learn to develop a sequence of instruction from the student’s present level of performance to annual goals matching instruction to the student’s learning style. Prerequisites: SED 603 and 605 (Note: the SED 605 prerequisite is waived for school psychology students)

SED 645 Strategies for Students with Autism (3). Study of the techniques and methods necessary for the organization and operation of educational programs for individuals with autism spectrum disorders. Emphasis will be placed on research-based strategies to enhance communication, learning, and methods for teaching more conventional behaviors.

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.

ADM 725 Advanced Methods of Quantitative Research in Education (3). A study of quantitative research methods and statistics used in educational studies. Preparation for quantitative research and conducting an abbreviated inquiry, collecting and analyzing data as well as improving professional writing skills are the focus of this class. Prerequisite: ADM 630 or comparable research course

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 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 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). 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 688 Professional School Psychology (3). This course provides an overview and integrates theory and practice of all areas of school psychology. This will include historical evolution of school psychology, professional standards, legal and ethical issues and the roles and functions of the school psychologist.

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 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 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 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.

CNS 798 Specialty Study (3). This course is designed to enable the student, with the supervision of his/her graduate faculty committee, to select a problem directly related to the student's area of concentration, survey the research literature, collect research data and write the research paper.

VI. 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)
Dunham, Mardis	Ph.D. School Psych. University of Missouri-Columbia	Program coordinator School Psychology; teaches graduate classes	Professor	Publications n, C., Dunham, M., Patel, S., & Bloomdahl, S. (press). The Effect of Developmental Age upon ADHD ratings. hetti, R., Wilson, R., & Dunham, M. (2016). Predicting Academic Success in High School Students from Low SES Families.	Full time to Institution, Full time to Unit, Full time to Program

<p>Douget, Roy</p>	<p>Ph.D. School Psych. University of Missouri-Columbia</p>	<p>Teaches graduate school psychology courses</p>	<p>Adjunct faculty</p>	<p><i>Educational Research Quarterly</i>, 39 (4), 3 – 20.</p> <p>out, D., Dunham, M., & McCall, M. (2014). Nonreferencing time-on-task for elementary students. <i>Explorations</i>, http://www.murraystate.edu/explorations.</p>	<p>KY Certified School Psychologist</p> <p>KY Licensed Psychologist</p> <p>8 years experience in public schools</p> <p>Part time to Institution, Part time to Unit, Part time to Program</p>
<p>Patel, Samir</p>	<p>Ph.D. Counselor Education Univ. S. Florida</p>	<p>Teaches graduate counseling courses</p>	<p>Asst. Professor</p>	<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</i>, 36, 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</i>, 52, 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>
<p>Bakes, Alan</p>	<p>Ph.D. Counselor Education, Idaho State</p>	<p>Teaches graduate counseling courses</p>	<p>Associate Professor</p>	<p>Bakes, A. (2012). <i>Helpful strategies for teaching effective confrontation skills</i>. Vistas Online: American Counseling Association.</p>	<p>Full time to institution and unit, part time to program</p>

<p>Pender Baum, Rebecca</p>	<p>Ph.D. Counselor Education, Idaho State</p>	<p>Teaches graduate counseling courses</p>	<p>Asst. Professor</p>	<p>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</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</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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VII. Curriculum Contract/Guidesheets

Murray State University

2013-2015 MSU Bulletin

Specialist (Ed.S.) in Education – School Psychology Option (66-hour Program)

Checkpoint 1: Admission Requirements.

- 1) Admission to Graduate School _____
- 2) Undergraduate degree in appropriate field _____
- 2) Written goals statement _____
- 3) Interview _____
- 4) Recent GRE score _____
- 5) Three letters of recommendation _____

CORE COURSES

1. CNS 619 Foundational Counseling Techniques * (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
2. CNS 624 Theories of Counseling (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
3. CNS 635 Human Development (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
4. CNS 671 Multicultural Counseling (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
5. CNS 676 Clinical Diagnosis and Treatment Planning (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
6. CNS 683 Tests and Measurements (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
7. CNS 692 Group Counseling (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
8. ADM 630 Methods of Research (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
	_____	_____	_____
	Tentative Schedule	Date Completed	Grade

SPECIALIZATION COURSES

9. CNS 677 Psychoeducational Assessment & Consultation (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
10. CNS 688 Introduction to School Psychology (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
11. CNS 689 Individual Testing (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade

Checkpoint 2: Verification of grade B or better for CNS 683 and CNS 689

CNS 683 Grade _____
CNS 689 Grade _____

12. CNS 690 Advanced Individual Testing (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
13. CNS 694 Advanced Counseling & Supervision (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
14. CNS 798 Specialty Study (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
15. SED 645 Strategies for Students with Autism (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
16. ADM 725 Advanced Educational Statistics (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
17. SED 608 Functional Behavior Analysis	_____	_____	_____

(3 Credit Hours)	Tentative Schedule	Date Completed	Grade
18. SED 625 Instructional Techniques for Children and Youth with Mild Disabilities (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
19. SED 603 Special Education Law and Procedures (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
<u>PRACTICUM/INTERNSHIP COURSES</u>			
20. CNS 790 Practicum (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
<ul style="list-style-type: none"> • Must pass Praxis test in School Psychology with score of 147 or better and successfully defend Specialty Study before Internship can be contracted 			
21. CNS 794 Internship I (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
22. CNS 795 Internship II (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade

Checkpoint 3: Successful Completion of Internship

CNS 794 _____
 CNS 795 _____

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

Student Signature
 Revised Sum 15

Faculty Signature

Murray State University

2014-2015 MSU Bulletin

Certification for School Psychology- 60 hour Program (Pre K-12)

Checkpoint 1: Admission Requirements.

