MURRAY STATE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAMS
HANDBOOK

Prepared by:
MSU School Psychology Programs
Dept. of Educational Studies, Leadership, & Counseling
Murray State University
Murray, Kentucky
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I. INTRODUCTION

Welcome to the School Psychology Programs at Murray State University! This handbook should be helpful for answering preliminary questions and to assist you in planning your course of study in the graduate program. It is also provided to faculty for advising and course planning purposes. It includes the program model and philosophy, goals and objectives, as well as the curriculum plan. Academic, research, practica, internship and postdoctoral expectations are briefly described. Program resources, policies and procedures are also included.

The handbook is designed to make your experience in our programs more organized, productive, and enjoyable. Please read all sections of the handbook so as to become thoroughly familiar with the School Psychology Programs and College of Education. Use the handbook as well as the graduate catalog as a guide, but keep in mind that while it is comprehensive, it is not exhaustive. Please consult with your advisor, your committee chair, program director, and more advanced graduate students regarding any questions or concerns you might have. Final program and student decisions rest with the School Psychology faculty.

Information regarding university regulations and services can be found on the MSU Home Page at http://www.murraystate.edu where you can access from the library or computer labs on campus or your home computer. You also have access to e-mail through the university. Be sure to remember the web whenever you need information on research, student services and organizations, the library, etc.

Welcome! We’re glad you’re here! We look forward to working with you and hope your graduate studies here are exciting, productive, and satisfying.
II. PURPOSE OF THE PROGRAM HANDBOOK

The School Psychology Programs handbook is designed to provide students with information for successful enrollment throughout their studies in the School Psychology Programs at the Murray State University. Please find included in the handbook policies and procedures set forth by the program, the College of Education, and/or Murray State University. Needed information that is not contained in this handbook can be provided by faculty advisors, the program director, or one of the following sources:

Murray State University Academic Bulletin
http://www.murraystate.edu/academics/RegistrarsOffice/

Murray State University Student Life Policies and Handbook
http://www.murraystate.edu/headernenu/administration/StudentAffairs/policies.aspx

You should become well acquainted with all relevant policies and procedures contained in handbooks and catalogs provided by the School Psychology Programs and Murray State University. Please save this handbook as a source of reference throughout your graduate studies. Keep in mind that this document is intended as a supplement to regular consultation with the program director and a faculty advisor. The Murray State University School Psychology Programs Handbook is updated and revised on a regular basis.

III. GENERAL INFORMATION

The MSU School Psychology Programs are a currently housed in the Educational Studies, Leadership, and Counseling (ELC) department in the MSU College of Education. The ELC department also oversees programs in Counseling, Education Administration, Human Development and Leadership, Postsecondary Education, and P-20 & Community Leadership with Dr. Susana Bloomdahl serving as the Department Chair. The program leads to an Education Specialist (Ed.S.) Degree in School Psychology, a state-level practice endorsement (6th Year Certification Program), or a testing endorsement (Individual Intellectual Assessment Endorsement). All programs within the ELC are NCATE Accredited.

Upon admission to the School Psychology Programs, you will be assigned a temporary faculty advisor, who will work closely with you during your first year in the program. Your faculty advisor is responsible for guiding your selection of courses and assisting you with the technical aspects of your graduate program (e.g., paperwork). Make an effort to get to know your advisor and the entire School Psychology Faculty as soon as possible. It is expected that you will take the initiative in seeking out your faculty advisor when necessary. Schedule meetings with your advisor to discuss your transition to graduate school, program requirements, research interests, and future career goals. Your faculty advisor will also serve as the chair of your specialist study project. We expect that your faculty advisor may change as you get to know the faculty and select an advisor that you are both comfortable with and shares your professional interests and goals.
Communication within the program occurs through various means and is designed to enhance your understanding of course and practicum requirements, program policies, changes that occur in the program, and issues such as certification that effect your future as a school psychologist. A primary means of communication is use of the program list serve and notices that are sent by the program director via university email. A program orientation meeting is held for all new students each semester with additional program meetings scheduled at the discretion of the program director. Each student has an MSU email address assigned to them once they are admitted into the program. Students are advised to check their email accounts on a regular basis. During your graduate study, it is important that we maintain an accurate address, telephone number, and university email address for you. These should be given to the program director before each fall semester.

The School Psychology Programs faculty meet on a regular basis to plan program activities, discuss needs and issues, review student progress, and engage in short-term and long-term planning. This committee also discusses program policies and procedures in relation to the ELC Department, the College of Education, and Murray State University. In addition to School Psychology Programs faculty, students are both welcomed and encouraged to attend program meetings. A set portion of each meeting will be set aside to share new information, ask questions, and offer suggestions for bettering the program. Program meeting times will be advertised to students at the beginning of each semester.

IV. PROGRAM DESCRIPTION

The School Psychology Programs at Murray State University prepare school psychologists as practitioner-scholars who, through their services, promote the psychological and academic development of children and youth. Specialist training in the School Psychology Programs consist of 60 graduate credit hours including the following:

- Didactic coursework
- Practicum
- Year-long internship
- Specialty study

The School Psychology Programs are approved by the National Council for Accreditation of Teacher Education (NCATE) and are currently in the process of applying for national accreditation with the National Association for School Psychologists (NASP).

Program Mission, Philosophy, and Goals

Our program’ mission is to prepare school psychology practitioners to promote the psychological and educational development and well-being of all children and youth through direct and indirect services. Our philosophy is that learners of all ages have the right to learn and reach their fullest potential. Success refers not only to accomplishment of immediate goals, but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society. School psychologists are important agents who assist learners, families, teachers, and others to be successful. Ultimately, our program
emphasizes prevention and intervention services related to the psycho-educational and mental health needs of all learners.

Our programs are conceptualized as a practitioner-scholar operational model that focuses on the practical application of scholarly knowledge through synthesis and dissemination of current research and technologies in applied settings. As scientists, students will develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. School psychology students will learn to effectively utilize this body of evolving knowledge to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions. Program faculty strive to demonstrate that scholarly and applied practice roles are not distinct, and instead are inextricably linked when considering the work of school psychologists across a diverse range of practice settings.

Our programs utilize four overarching goals that drive the required coursework practica, and professional activities that are required during the program. The goals of our programs are to: (1) instill a broad knowledge base of psychological and educational foundations that support school psychology practice, (2) mentor the evaluation, application, and extension of this knowledge across all aspects of school psychology practice, (3) educate students how to provide school psychological services within complex systems that are informed by contemporary technologies while respecting individual differences, and (4) emphasize, above all else, school psychological practice that is scientific, defensible, and objective.

We are committed to preparing future school psychologists to assume professional leadership roles in school, clinical, and other community settings. Across these settings, school psychologists work to ensure positive educational outcomes for all children and youth, and utilize their professional knowledge and skills to function as change agents. School psychologists help others understand and attain their educational, legal, and individual rights and work to promote change at various levels. To fulfill these critical roles, our students will develop competencies that sustain their ability to provide a comprehensive range of direct and indirect psychological services to children, youth, their families and educators. This includes competency to use a wide variety of assessment methods, to consult with families, educators and other professionals, to design and implement direct and indirect interventions tailored to individual and group needs; to develop prevention and other intervention programs that promote optimal development, and to evaluate the effectiveness of interventions, programs, and other school psychological services.

Degree Options

MSU currently offers multiple graduate degree and certificate programs in school psychology that are designed to appeal to a broad audience of students, educators, and mental health practitioners.

*Ed.S. Degree in School Psychology.* The Specialty degree in School Psychology is a 60-hour program that is designed for those with a bachelor’s degree or higher in a related field (e.g., psychology, education) who do not have a terminal practice degree. The Ed.S. Program is
comprised of coursework, practicum, specialty study, and internship.

6th Year Certification in School Psychology. The 6th Year program is a certificate of advanced graduate studies (CAGS) designed for practitioners with a Master’s degree or higher in a related field. Students who complete the 6th Year program will be eligible for a practice endorsement/certification to work in PK-12 schools in Kentucky as a school psychologist.

Individual Intellectual Assessment (IIA) Endorsement. School counselors in Kentucky can pursue a certificate in standardized test administration that qualifies them to administer cognitive, academic, and other specialized assessments. The IIA Endorsement is a 15-hour program with courses in test administration and interpretation and a semester-long practicum.

NASP Standards and Program Competencies

To accomplish the program’s mission and vision, the objective of the program is to develop the following competencies outlined in the Standards for Graduate Preparation of School Psychologists (NASP, 2010).

<table>
<thead>
<tr>
<th>Standard #1: Data-Based Decision Making and Accountability (2.1)</th>
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<tbody>
<tr>
<td>School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.</td>
</tr>
<tr>
<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</td>
</tr>
<tr>
<td><strong>Objectives for Standard #1.</strong> Students become competent in using psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.</td>
</tr>
<tr>
<td><strong>Competencies for Standard #1:</strong> Students conduct data collection for intervention planning and for diagnostic assessment by selecting assessment techniques relevant to the referral concerns; Students will employ formal and informal assessment measures to formulate appropriate special education eligibility decisions as well as to describe clients’ current functioning.</td>
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<table>
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<tr>
<th>Standard #2: Consultation and Collaboration (2.2)</th>
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<tr>
<td>School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.</td>
</tr>
<tr>
<td>As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.</td>
</tr>
<tr>
<td><strong>Objectives for Standard #2.</strong> Students become competent in consultation skills for prevention and intervention.</td>
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</tbody>
</table>
### Competencies for Standard #2:
Students develop competency in a variety of consultative techniques at the system, group and individual level by developing and applying techniques for prevention, problem-solving, and crisis intervention in the areas of behavioral, academic, cognitive, developmental, social and emotional functioning as well as developing skills in the evaluation of the efficacy of interventions both directly and in a supervisory role.

### Standard #3: Intervention and Instructional Support to Develop Academic Skills (2.3)

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

**Objectives for Standard #3.** Students become competent in designing and implementing interventions to remediate academic skill deficits.

**Competencies for Standard #3:** Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate client learning that are consistent with NASP ethical guidelines.

### Standard #4: Interventions and Mental Health Services to Develop Social and Life Skills (2.4)

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.

School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

**Objectives for Standard #4.** Students become competent in designing and implementing interventions to remediate social maladjustment and personal distress.

**Competencies for Standard #4:** Students develop skills in treatment design, implementation, and evaluation through direct contact with both individuals and groups to facilitate clients’ social/emotional/behavioral functioning that are consistent with NASP ethical guidelines.

### Standard #5: School-Wide Practices to Promote Learning (2.5)

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

**Objectives for Standard #5.** Students have knowledge of education service delivery systems along with school psychology professional standards, theories, and practices.

**Competencies for Standard #5:** Students have knowledge of the history and future directions of professional school psychology; Students acquire knowledge of educational practices and
procedures, policies, and personnel in public school environments; Students develop technology skills relevant to the professional roles of psychologists.

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<tr>
<th>Standard #6: Preventive and Responsive Services (2.6)</th>
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<tr>
<td>School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.</td>
</tr>
<tr>
<td>School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.</td>
</tr>
<tr>
<td><strong>Objectives for Standard #6.</strong> Students become competent in designing, implementing, and evaluating prevention and responsible services across all aspects of school functioning along the home-school-community continuum.</td>
</tr>
<tr>
<td><strong>Competencies for Standard #6:</strong> Students will demonstrate knowledge and skills in developing, implementing, and evaluating prevention programs for children and families.</td>
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<tr>
<th>Standard #7: Family-School Collaboration Services (2.7)</th>
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<tbody>
<tr>
<td>School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.</td>
</tr>
<tr>
<td>School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.</td>
</tr>
<tr>
<td><strong>Objectives for Standard #7.</strong> Students become competent in designing, implementing, and evaluating intervention supports through family-school collaboration.</td>
</tr>
<tr>
<td><strong>Competencies for Standard #7:</strong> Students demonstrate knowledge and skills designing, implementing, and evaluating services that optimize academic and social-behavioral outcomes for children while fostering a collaborative, inclusive relationship with students’ families.</td>
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<tr>
<th>Standard #8: Diversity in Development and Learning (2.8)</th>
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<tr>
<td>School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.</td>
</tr>
<tr>
<td>School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of services delivery.</td>
</tr>
<tr>
<td><strong>Objectives for Standard #8.</strong> Students become knowledgeable of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.</td>
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| **Competencies for Standard #8:** Students become knowledgeable of developmental and
individual differences and consider developmental variables when conducting research and practice; Students develop knowledge of individual differences related to psychopathological functioning; Students will demonstrate multicultural competence in the practice of school psychology.

### Standard #9: Research and Program Evaluation (2.9)

School psychologists have knowledge of research design, statistics, measurements, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or system levels.

**Objectives for Standard #9.** Students become competent in designing and conducting research and analyzing data.

**Competencies for Standard #9:** Students adopt a practitioner-scholar professional orientation; Students develop proficiency with various group and single-case methodologies; Students use evidence-based empirical assessments and treatments and systematically analyzing those data to evaluate program effectiveness.

### Standard #10: Legal, Ethical, and Professional Practice (2.10)

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Objectives for Standard #10.** Students become competent in ethical and legal standards for school psychologists.

**Competencies for Standard #10:** Students develop and maintain interpersonal and professional disposition for identity as professional school psychologists; Students demonstrate knowledge of legal and ethical issues and professional standards of psychologists.

### Required Courses that Meet Competencies

Each of the program competencies listed above will be met through a variety of course requirements. Please see Appendix G for a course matrix that outlines the coursework, assignments, and experiences that will be provided to meet each of the competencies listed above. Here is a list of courses organized by domain that are required by our program:
### MSU School Psychology Programs Required Courses

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Diagnostic Assessment &amp; Evaluation</strong></td>
<td>CNS 676: Clinical Diagnosis &amp; Treatment Planning</td>
</tr>
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<td>CNS 683: Tests &amp; Measurements</td>
</tr>
<tr>
<td></td>
<td>CNS 689: Individual Testing</td>
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<td></td>
<td>CNS 690: Advanced Individual Testing</td>
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<tr>
<td><strong>Intervention &amp; Consultation</strong></td>
<td>CNS 620: Learning Theories &amp; Applications</td>
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<td></td>
<td>CNS 615: Behavioral Assessment &amp; Intervention</td>
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<tr>
<td></td>
<td>CNS 677: Instructional Assessment &amp; Intervention</td>
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<tr>
<td></td>
<td>CNS 687: School-based Consultation</td>
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<tr>
<td><strong>Mental Health Services</strong></td>
<td>CNS 619: Foundational Counseling Techniques</td>
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<td></td>
<td>CNS 671: Multicultural Counseling</td>
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<td></td>
<td>CNS 692: Group Counseling</td>
</tr>
<tr>
<td><strong>Research Methods &amp; Program Evaluation</strong></td>
<td>ADM 630: Methods of Research</td>
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<tr>
<td></td>
<td>ADM 725: Advanced Methods of Quantitative Research in Education</td>
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<tr>
<td><strong>Professional School Psychology Courses</strong></td>
<td>CNS 688: Professional School Psychology</td>
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<tr>
<td></td>
<td>SED 603: Special Education Law &amp; Procedures</td>
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<td></td>
<td>CNS 635: Human Development</td>
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<td></td>
<td>CNS 798: Specialty Study</td>
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<tr>
<td><strong>Practicum &amp; Internship</strong></td>
<td>CNS 790: Practicum</td>
</tr>
<tr>
<td></td>
<td>CNS 794/795: Internship I &amp; II</td>
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### V. PROGRAM RESOURCES

The MSU School Psychology Programs draw upon four main resources to meet program goals: (1) the MSU campus and community, (2) the College of Education and Human Services, (3) the School Psychology Programs, and (4) our students! These resources provide students with the tools and experiences needed to obtain a solid graduate education and specialized preparation for school psychology activities. Resources are blended to enhance the general and specific objectives for our students. Our program offers the following resources to meet the training needs of the students:

**MSU Campus & Community**

*Murray State University.* MSU is a four-year public university located in southwest Kentucky. MSU currently consists of 6 colleges/schools and 126 academic programs with enrollment consistently around 10,000 students. Its faculty and staff embody the university’s mission to afford opportunities to all students through teaching, research, and service. Teaching undergraduate and graduate students is the fundamental purpose of the University. Research and
scholarship are integral to the education process and to expanding humankind’s understanding of
the natural world, the mind, and the senses. Service is MSU’s obligation to share the benefits of
its knowledge for the public good.

*Murray, KY.* The community of Murray, Kentucky hosts MSU and offers its residence a
welcoming environment. With low crime rates, top public schools, ample accommodations, and
affordable cost-of-living, Murray offers its residence an enjoyable place to live in a small-town
atmosphere. Murray is within reasonable driving distance of several larger cities including
Paducah, KY (45 minutes), Clarksville, TN (2 hours), Nashville, TN (2 ½ hours), and Memphis,
TN (3 hours) and is centrally-located to other large US cities including Atlanta, GA, Chicago, IL,
Louisville, KY, and St. Louis, MO.

*Waterfield Library.* The Waterfield Library at MSU offers faculty and students in-person and
online service options for research materials. The Waterfield Library offers access to print texts
and media as well as electronic supports including desktops, printing/scanning/copying, ebooks,
music scores, video, and ample study space. Online, Waterfield offers journal article access to
over 180 databases including Academic Search Complete and EBSCO. Interlibrary loan is also
available through the library for hard-to-find publications.

*Curriculum Materials Center.* The Curriculum Materials Center is a teacher/educator resource
library located on the 3rd floor of Alexander Hall that supplies students with curriculum
materials, textbooks, and credentialing preparation student materials. The center also offers
supplies for students to use for material preparation including laminators, cardstock, and binding
options.

*Racer Writing Center.* The Racer Writing Center is located in the Waterfield Library and offers
free support to students on writing assignments for courses and research studies. There, students
can get individualized feedback on formatting, grammar usage, style, and reference citations.
They also offer regular workshops for students who wish to learn more about enhancing their
writing skills.

**The College of Education and Human Services**

*COEHS.* The MSU School Psychology Programs are housed within the College of Education and
Human Services. The mission of the College of Education and Human Services is to prepare
future leaders, advocates, and practitioners through authentic, engaging, and student-
centered academic programs for successful careers that positively impact communities. The
Dean of the COEHS is Dr. David Whaley and the Assistant Dean is Dr. Robert Lyons. The
School Psychology Programs are housed within the Educational Studies, Leadership, and
Counseling (ELC) department, which is one of five departments in the COEHS. Other
departments in the college include Adolescent Career and Special Education, Center for
Communication Disorders, Community Leadership and Human Services, and Early Childhood
and Elementary Education.

*ELC Department.* The MSU School Psychology Programs are currently housed in the
Educational Studies, Leadership, and Counseling (ELC) department. The ELC has
approximately 20 faculty members with diverse background and research interests; thus, the department is able to offer a variety of related graduate programs that complement the training efforts of the school psychology faculty. The department offers graduate degrees and endorsements are divided into several program areas: School Administration; School Counseling; School Psychology; Individual Intellectual Assessment Endorsement; Clinical Mental Health Counseling; Human Development and Leadership; Library Media; Gifted and Talented; Postsecondary Education; and Ed.D. in P-20 & Community Leadership. All of these school-related programs are NCATE accredited.

Kentucky Academy of Technology Education (KATE). KATE was created and housed at Murray State University in 1996. KATE’s mission is to provide support, training, and resources that empower educators to utilize omnipresent technology in their classrooms. KATE works closely with the College of Education and Human Services to maintain our buildings on campus as state-of-the-art technology facilities. KATE also works with P-12 schools to provide visionary technology, leadership, and training to Kentucky educators. For students, KATE offers technology check-out services to students as well as workshops and troubleshooting. KATE can be reached at (270) 809-5360 or in-person on the 2nd floor of Alexander Hall. KATE also manages a YouTube channel with self-help tutorials and trainings (KATE MurrayState).