- | | | | |
|---|-------|---------------------------|-------------|
| 1) Admission to Graduate School | _____ | Name of Institution _____ | Date: _____ |
| 2) Graduate degree in appropriate field | _____ | | |
| 3) Pass CNS 619 or Equivalent | _____ | | |
| 2) Written goals statement | _____ | | |
| 3) Interview | _____ | | |
| 4) Recent GRE score | _____ | | |
| 5) Three letters of recommendation | _____ | | |

PROVISIONAL CERTIFICATION: ^{1,2} 54 semester hours (Allows individual to do internship.)

1.	ADM 630 Methods of Research (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
2.	SED 603 Special Education Law & Procedures (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
3.	CNS 624 Theories of Counseling (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
4.	CNS 635 Human Development (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
5.	CNS 671 Multicultural Counseling (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
6.	CNS 676 Clinical Diagnosis & Treatment Planning (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
7.	CNS 677 Psychoeducational Assessments & Consultation (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
8.	CNS 683 Tests and Measurements (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
9.	CNS 688 Introduction to School Psychology (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
10.	CNS 689 Individual Testing (3 Credit Hours)	Tentative Schedule	Date Completed	Grade

Checkpoint 2: Verification of grade B or better for CNS 683 and CNS 689

CNS 683 Grade _____
 CNS 689 Grade _____

11.	CNS 690 Advanced Individual Testing (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
12.	CNS 692 Group Counseling (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
13.	CNS 694 Advanced Counseling & Supervision (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
14.	CNS 790 Practicum (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
15.	SED 645 Strategies for Students with Autism (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
16.	ADM 725 Advanced Methods of Quantitative Research in Education (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
17.	SED 608 Functional Behavioral Analysis (3 Credit Hours)	Tentative Schedule	Date Completed	Grade
18.	SED 625 Instruct. Techniques for Children & Youth with Mild Disabilities (3 Credit Hours)	Tentative Schedule	Date Completed	Grade

Note: Rank I or Rank II will be recommended with the provisional certification depending on the individual's entire academic record.

Standard Certification ³.....**6 hours**

19. CNS 794 Internship I (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade
20. CNS 795 Internship II (3 Credit Hours)	_____	_____	_____
	Tentative Schedule	Date Completed	Grade

Checkpoint 3: Successful Completion of Internship

CNS 794 Grade _____

CNS 795 Grade _____

¹Allows individual to do internship.

²Candidates must take PRAXIS specialty area examination in school psychology and obtain a minimum score of 147 before provisional school psychology certification can be awarded.

³Candidate must have valid provisional certification in school psychology before internship can be contracted.

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

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667

Student Signature

Faculty Signature

Revised Sum 15

Murray State University
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Endorsement: Individual Intellectual Assessment

15 Hour Program

Checkpoint 1: Admission Requirements
1) a Masters Degree in School Counseling with
Kentucky Provisional or Standard Guidance Certification _____

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 |

Checkpoint 2: Verification of grade B or better for CNS 683 and CNS 689
CNS 683 Grade _____
CNS 689 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 |

Checkpoint 3: Successful Completion of CNS 790

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
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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
--	---------------

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.

- SED 603 Special Education Law and Procedures
- SED 608 Functional Behavior Analysis
- SED 625 Instructional Techniques for Children and Youth with Mild Disabilities
- SED 645 Strategies for Students with Autism
- ADM 630 Methods of Research
- ADM 725 Advanced Methods of Quantitative Research in Education
- CNS 619 Foundational Counseling Techniques
- CNS 624 Theories of Counseling
- CNS 635 Human Development
- CNS 671 Multicultural Counseling
- CNS 676 Clinical Diagnosis and Treatment Planning
- CNS 677 Psycho-Educational Assessment
- CNS 683 Tests and Measurements
- CNS 688 Professional School Psychology
- CNS 689 Individual Testing
- CNS 690 Advanced Individual Testing
- CNS 692 Group Counseling
- CNS 694 Advanced Counseling and Supervision
- CNS 790 Practicum
- CNS 794 Internship I
- CNS 795 Internship II
- CNS 798 Specialty Study (for Ed.S. degree students only)

Robert,

I've addressed everything I can at this point. I included the 3 checkpoints for all three programs on their respective contracts and explained this in the narrative as well. I clarified teaching assignments, changed the Praxis score, discussed field experiences required prior to internship, discussed how ethics were addressed and assessed, clarified the prerequisites for SED 625, and addressed the off campus thing. The only thing I have left (with the exception of what you were going to look into) was the problem on the IIA feedback sheet where they said the syllabi for CNS 683, 689, and 790 were not aligned with the NASP standards. I'm not 100% sure which syllabi they reviewed—it could be that the common course syllabi and the ones I'm using are not 100% the same. I need to see what the syllabi indicate. I also need to make the practicum supervisor evaluation form match training standards for the SP and the IIA programs.