School Psychology Programs

SP Programs. The School Psychology Programs at MSU was established in 1997 by Dr. Mardis Dunham as a counseling program specialty that offered a “6th year program” for students with an incoming Master’s degree in a related field. While Dr. Dunham remained the only core SP faculty for a numbers of year, the program consistently enrolled a relatively large number of students that boasts several accolades including a 100% Praxis II pass rate on the national credential exam for school psychologists and a 100% first-year employment rate. In 2010, the an Ed.S. degree in Counseling Psychology with an option in School Psychology was added for students wishing to obtain a terminal degree in school psychology. In 2017, Dr. Sean Simons was hired to continue to expand MSU’s School Psychology Programs by offering specialized courses in applied behavior analysis (ABA), response-to-intervention (RTI), and consultation. Currently, the School Psychology Programs are overseen by two core faculty members, both of which are certified school psychologists and licensed psychologists in the state of Kentucky.

Counseling and Assessment Center. The College of Education and Human Service’s Counseling and Assessment Center (COECAC) is a fully-functioning clinic that provides a broad range of psychological services to children, families and schools. The Assessment Center is supervised by School Psychology Programs faculty who are KY Licensed Psychologists. The COECAC is fully outfitted with the latest in audio-visual technology so that students can receive the best possible instruction and supervision. The clinic consists of one faculty office, one graduate assistant office (four student work spaces with ample storage), one conference room, eight client rooms with one-way observation mirrors, one playroom, and one group observation room. This is an extensive collection of assessment instruments, computer software, and intervention materials. All materials are current and there are enough copies so that all students may gain sufficient experience in their use. A complete list of available assessments can be found below in the SP-AIML section The COECAC also funds several graduate assistantships for school psychology
students who wish to develop expertise in test administration, differential diagnosis, and report writing above-and-beyond their practicum and course experiences. The COECAC is also used for research projects by faculty and students. The following services are provided:

- Consulting with parents, families, and other mental health and legal personnel about any school and/or family-related issues
- Developing interventions for schools and providing interventions for learning and adjustment difficulties
- Consulting at public schools to ensure the most appropriate educational planning for children
- Monitoring the progress of children in tutoring programs
- Diagnosing and intervening with children who are suspected to have childhood disorders like Attention Deficit/Hyperactivity Disorder (ADHD), Learning Disabilities, Intellectual Disability, Autism Spectrum Disorder (ASD), and various forms of Behavioral/Emotional Disorders
- Assessing and intervening with gifted children
- Family and individual therapy sessions
- Representing children and families at their schools on multidisciplinary teams and individual educational plan team meetings.

*Autism Specialty Center.* In 2018, the COECAC created the Autism Specialty Center as a branch of the assessment center. The Autism Specialty Center was created to solve two problems commonly expressed through the COECAC: (1) providing timely, comprehensive, and affordable diagnostic evaluations for children of all ages who demonstrate at-risk symptoms for ASD, and (2) helping to support families during the time period between diagnosis and treatment. The Autism Specialty Center typically employs 1-2 graduate students who gain specialized experience diagnosing ASD and providing individualized parent training to families.

A. *School Psychology Assessment and Intervention Materials Library (SP-AIML).* The SP-AIML houses an extensive collection of psychological and psychoeducational assessment and intervention materials. These materials are free for students to use in courses and are available for use in practicum and internship. For field-based experiences, schools are required to reimburse the SP-AIML for protocols used by our students that are not currently available through the district. Students must have the appropriate training and supervision to use protected psychological materials. Those with training are approved by the faculty to use the assessment and intervention materials library.

**SP-AIML Assessment Materials**

**Achievement**

- Kaufman Test of Educational Achievement – Second Edition (KTEA II)
- Wechsler Individual Achievement Test (WIAT)
- Woodcock Johnson Achievement – Fourth Edition (WJ-IV ACH)

**Specific Academic Areas**

- DIBELS NEXT Benchmark Assessment
- DIBELS DEEP Reading Assessments
Grey Oral Reading Test – Fifth Edition (GORT-5) Form A
Key Math-Revised NU Forms A & B

**Adaptive Behavior**
Adaptive Behavior Assessment System – Third Edition (ABAS III)
Scales of Independent Behavior-Revised (SIB-R)
Vineland-3 Teacher Rating Form
Vineland-3 Parent Rating Form
Vineland-3 Comprehensive Interview Form

**Autism Spectrum Disorder**
Autism Diagnostic Interview – Revised (ADI-R)
Autism Diagnostic Observation Schedule – Second edition (ADOS-2)
Childhood Autism Rating Scale – 2nd edition (CARS II) Standard Form
Childhood Autism Rating Scale – 2nd edition (CARS II) High-Functioning Form
Childhood Autism Rating Scale – 2nd edition (CARS II) QPC
Monteiro Interview Guidelines for Diagnosing the Autism Spectrum (MIGDAS-2)
Social Communication Questionnaire – Second Edition (SCQ-2)

**Behavior**
Behavior Assessment System for Children – 3rd edition (BASC 3)
BASC-3 Parent Feedback Report
BASC-3 Parent Rating Scale (12-18)
BASC-3 Parent Rating Scale(4-5)
BASC-3 Parent Rating Scale(6-11)
BASC-3 Self Report Child
BASC-3 Self Report -Adolescent
BASC-3 Self Report-College
BASC-3 Student Observation System (SOS)
BASC-3 Structured Developmental History (SDH)
BASC-3 Teacher Rating Scale (12-18)
BASC-3 Teacher Rating Scale (4-5)
BASC-3 Teacher Rating Scale (6-11)

**Cognitive**
**Verbal**
Kaufman Assessment Battery for Children – Second Edition (KABC-II)
Kaufman Adult Intelligence Test (KAIT)
Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)
Wechsler Intelligence Scale for Children –Fifth Edition (WISC-V)
Woodcock Johnson Cognitive- Fourth Edition (WJ-IV COG)
Woodcock Johnson Tests of Early Cognitive and Academic Development (WJ-IV ECAD)

**Nonverbal**
Leiter International Performance Scale-Revised (Leiter-R)
Universal Nonverbal Intelligence Test (UNIT)
Wechsler Nonverbal Scale of Ability (WNV)

**Developmental**
Bayley Scales of Infant Development – Third Edition (Bayley 3)
Batelle Developmental Inventory- Second Edition (BDI-2)
Developmental Indicators for the Assessment of Learning (DIAL-3)

**Language**
Expressive Vocabulary Test – Third Edition (EVT-3)
Peabody Picture Vocabulary Test – Fifth Edition (PPVT-5)

**Memory**
Rey Auditory Verbal Learning Test (RAVLT)
Test of Learning and Memory – Second Edition (TOMAL-2)
Wechsler Memory Scale – Fourth Edition (WMS-IV)
Wide Range Assessment of Memory and Learning (WRAML)

**Neuropsychological**
Behavior Rating Inventory of Executive Functioning (BRIEF)
Rey Complex Figure Test and Recognition Trial (RCFT)
The Booklet Category Test (BCT)

**Personality/Social/Emotional Assessment**

*Broad-Band Measures*
Beck Youth Inventories*
Conners Rating System*
  CADS-A self report
  CADS-P parent
  CADS-T teacher
  CASS:L Conner's Wells Self-Report
  CASS:S
Conners Global Index (CGI-P)
Conners Global Index (CGI-T)
Conners Parent Rating Scale-Revised:S
Conners Teacher Rating Scale-Revised:S (CTRS-R:S)
Minnesota Multiphasic Personality Inventory (MMPI-A)
Minnesota Multiphasic Personality Inventory (MMPI-2)
NEO Personality Inventory – 3rd edition (NEO-3)

*Narrow-Band Measures*
ADHD including Continuous Performance Tests (CPT's)
Brown ADHD Scales (Adult and Adolescent) *
Conners CPT-II

*Projectives*
Adolescent Apperception Cards (TAT)* (black and white)
Draw a Person Kit Screening Procedure for Emotional Disturbance
Draw a Person Quantitative Scoring System*
Kinetic Drawing System for Family and School*
Rorschach Test
Sentence Completion*

**Faculty.** The School Psychology Programs consist of two tenure-eligible core faculty slots that directly preside over the program. Our program also collaborates with other departments/programs to provide school psychology students with multiple perspectives from faculty in their respective areas of expertise. Below is a list and description of contributing faculty members:
School Psychology Faculty

Dr. Mardis Dunham is a Professor and serves as the Director of the School Psychology Programs as well as the Director of the COECAC. He received his Ph.D. in School Psychology from the University of Missouri-Columbia in 1996. He is a certified school psychologist and a licensed psychologist in Kentucky and works with local schools, family court, and the department of vocational rehabilitation, where he consults and provides evaluation services. He served on the GED disabilities advisory board in Washington, D.C., for many years and is an accommodation application reviewer for Pearson. He is the associate editor for Psychology in the Schools and regularly conducts and publishes research in school psychology, education, and rehabilitation journals.

Dr. Sean Simons is an Assistant Professor and serves as the Clinical Supervisor in the COECAC. He received his Ph.D. in School Psychology from Oklahoma State University in 2017 with specializations in Applied Behavior Analysis and Behavioral Pediatrics. He has worked in several specialty settings including outpatient assessment, pediatric clinics for children with prenatal substance exposure, and the Marcus Autism Center as an intensive behavioral therapist. His areas of specialization include the diagnostic assessment and treatment of problems associated with Autism Spectrum Disorder, ABA, systems-level consultation, and RTI implementation. He is currently a licensed psychologist in Kentucky, a board-certified behavior analyst (BCBA), and a nationally-certified school psychologist (NCSP).

Counseling Psychology Faculty

The Counseling Psychology faculty have made significant contributions to the School Psychology Programs through teaching and by serving on advisory committees. Historically, the school and counseling psychology programs have been together in a single area in the department.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Susana Bloomdahl</td>
<td>University of Arkansas</td>
</tr>
<tr>
<td>Dr. Samir Patel</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>Dr. Rebecca Pender Baum</td>
<td>Idaho State University</td>
</tr>
<tr>
<td>Dr. Justin Brogan</td>
<td>Regent University</td>
</tr>
</tbody>
</table>

Special Education Faculty

The Special Education faculty are also affiliated with our program. Their offerings of Special Education Law, Instructional Strategies for Children and Youth with Mild Disabilities, and Strategies for Students with Autism coursework are open to our students and this affords you the opportunity to interact and learn from faculty and students in other areas.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Barbara Washington</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Dr. Jamie Mahoney</td>
<td>University of Phoenix</td>
</tr>
<tr>
<td>Dr. Sarah Merimee</td>
<td>Bellarmine University</td>
</tr>
</tbody>
</table>
VI. STUDENTS

Students are the most valuable resource of the School Psychology Programs. They shape our program and are shaped by it in the reciprocal process of graduate education. Requirements for admission, opportunities for financial support and information about the graduate student association and joining professional organizations are described below.

Application/Admission Requirements

Admission to graduate programs in the College of Education and Human Services is based on a comprehensive review of all application materials. The School Psychology Programs give strong consideration to the statement of purpose, letters of recommendation, relevant work and/or life experiences, performance in prior undergraduate and graduate coursework (i.e., GPA), and scores on the Graduate Record Examination (GRE).

Currently, the School Psychology Programs admit students on an individual basis with no formal review of total applications. Our program believes that admission to the program should be based on one’s previous body of work as well as a desire to pursue their graduate training in our program. Often times, graduate programs will make students wait close to a year before beginning their studies in order to be a part of a well-defined student cohort. We believe this model has advantages along with disadvantages, primarily the delay to beginning one’s studies.

Once you have submitted your materials, the Program Director will contact you personally and either schedule a program interview or decline your application for admission. During your interview day, the School Psychology Programs faculty will meet with you personally and describe the program in greater detail, answer questions, and conduct a semi-structured interview with you. After the interview, you will have the opportunity to meet with current students and tour MSU. The School Psychology Programs faculty will then convene within a week to determine your admission status and contact you.

Individuals with undergraduate majors in psychology, education, and communication disorders are considered ideal candidates for our program. Relevant professional and life experiences are also considered positively in the application process. The course of study assumes the knowledge of psychology that one would acquire in most undergraduate psychology programs. Students are expected to be familiar with developmental psychology, learning theory, abnormal/personality theory, and basic statistics/experimental design. Undergraduate courses taken prior to or during a student’s course of study do not satisfy graduation requirements.

*Murray State University does not discriminate on the basis of age, race, color, national or ethnic origin, religious preference, disability, or sex, in the administration of educational policies, admissions, financial aid, employment, or any other University program or activity.*
Financial Support

We believe that pursuing a graduate education is a significant investment in your future. However, we would be remiss if we were not sympathetic to the financial requirements of funding such an investment. Our program is very interested in securing as many funding options as possible for our students as they work toward graduation and employment. Below are current funding options for qualifying students.

Graduate Assistantships. Through the COECAC, our program consistently funds approximately 3-4 school psychology students at a 0.50 FTE graduate-level assistantship. As a clinic assistant, you would be responsible for assisting in various psychological evaluation cases across the lifespan and referral concern. Clinic assistants are expected to work approximately 20 hours per week that includes both direct and indirect activities. Please let one of our faculty know if you are interested in being considered for an assistantship.

Joining Professional Organizations

Professionals are expected to demonstrate their commitment to their profession by joining and becoming active in professional associations. School psychologists often hold membership in one or more state, national, and international associations. Many school psychologists in Kentucky hold membership in the Kentucky Association for Psychology in the Schools. In addition, many are members of the APA’s Division of School Psychology (APA Div. 16) and the National Association for School Psychologists (NASP). School psychologists interested in the international dimensions of their profession hold membership in the International School Psychology Association (ISPA). While not required, all students are encouraged to maintain one-or-more membership in KAPS, APA Div. 16, NASP throughout the duration of their studies. Students are also encouraged to apply for student membership in one or more of these associations and to attend and make presentations at their annual meetings with a faculty member. Program faculty have or currently hold offices in these associations, which can make the experience very worthwhile and informative. Membership application forms for these associations can be obtained from association websites or by contacting program faculty.

VII. COURSE OF STUDY

Course Requirements

Our program offers a full-time and part-time course sequence that is designed to integrate field experience and academic study. Through continuous enrollment in practicum and internship, rigorous course work, and supervision of field placements, students continuously apply knowledge and skills in field settings and generate practical and relevant questions on issues needing further study. Non-degree status is not permitted in the School Psychology Programs.

All students must meet the standards advanced by Murray State University, the College of Education and Human Services, as well as the School Psychology Programs. All program
requirements are congruent with standards from accrediting bodies (e.g., KDOE, NCATE, NASP). Among the most important standards are those governing the formation and composition of committees, final examinations, and program plans. Students should discuss these issues with their advisor early in their graduate career.

Murray State University standards and rules are extensive and binding for all of our students. Therefore, students must familiarize themselves with the rules in the MSU Student Life Handbook and in the School Psychology Programs Handbook. This handbook cannot and does not claim to summarize all relevant rules and regulations. Students are strongly encouraged to consult the MSU Student Life Handbook, the MSU Student Life Policies, and their faculty advisor for additional information.

Some students enter the program with previous coursework or experiences that may allow or require alteration of the typical program. Such changes must be negotiated in advance with the student’s advisor and other relevant individuals such as the department chair, assistant dean of the college, and relevant faculty regarding the acceptability of the proposed changes. A MSU School Psychology Programs Form must be filled out and approved by the program coordinator. This is a formal contract of the course of study and should be filed no later than the beginning of the second year of graduate study.

**Sequence of Study**

*COURSE SEQUENCE A*

**1st Year**

**Fall**
- CNS 635  Human Development
- CNS 619  Foundational Counseling Techniques
- SED 603  Special Education Law & Procedures
- CNS 688  Professional School Psychology

*Total: 12 hours*

Meet with Advisor
Join professional organizations: NASP, KAPS, APA Div. 16
Purchase LiveText portfolio membership and begin work on your portfolio
Begin short list for specialty study project

**Spring**
- CNS 671  Multicultural Counseling
- CNS 683  Tests & Measurements
- CNS 692  Group Counseling
- CNS 687  School-based Consultation

*Total: 12 hours*

Add to your LiveText portfolio
Get evaluation forms completed
Discuss practicum experiences for next year with advisor
Complete annual student evaluation/portfolio evaluation process

**Summer**
CNS 620 Learning Theories & Applications
ADM 630 Methods of Research
(elective with permission)
**Total: 6 hours**

Discuss practicum experiences for next year with advisor
Discuss specialty study project with advisor

**2nd Year**

**Fall**
CNS 689 Individual Testing
CNS 677 Instructional Assessment & Intervention
CNS 790 Practicum
**Total: 9 hours**

Complete field-based practicum
Select specialty study chair and committee

**Spring**
CNS 615 Behavioral Assessment & Intervention
CNS 690 Advanced Individual Testing
CNS 798 Specialty Study
**Total: 9 hours**

Continue working on specialty study
Schedule and take the Praxis II Exam
Complete annual student evaluation/portfolio evaluation process

**Summer**
ADM 725 Advanced Methods of Quantitative Research in Education
CNS 676 Clinical Diagnosis & Treatment Planning

Courses you are missing from above if needed
Secure internship placement for Year 3

**3rd Year**

**Fall**
CNS 794 Internship I
**Total: 3 hours**

Write-up specialty study, schedule defense
Rock it on internship!
**Spring**
CNS 795 Internship II
**Total: 3 hours**

Complete annual student evaluation/portfolio evaluation process
Write-up specialty study, schedule defense
Apply for NCSP/State licensure
Rock it on internship!
Graduation!

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**COURSE SEQUENCE B**

**1st Year**

**Fall**
CNS 635 Human Development
CNS 619 Foundational Counseling Techniques
CNS 688 Professional School Psychology
**Total: 9 hours**

Meet with Advisor
Join professional organizations: NASP, KAPS, APA Div. 16
Purchase LiveText portfolio membership and begin work on your portfolio
Begin short list for specialty study project

**Spring**
CNS 671 Multicultural Counseling
CNS 683 Tests & Measurements
CNS 692 Group Counseling
**Total: 9 hours**

Add to your LiveText portfolio
Get evaluation forms completed
Discuss practicum experiences for next year with advisor
Complete annual student evaluation/portfolio evaluation process

**Summer**
CNS 620 Learning Theories & Applications
ADM 630 Methods of Research
(elective with permission)
**Total: 6 hours**

Courses you are missing from above if needed

**2nd Year**
Fall
CNS 689 Individual Testing
CNS 615 Behavioral Assessment & Intervention
Total: 6 hours

Continue to meet with advisor
Finalize short list for specialty study project

Spring
CNS 677 Instructional Assessment & Intervention
CNS 690 Advanced Individual Testing
Total: 6 hours

Continue working on specialty study
Complete annual student evaluation/portfolio evaluation process

Summer
ADM 725 Advanced Methods of Quantitative Research in Education
CNS 676 Clinical Diagnosis & Treatment Planning

Courses you are missing from above if needed
Secure internship placement for Year 3

3rd Year

Fall
CNS 790 Practicum
SED 603 Special Education Law & Procedures
Total: 6 hours

Continue to meet with advisor
Select specialty study chair and committee

Spring
CNS 687 School-based Consultation
CNS 798 Specialty Study
Total: 6 hours

Continue working on specialty study
Schedule and take the Praxis II Exam
Complete annual student evaluation/portfolio evaluation process

Summer
None
(elective with permission)
Total: 0 hours
Courses you are missing from above if needed
Secure internship placement for Year 4

4th Year

**Fall**
CNS 794 Internship I
Total: 3 hours

Write-up specialty study, schedule defense
Rock it on internship!

**Spring**
CNS 795 Internship II
Total: 3 hours

Complete annual student evaluation/portfolio evaluation process
Write-up specialty study, schedule defense
Apply for NCSP/State licensure
Rock it on internship!
Graduation!

**COURSE SEQUENCE C**

1st Year

**Fall**
CNS 635 Human Development
CNS 688 Professional School Psychology
Total: 6 hours

Meet with Advisor
Join professional organizations: NASP, KAPS, APA Div. 16
Purchase LiveText portfolio membership and begin work on your portfolio
Begin short list for specialty study project

**Spring**
CNS 683 Tests & Measurements
CNS 687 School-based Consultation
Total: 6 hours

Add to your LiveText portfolio
Get evaluation forms completed
Discuss practicum experiences for next year with advisor
Complete annual student evaluation/portfolio evaluation process

**Summer**
CNS 620 Learning Theories & Applications
ADM 630    Methods of Research  
(elective with permission)  
**Total: 6 hours**

Courses you are missing from above if needed

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**2nd Year**

**Fall**
CNS 689    Individual Testing  
CNS 615    Behavioral Assessment & Intervention  
**Total: 6 hours**

Continue to meet with advisor  
Finalize short list for specialty study project

**Spring**
CNS 677    Instructional Assessment & Intervention  
CNS 690    Advanced Individual Testing  
**Total: 6 hours**

Continue working on specialty study  
Complete annual student evaluation/portfolio evaluation process

**Summer**
ADM 725    Advanced Methods of Quantitative Research in Education  
CNS 676    Clinical Diagnosis & Treatment Planning  

Courses you are missing from above if needed  
Secure internship placement for Year 3

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**3rd Year**

**Fall**
CNS 619    Foundational Counseling Techniques  
SED 603    Special Education Law & Procedures  
**Total: 6 hours**

Continue to meet with advisor  
Select specialty study chair and committee

**Spring**
CNS 671    Multicultural Counseling  
CNS 692    Group Counseling  
CNS 790    Practicum  
**Total: 9 hours**

Continue working on specialty study
Schedule and take the Praxis II Exam
Complete annual student evaluation/portfolio evaluation process

**Summer**
CNS 798 Specialty Study
(elective with permission)
**Total: 3 hours**

Courses you are missing from above if needed
Secure internship placement for Year 4

**4th Year**

**Fall**
CNS 794 Internship I
**Total: 3 hours**

Write-up specialty study, schedule defense
Rock it on internship!

**Spring**
CNS 795 Internship II
**Total: 3 hours**

Complete annual student evaluation/portfolio evaluation process
Write-up specialty study, schedule defense
Apply for NCSP/State licensure
Rock it on internship!
Graduation!

**Note:** Student pursuing the 6th Year Certification must take one of the following electives instead of CNS 798 (Specialty Study):

- CNS 624 Theories of Counseling
- CNS 720 Elementary School Counseling
- CNS 725 Middle/Secondary School Counseling
- SED 610 Single-Subject Research Designs
- SED 613 Advanced Behavior Support
- SED 620 Professional and Ethical Practice in Behavior Analysis
- SED 625 Instructional Techniques for Children and Youth with Mild Disabilities
- SED 630 Advanced Topics in Behavior Analysis
- SED 645 Strategies for Students with Autism

**Practicum**

Students must enroll in 3 credit hours of practicum (CNS 790) during their final year of coursework at MSU. Students are required to log at least 200 clock hours during their practicum
semester. The MSU School Psychology Programs have secured several practicum sites over the years and maintain excellent relationships with these sites. Therefore, it is the job of the student to exhibit professionalism and a willingness to learn from their experiences and on-site supervisor. There are times when observed school practice may differ from best-practice procedures discussed in courses or in research articles. It is imperative that students view themselves and students and guests during their practicum semester. As a student, you will gain invaluable hands-on experience working in an applied setting, which will prepare you for several experiences you’ll encounter during your internship year.

All practicum sites require a minimum of one day per week in the practicum setting. It is recommended that students either commit one full day (i.e., 8 hours) or two half-days (i.e., 4 hours) to their practicum each week. In addition, students will be required to participate in individual and group supervision with their practicum faculty supervisor. Typically, supervision consists of alternating weeks between individual (or dyad) supervision and group supervision. Together, students will receive approximately two hours of individual supervision and four hours of group supervision each month. Individual supervision may occur more frequently if a student displays areas that require more significant support.

**Internship**

Internships are the accumulation of a student’s professional training. A successful internship is an interactive, dynamic experience in which the intern applies knowledge and skills obtained from coursework to real-world settings. Successful internships develop abilities and skills for problem identification, hypothesis generation, intervention, and determination of outcomes. Internships should not merely consist of exposure to the “real world “or be a source of inexpensive labor for hosting sites. The most important part of the internship is the growth and development of the intern.

Internships are taken at the end of the student’s program of professional preparation. Students must complete all required coursework prior to the beginning of the internship. Additionally, students are encouraged to complete their specialty study requirements before they begin their internship. Six hours of credit is awarded for the internship, and students are required to be continuously enrolled for internship credit throughout the entire internship contract period.

Internships should consist of a full-time experience in a public school for the course of one school year. Guidelines and requirements put forward by the National Association of School Psychologists are followed by the program. The MSU School Psychology Programs require that Ed.S. interns must work a minimum of 1,200 clock hours, with at least 600 clock hours in a school setting. As a result, graduating students are eligible to apply for the National Certification in School Psychology (NCSP) credential (note: the MSU School Psychology Programs are not currently a NASP-approved program. All NCSP applications would need to undergo a coursework evaluation and may be deemed ineligible for credentialing). Half-time placements over a 2-year period, work during summer months in a school setting, and other deviations from a full-time, school-year internship are made only when the characteristics of the student (e.g., experienced school psychologist) and of the placement (e.g., year-round school) argue in favor of meaningful changes.
Occasionally, students desire to complete the internship at a location out of the state of Kentucky. This is permitted under three conditions: (1) the internship meets both NASP and MSU School Psychology Programs standards, (2) the interns agree to participate in university-based supervision, and (3) the internship is approved by MSU School Psychology faculty.

Hosting sites are expected to provide a minimum of two hours of supervision per week per intern. This supervision should be regularly-scheduled, formal “set-aside” time for supervision, reflection, and development of appropriate competencies. This is not meant to be a time when the intern is taught routines, district policies, etc. The later activities should take place on a daily basis during the internship time. Host supervisors must be credentialed and have a minimum of three years of experience in their current place of employment. Host supervisors may not supervise more than two interns at a time.

All internships are governed by a written contract. It is the responsibility of the faculty internship coordinator to explain the contract and negotiate its approval with site supervisors. Other plans, contracts, etc. required by the host district must be reviewed by the university internship coordinator in order to approve the internship placement. In order to insure all parties are informed of internship activities, it is expected that all parties (intern, host, and university) will receive copies of all documents, letters, etc., pertaining to the internship.

Interns are responsible for identifying an internship site, negotiating the terms of the internship, and meeting the demands of the internship as represented in the internship plan and other formal agreements among the university, host, and intern. Although this is a significant responsibility for interns, they are assisted in this process by the School Psychology Programs faculty member providing university-based supervision of interns and the Program Director. In a sense, the identification and negotiation process is a supported, supervised “dry run” for the search for employment that follows the internship. Note: Interns must educate themselves regarding University, Program, and host site requirements and meet these requirements.

Specialty Study

Students pursuing the Ed.S. degree are required to complete a specialty study project. The specialty study serves as your capstone research experience in the MSU School Psychology Programs. As practitioner-scholars, you are expected to identify a current need in the field of psychology or education and make a meaningful contribution to our understanding of a specific phenomenon or inform best-practices that are not currently being implemented. Emphasis is placed on practical knowledge more so than producing original scholarship at the specialty level, which affords our students unique opportunities to directly link research to practice.

Project Criteria. Specialty studies have two main requirements: (1) the study must advance the field of school psychology in a meaningful way and (2) the study must be primarily quantitative in nature. Examples of some, but not all, specialty studies include large-group experimental studies, small-n/single subject studies, program evaluations, and local service projects. You are encouraged to read school psychology literature, speak with faculty and educators at your practicum, and explore current events (e.g., NASP Website) to learn more about current issues in
the education and how your study can advance the field of school psychology in a meaningful way. We also encourage you to consider your personal/professional strengths outside of school psychology that can be utilized in your project. Some examples include technology (e.g., web design, software coding, multimedia) and leadership (e.g., workshop design, state organization collaboration), to name a few. Please consult with your committee chair regarding project ideas before selecting what you’d like to do.

Committee Selection. You will select a committee consisting of three faculty members. All committee members should be tenured or tenure-track faculty with at least two committee members being current MSU School Psychology Programs faculty. The third committee member can be any faculty member from MSU or an outside university from a field relevant to the student’s project. Your committee chair should be your advisor as you will work most closely with this faculty during your time in the program (see Chapter VII Section A: Faculty Advisor for more information). Once you have selected your committee chair and members, your chair will work with you to finalize your project, research questions, and methodology.

Oral Proposal. The proposal meeting is to help determine the viability of the project. All committee members must be present for your oral proposal. During the proposal, you must provide a brief overview of relevant literature, research questions, and proposed methodology. If you pass your oral proposal, then you have your committee’s permission to continue to data collection.

Institutional Review Board. Before carrying out your project, you must get approval from the MSU Institutional Review Board (IRB). You should follow these steps with their committee chair before beginning your project:

- **CITI Training Modules**: Students must complete online modules on research ethics and legality for working with human subjects. Student must visit the CITI Program Website and create a login using their MSU email address. Once you have set up an account, go to “My Courses” and click on “Add a Course” under the Murray State University tab. From there, click on the selection that describes conducting research with humans or data derived from humans. If you have taken this module previously and it is still active, then email a copy of the certificate to your committee chair. If you have taken this module previously but it has expired, then you may take the “Refresher Course” and email the certificate to your committee chair. All other students must take the Basic Course and email the certificate to their committee chair.

- **IRB Application**: Students must complete a MSU IRB Application prior to collecting data for their project. You will work closely with your committee chair to complete the IRB Application and related materials. Completed applications should be emailed to the IRB Coordinator at the email address listed on MSU’s IRB website. Please allow at least two weeks for processing.

Oral Defense. After collecting/analyzing your project data, students will be required to complete an oral defense with their project committee. The oral defense is a necessary activity that allows faculty an opportunity to observe students’ ability to effective synthesize and clearly
communicate results to a group of peers. For the oral defense, students will be expected to dress professionally, prepare necessary visual materials (e.g., PowerPoint presentation, handouts, etc.), summarize key aspects of their project (i.e., review of previous literature, research questions, methodology, results, and implications/limitations), and effectively answer questions from the committee. The oral defense will be graded as pass/fail based on the student’s ability to demonstrate competence with the aspects previously described. If a student fails their oral defense, then the committee will provide constructive feedback regarding the student’s project and/or presentation and a tentative timeline will be agreed upon to make the necessary changes. Once the necessary changes are made, then the committee chair will give the student permission to schedule a second oral defense.

Writing Requirement. Students will also be required to write their project’s results using the MSU thesis report template. In general, students will need to include the following components in their paper:

- Literature Review: You will be required to conduct a literature review that effectively synthesizes previous studies and theories related to your project. As a MSU student, you have free access to a large number of online article databases through the MSU Library website.
- Research Questions: Clearly describe the intent of your project. What specifically is your study hoping to accomplish? Research questions should be specific, measurable, and clearly understood.
- Methodology: Each project will have methodological strategies for analyzing their study’s data. All school psychology students must utilize quantitative methodologies as a major component in their studies. School psychologists will be required to conduct field-based research on various programs through one’s career, which will necessitate quantitative research skills. This is an opportunity for your faculty to mentor you as you apply quantitative methodologies with “real-world” data.
- Results: Describe the findings from your study by answering your research questions. Were your results expected? Were they unexpected? How generalizable are your findings outside of your sample?
- Discussion: This section is reserved for your interpretation of your study’s findings. Did your findings complement or deviate from previous studies? How did your study make a meaningful impact on the field of School Psychology? What were the strengths and limitations of your study? What should future studies/projects do differently based on your study’s findings?

LiveText Portfolio

To begin the portfolio process, you will purchase a student membership to LiveText. LiveText is an online website offering a suite of tools that enables you to showcase your best work to professors and prospective employers. The portfolio process continues as you progress through the program, reflecting your development in the designated competency areas. Portfolios are a critical part of the annual evaluation process for all students and are used in the annual evaluations which occur for all students in the program beginning in your second year. Annual evaluations typically are scheduled during the first week of April each spring semester. These evaluations are held with you and a faculty dyad. Your advisor and the second program
faculty usually have reviewed your LiveText portfolio prior to your annual evaluation and during the evaluation feedback about your performance is given. The portfolio contains samples of your best works as they fulfill the program objectives. The program objectives are already built into the LiveText portfolio shell you will be trained to use during your first year. These competency areas actually make up the different sections of the portfolio. Once you have begun to develop your portfolio you will find that it is an ongoing and dynamic process. You can and should be continuously improving, editing and developing your portfolio throughout your program, including your internship year. Please email your advisor once you purchase your subscription in order to have a MSU portfolio shell shared with you.

VIII. ACADEMIC POLICIES & PROCEDURES

Faculty Advisor

Once you are formally accepted to the School Psychology Programs, you will be assigned a faculty advisor. Your advisor will serve as your contact for program-related questions as well as be your professional mentor during your time with the program. After your first year, you are encouraged to select a faculty advisor that you would like to serve as your specialty study chair. This way, students will be able to receive a continuum of support from their mentor faculty member as they work across multiple aspects of the program. MSU requires all students to submit a Graduate Change of Advisor Form once you have decided who your specialty study chair will be.

Continuous Enrollment

The School Psychology Programs require continuous enrollment in the program until the completion of your degree. If a student fails to enroll in appropriate course work for two successive semesters, then they will be dismissed from the program. Reapplication through the regular admission process, where the student is treated as a new applicant, is then required for readmission. However, a student may request a leave of absence for a period lasting no longer than one year. These requests, submitted in writing to the Program Director, must be approved by the School Psychology Programs faculty. Requests are usually granted if the student is in good standing and has good and sufficient reasons for the leave of absence.

Satisfactory Academic Progress

The only passing grades for graduate students in the School Psychology Programs are an A or B and with an overall GPA maintained at 3.0 or above. Grades points are not designated for S and U grades; these grades are not used in calculating the GPA. Grades of I (Incomplete) and W (Withdrew with no grade) are the only other acceptable course outcomes under specific circumstances. Grades of I (Incomplete) must be removed no later than the end of the semester following the semester in which the grade of I was assigned. Grades of “I” carry no quality points and lower the overall GPA. All grades of I, D, E, F, or W/WE/WP must be removed prior to beginning your internship and to be eligible for graduation. In addition to satisfactory progress in academic coursework, students must meet expectations in each area of training
competency (see pp. 7-10). Overall progress in each competency area will be evaluated during the annual student review at the end of each academic year.

Any graduate student may be denied further registration at MSU or in a graduate program should academic performance or progress toward completion of the planned program become unsatisfactory to the School Psychology Programs or College of Education. Failure to maintain a B average (GPA 3.00) in all graduate coursework is, by definition, unsatisfactory. Students failing to maintain a B average (GPA 3.00) in graduate coursework required by the program for two consecutive semesters will not be allowed to continue in the program.

**Grievance Procedures**

If a student in the School Psychology Programs believe that he or she has been subject to improper demands or procedures, then the issue may be brought to the attention of the Program Director by filing a grievance. A grievance should only be filed after first trying to resolve the situation with the individual(s) involved. A grievance is defined as, “an allegation by a student of improper treatment of that student or of violation, misinterpretation, or improper application of existing policies, rules, regulations, practices, and/or procedures which the student believes to be unfair, inequitable, or a hindrance to that student’s effective performance.” (see MSU Grievance Procedures through Office of Institutional Diversity, Equity, and Access). Upon receipt of the written grievance, a meeting will be scheduled with the Program Director to discuss the nature of the complaint. The student and the program director may elect to have one or more individuals present at the meeting.

During the meeting, information will be gathered regarding the nature of the complaint. After the problem has been identified, alternative actions will be explored for the purpose of resolving the complaint. If successful, parties involved in the complaint will be informed of the outcomes of the meeting and steps taken to monitor actions plans until completion.

If the student is not satisfied with the outcome of the meeting with the Program Director, he or she may appeal any decision or proposed action to the Dean of the College by submitting a formal complaint in writing. The written statement shall (1) state the nature of the complaint and date of occurrence(s), (2) state how the Complainant has been affected, (3) state which University policies are involved (if applicable), (4) state how the Respondent is involved in the grievance, (5) state the facts upon which the complaint is based. If the complaint involves a Records Challenge, the Complainant shall state specifically which records are of concern and specify what information contained in the records is believed to be inaccurate, misleading or a violation of the student’s privacy rights, and (6) state the relief requested by the Complainant and if a Records Challenge, state specifically in what manner the Complainant desires the record(s) to be amended. The Dean of the College will immediately forward a copy of the complaint to the Respondent. The Respondent may submit a written response to the Dean of the College within 7 days from the time the complaint is hand delivered or 10 days from the date the complaint is mailed to the Respondent.

From there, the Dean of the College will conduct such review as is believed is warranted. The Dean may determine that the complaint can be decided based upon the written documents
provided by the parties. The Dean may determine additional proceedings are warranted. This may include meeting with the Complainant and the Respondent to gather additional facts and information about the allegations in the complaint. At any such meeting, the parties may be allowed to present other documents and individuals who may have relevant information. If the parties are able to reach an agreement regarding the grievance, the agreement will be reduced to writing. The parties will be kept informed as to the progress of the review and will be advised of, and given the chance to respond to, any new information. Once the review is finished, a report will be prepared by the Dean and distributed to the Complainant and Respondent. The report will review the allegations in the complaint and any response and the factual findings from the review. The report will be based on assertions and allegations to which the parties have had the opportunity to respond. The report will also state the Dean’s conclusions as to whether the complaint is valid. If the complaint is supported, the Dean will determine the relief, if any, to be provided to the Complainant. In the event of a Records Challenge, should the report determine that the student’s record(s) should not be amended, the report shall include information in regard to the student’s right to a hearing.

If the report of the Dean is unsatisfactory to either party, that party may appeal to the Vice President of the area in which the Respondent is employed. That party will have 7 days from the time the report is hand delivered or 10 days from the date the report is mailed to submit an appeal. The appeal will be instituted by the appealing party’s presenting to the Vice President a detailed written statement of the grounds for appeal; the party appealing will also provide the Vice President with a copy of the decision from the dean. The Vice President will review the appeal and may determine from the statement of appeal and response that the appeal can be decided based upon the previous decision and the documents from the parties. In that case, the Vice President will review the decision and the arguments presented, and will submit a decision with supporting reasons to the parties and the dean. If the Vice President believes that additional proceedings are warranted in order to consider the appeal fully he/she will develop rules or procedures consistent with this policy which shall be provided to the student and faculty/staff no later than 14 days prior to the scheduled proceeding/hearing.

The final decision in all such appeals will be made by the Vice President. If the complaint is supported the Vice President will determine the relief, if any, to be provided to the Complainant. The decision of the Vice President shall be made within 20 days of the last date of submission or, if applicable, the hearing. The decision shall be based solely on the evidence presented and shall include a summary of the evidence and the reasons for his/her decision.

IX. PROCEDURAL GUIDELINES

Student-Faculty Relations

Student-faculty relations in the School Psychology Programs at Murray State University are vitally important in maintaining the quality of the program. Foremost, the faculty adhere to the most recent versions of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct and the NASP Professional Code of Ethics. Students are treated with respect and dignity; every effort is made to be fair and responsive to student needs. To facilitate open communication between faculty and students, all students are welcome to the
(monthly School Psychology Programs Meetings, which are scheduled for the first Friday of each month. Students should feel free to ask questions and express your opinion at these meetings. Regular meetings of all students and faculty are also held in which questions are addressed. We want to hear you.

**Evaluation of Student Progress & Professional Competencies**

Our primary goal is student development of necessary knowledge and competencies for school psychologists practicing at the highest level of professional standards. Careful advising is used for students needing assistance within a supportive atmosphere. Faculty carefully weigh the obligations to students with those of the public they will serve.

Feedback is given to students in writing and in face-to-face supervision. Students’ strength and areas needing improvement are discussed, and students are given the opportunity to develop a plan to improve skills where needed. Our philosophy is that emphasis should be placed on mastery of information and the ability to synthesize and apply problem-solving strategies. In addition to evaluation of professional competencies, practice standards, and legal and ethical issues, students’ interpersonal skills as they relate to professional practice, confidence, motivation, flexibility, organizational skills, time management, and creativity are also reviewed when determining readiness for advanced components of the program. Evaluation is considered a growth enhancing/learning process. Feedback from practicum and internship supervisors each semester provides ongoing information regarding your ability to translate didactic experience into practice, and is critical to your success as are grades.

In order to matriculate through the program within the required time limits, it is important that you, your advisor, the program faculty, and your committee periodically examine your progress in meeting the program requirements and your stated goals. The program faculty have the responsibility to continually assess the progress and performance of each graduate student. The primary purpose of this assessment is to facilitate professional and personal growth and is provided in a continual and timely manner.

The program faculty also recognizes that developmental stressors are inherent both in the transition to graduate school, as well as during the course of training. During graduate school, higher academic expectation is frequently encountered than some students have experienced before. Even the best students may experience frustration over not being able to meet all demands at their usual level of perfection. When clinical work begins there is stress inherent in working with clients. Further, supervision is more intensive, concentrated, and frequent during the graduate program which may increase your sense of personal and professional vulnerability. You are encouraged to talk through this stage with your supervisors, be willing to accept feedback and modify your performance accordingly, and continue on your quest for professional excellence.

Because graduate students make significant developmental transitions during their graduate training and may need special assistance during this time, it is the responsibility of the training program to provide activities, procedures, and opportunities which can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings,
individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, and contact with support individuals (e.g., advisor, supervisors, university counselors) and/or groups (e.g., other graduate trainees, former students, etc.). Please be aware that faculty judgment of your ability to deal with personal stressors, as it affects professional competence, will be included in your annual evaluation process. Any effort you have made to seek needed assistance to improve your performance, rather than to deny problems, will be construed in a positive light.

**Assessment & Evaluation Systems**

Our program utilizes a comprehensive, multi-method, multi-source process to assess candidate learning and professional development to ensure that all candidates acquire and integrate the knowledge and skills needed to be effective school psychologists prior to graduation. The following sections describe major assessment components of the program. Program faculty reserve the right to alter the exact components of each method to correspond with program goals and requirements, as well as requirements from accreditation bodies. Candidates will be given sufficient notice of any changes to properly prepare and complete each component.

**Your progress in the program is evaluated in several ways:**

- Annual student evaluation and feedback session
- Practicum and internship logs and evaluations
- Portfolio assessment
- Comprehensive exams
- Classroom performance and grades

**Annual Student Evaluation**

At the end of each academic year (i.e., Spring semester), students receive an annual evaluation of their professional development and progress. Information for this evaluation is collected from various places (see above). Information considered in the annual review process includes:

- Course grades
- Student portfolio review
- Faculty rating of program competencies
- Self-assessment of professional dispositions and program competencies

The School Psychology Programs faculty meet as a group to review your annual review materials and discuss each student’s progress. The Program Director, along with School Psychology faculty, then completes a written summary of the discussion that include the student’s acquisition of knowledge and skills in School Psychology as well as interpersonal skills and professional dispositions. Then, School Psychology Programs faculty will meet individually with each student to review the faculty’s evaluation and the student’s self-assessment. The purpose of this meeting is to discuss academic and professional progress as well as future plans and goals. The meeting also is intended to provide students with an opportunity to provide feedback to faculty regarding the annual evaluation and the School Psychology Programs in
general. If a student wants to contest any portion of the evaluation letter they have the option to submit a written statement to the Program Director identifying any disagreement or concerns they have with the evaluation. The annual evaluation letter and any student dissent statement are kept in the student’s program file.

**Portfolio Assessment**

School Psychology students are required to submit a professional portfolio for annual review as a program requirement. The portfolio consists of work samples collected throughout the program as well as additional professional documents (see Appendix A). You will begin collecting and creating these artifacts during your first year and will meet with your faculty advisor on a regular basis to review the portfolio as a work-in-progress.

The portfolio benefits both you and the program as a whole. The development of your portfolio allows the faculty to provide you with very specific feedback at least once a year regarding your attainment of skills necessary to be an entry-level school psychologist. The portfolio also provides an opportunity for structured self-reflection, which allows you to assess your own development towards your professional goals. Through the portfolio review, you will know where you are doing well and in which areas further experience or skill development may be necessary. The School Psychology faculty will also use portfolios to assess the effectiveness of our training program. We will review and analyze results of the portfolio assessment yearly and will use the results of that analysis to make program improvements.

Each School Psychology student will submit his or her LiveText portfolio to the Program Director, who will then review them with all School Psychology faculty members. Each portfolio requirement must be passed for the entire portfolio to be considered satisfactory. There are three possible grading outcomes for each section of the portfolio: (1) Below Expectations, (2) Meets Expectations, and (3) Exceeds Expectations (see Appendix A). Any section that earns a rating of “Below Expectations” will result in a Student Portfolio Action Plan (see Appendix G) that will detail steps and a timeline needed to achieve a rating of “Meets Expectations.” If, after the Student Portfolio Action Plan implementation, the revised submission still does not meet the criteria for a passing score, then the student will be considered to have failed the portfolio requirement and will not graduate. This is a highly unlikely event given that portfolios are reviewed at least once a year, which allows you to revise sections as needed before your final submission.

Student admitted during the Summer/Fall semester must submit portfolios by the last Friday of March.

Student admitted during the Spring semester must submit portfolios by the last Friday of October.

**Student Evaluation of the Program.** Student feedback regarding the effectiveness of the graduate program is critical to our continued growth, particularly in this transition time. You will be provided formal (see Appendix D) and informal opportunities to evaluate the program content and sequence, specific courses, supervisors, and other aspects of the program. Please reciprocate the professional courtesy shown to you when providing feedback to university or field personnel, and provide constructive alternatives when appropriate. Graduate-level training is by definition
rigorous; please weigh the long-term outcome in terms of your professional knowledge and competencies against the current demands upon you when evaluating the program as a whole.

**Competency Exam**

Successful completion of state and national school psychology examinations are required by the MSU School Psychology Programs and the State of Kentucky in order to obtain a degree in School Psychology. Additionally, the SPP requires that all students pass the Praxis II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score is consistent with the standards set by the National School Psychology Certification Board to become a Nationally Certified School Psychologist (NCSP) and the State of Florida to become a Licensed School Psychologist.

**Remediation, Withdrawal, & Dismissal Procedures**

Remediation and dismissal procedures for the School Psychology Programs are addressed in the following aspects: the program’s definition of professional impairment and remediation, MSU’s procedures for academic dishonesty and misconduct, and the annual review of student progress. Each of these will be outlined individually.

It is our obligation to outline a definition of professional impairment that significantly impacts performance and service delivery. For the purposes of this document an impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: (1) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or (3) an inability to control personal stress, including excessive emotional or behavioral reactions, that interfere with professional functioning.

Although professional discernment is required when distinguishing between student behavior as being *problematic* versus *impaired*, we do recognize categorical differences between the two. Specifically, we recognize a *problem* as a student’s behavior(s) or attitude(s) that, while of concern and requiring remediation, are perceived neither to be unexpected nor excessive for professionals in training. In other words, we recognize that all graduate students undergo some degree of personal and professional growth during their graduate training and, therefore, require varying degrees of support at any given time. As a result, we actively seek opportunities to mentor and advise all students throughout the various components of the program; therefore, problems are both expected and, to some degree, typical. Problems typically become *impairments* when they include one or more of the following characteristics: (1) the student does not acknowledge, understand, or address the problem when it is identified, (2) the problem is not merely a reflection of a skill deficit that can be remediated by academic or didactic training, (3) the quality of services delivered by the student is negatively affected, (4) the problem is not restricted to one area of professional functioning, (5) a disproportionate amount of attention by training personnel is required, and/or, (6) the trainee’s attitude/behavior does not change as a function of feedback, remediation efforts, and/or time.
Complaints from faculty or field supervisors regarding professional and ethical conduct will be brought to the student’s attention. If necessary, a remediation plan will be developed (see Appendix H). Severe infractions, such as disruptions in professional settings, sexual involvement with supervisors or clients, severe ethical violations, or severe impairments of professional functioning due to personal problems, can lead to immediate dismissal from the program. If an impairment is identified, the following procedures will be implemented with all steps being documented in writing as well as communicated to the student during a formal conference with their advisor and/or other appropriate faculty. The student will be formally notified of the specific problem areas noted by the faculty. This written notification is placed in the student’s record and kept in the graduate records office. Unless the problems are severe enough to warrant an immediate dismissal, a plan to remediate the problem will be developed by the student and the program faculty. If the student refuses to accept a plan, then the trainee will be dismissed from the program. This plan will, as much as possible, behaviorally define the student’s problem(s), identify the expected behavior patterns or goals, specify possible methods that could be used to reach those goals, and designate a date for goal attainment or re-evaluation. During this remedial period, the student is on probation. At the time of re-evaluation, one of the following options will be chosen by the program faculty: (1) a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program, (2) continued probation and remediation, an updated remedial/behavioral plan, and a date set for another re-evaluation, or (3) formal dismissal from the program. A written statement will be generated at each benchmark specified in these actions and will be placed in the student’s confidential file in the graduate records office. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to ask the faculty to formally review his/her case. This review panel may consist of committee members and the departmental chair according to the department/college procedures. This review panel will make the final determination, forwarding the formal recommendation to the department chair and Dean of the College.

Please note that you are here voluntarily. If you choose to withdraw from the program, then we will wish you well as you follow other life pursuits. If you choose not to complete a remediation program, then you may choose to withdraw as well. If for any reason you are considering withdrawing from the program, then please let your advisor and the program director know this so that they can plan accordingly. Faculty spend much time and resources on students, and it is in your best interest to be open and honest with them if you feel the program is not the best fit for you. We would also then have the opportunity to discuss your options and advise you. We also may be able to provide you with additional information such as a program that might be a better fit for you, a letter of recommendation, or information that suggests your feelings are typical and that you should remain in the program. Again, please do not ask your advisor to withhold this information from the training director who may be able to help you as well and needs information as soon as possible in order to address program needs your leaving might cause if you left on very short notice. If you remain in the program, then we will encourage you as we would any other student with whom we had not had this discussion.

MSU Dismissal Procedures. In addition to professional practice issues, academic misconduct can also result in dismissal. Students and faculty are expected to help maintain the quality and integrity of the educational process by conducting themselves in an honest and ethical manner.
Any form of academic misconduct represents an erosion of academic standards and should not be tolerated by either the teacher or student.

Academic misconduct includes the following:

- Academic Dishonesty
- Plagiarism
- Unauthorized collaboration on out-of-class projects.
- Cheating on in-class exams.
- Unauthorized advance access to an exam.
- Fraudulent alterations of academic materials.
- Knowing cooperation with another person in an academically dishonest undertaking.

Once an instructor determines that academic misconduct has allegedly occurred, there are specific guidelines for procedures (MSU Student Life Policies). Students may obtain a copy of this document from the Office of Student Affairs in Wells Hall.

Procedure for Considering Allegations of Professional Violations against Students. In the event a specific allegation of professional misconduct is brought against a school psychology student at times other than the annual reviews, the procedure for considering the allegation will be as follows:

1. The allegation is delivered in writing to the Program Director.
2. The Program Director investigates the allegation, with the investigation including a written response from the student involved.
3. If the allegation is deemed to have merit, the Program Director presents the written record to the School Psychology Programs faculty within 30 days of initial receipt for consideration. The student shall be given an opportunity to meet with the program faculty to respond verbally to the allegation.
4. The program faculty will first make a determination as to the validity of the complaint. In cases where the complaint is found to be valid, the program faculty may by majority vote elect among the following options:
   - Refer the matter to the University's Office of Student Affairs.
   - Formally reprimand the student in writing.
   - Require appropriate remediation, suspending client contact or other activities during the remediation process.
   - Suspend the student for a specified period of time.
   - Dismiss the student from the program.
APPENDIX A

MURRAY STATE UNIVERSITY
STUDENT PORTFOLIO EVALUATION COMPONENTS

NOTE: Items 2-5 allow you to select one example of a project that meets the criteria from among several you may have developed during coursework, Practicum, or Internship. You will need to make sure your work samples meet all of the required components outlined in the rubric before submitting.

Student Portfolio Scoring Criteria:

- Exceeds Entry-Level Expectations = “2”
- Meets Entry-Level Expectations = “1”
- Below Entry-Level Expectations/Requires Close Supervision = “0”

1. CURRENT RESUME OR VITA.
Purpose: The inclusion of a resume or vitae is to provide you with specific feedback as you formulate your professional documentation. Well-organized resumes and/or vitae are considered “works in-progress” since you are constantly acquiring new experiences and competencies. In order to foster this professional habit, the School Psychology faculty will provide ample opportunities to view and provide feedback on your resume or vitae throughout the program. The resume or vitae should include relevant educational history, relevant work history, scholarly activities (e.g., publications, presentations), and any honors or awards you have earned.

Scoring Criteria:

- Exceeds Entry-Level Expectations = All relevant sections are present with succinct and well-articulated descriptions of each experience; the resume/vitae is well organized and clearly highlights the student’s strengths and experiences; no formatting errors are present.
- Meets Entry-Level Expectations = All elements from the 1-point response are included, but response is less developed or more vague; experiences are more general than specific; few grammatical/structural errors are present that require only minor edits.
- Below Entry-Level Expectations/Requires Close Supervision = One or more major sections are missing from the resume/vitae; major grammatical and/or structural errors are evident; Resume/vitae does not adequately reflect the student’s strengths and experiences.

2. PSYCHOLOGICAL/PSYCHOEDUCATIONAL EVALUATION
Purpose: The inclusion of a psychological/psychoeducational evaluation is to provide evidence that you are able to collect data from a variety of sources (including direct and indirect assessment methods) and use this information to assist others in understanding students’ strengths and weaknesses. Most importantly, the evaluation report you select should provide evidence that you are able to use the data to make recommendations that address the reason(s) for referral. A complete evaluation includes the following: (1) review of available records, (2) interview with teacher(s), parent(s)/guardian(s), and the student, (3) classroom observation(s), (4) cognitive evaluation, (5) academic assessments including norm-referenced achievement and
curriculum-based assessments, (6) summary of the student’s strengths and weaknesses, and (7) recommendations. When social, emotional or behavioral issues are present, the evaluation should also include behavior rating scales and other assessment techniques as appropriate.

Description of the psychological/psychoeducational evaluation includes the following:

- Includes teacher interview that clearly defines the referral concerns
- Accurate statement made concerning validity of current assessment
- Standard scores provided for all tests when available; all scores are presented within a range or with standard error of measurement noted
- Interview with student contains information relevant to referral concern
- Classroom observation conducted and integrated with referral question and other data
- Curriculum-based assessment or work sample analysis conducted and integrated with referral question and other data
- Findings from various subtests and/or test instruments are integrated with one another. Contradictions are noted and attempt is made to explain them.
- Test information is related to classroom teacher report(s) of student’s strengths and weaknesses; contradictions explained
- Diagnosis (or lack therefore) is clearly supported
- Assessment findings are linked to recommendations and relate to teacher-reported concerns

NOTE: It is expected that reports are free from errors (e.g., grammar, syntax, spelling, and punctuation). If errors in writing interfere with understanding the content of the report, the report will be rated as “Below Expectations” and resubmission will be required.

Scoring:

- Exceeds Entry-Level Expectations= 9 or 10 of the elements are present; all italicized elements are present
- Meets Entry-Level Expectations= 7 or 8 of the elements are present; all italicized elements are present
- Below Entry-Level Expectations/Requires Close Supervision= Fewer than 7 elements are present or one or more italicized elements are missing

3. INDIVIDUAL/GROUP COUNSELING ANALYSIS

Purpose: The inclusion of an individual or group counseling analysis is to provide evidence of your understanding of social and life skill development and to show that you use outcome data to measure the effectiveness of mental health services that you provide. During either Group Counseling, Multicultural Counseling, Practicum, or Internship, you will conduct individual or group therapy that addresses a specific topic or need. If group therapy is offered, it may be conducted with a co-therapist; however, you must maintain primary responsibility for organizing the process and content of the group, providing the counseling, and evaluating the effectiveness of the counseling.

Description of the counseling analysis includes the following:

- Consists of at least 8 sessions
- Includes description of target behavior(s), stated in observable and measurable terms
Describes methods used to assess the effectiveness of the counseling
Includes pre- and post-counseling measures/data
Describes methods used to generalize new behaviors from the counseling setting to the classroom
Includes supporting data from treatment generalization
Includes a brief written summary of each session which contains:
  • Objectives for each counseling session that are clearly related to the target behaviors;
  • Description of counseling activities that support objectives
  • Summary statement regarding both the process and content of the session.

NOTE: It is expected that reports are free from errors (e.g., grammar, syntax, spelling, and punctuation). If errors in writing interfere with understanding the content of the report, the report will be rated as “Below Expectations” and resubmission will be required.

Scoring:
- Exceeds Entry-Level Expectations = All elements are included; all are acceptable in terms of quality; a few or several are exceptional
- Meets Entry-Level Expectations = All elements are included; all are acceptable in terms of quality
- Below Entry-Level Expectations/Requires Close Supervision = One or more elements are missing or all elements are present, but one or more is of unacceptable quality

4. ACADEMIC INTERVENTION

Purpose: The inclusion of an academic intervention is to provide evidence that you (a) are aware of how children learn and respond to their environment, (b) can design and implement an empirically-based intervention that is likely to enhance academic performance in one or more areas, and (c) can measure the effectiveness of interventions and use that data to modify interventions as needed. The academic intervention may be one you developed during your Instructional Assessment and Intervention course, Practicum, or Internship as long as it meets all criteria listed in the rubric.

Description of the intervention includes the following:
- Operational definition of academic skill area that is focus of intervention
- Results of curriculum-based assessment and/or task analysis
- Hypotheses for the academic deficit
- Baseline data collected and graphed
- Goal set based on baseline data and expressed in measurable terms
- Step-by-step description of intervention(s)
- Description of how the intervention addressed the hypotheses developed
- Indication of how progress towards the goal was measured
- Description of how treatment integrity was assessed
- Description of how new skills were generalized across settings or tasks
- Results of intervention, graphed
- Plan to modify intervention is necessary
5. BEHAVIOR INTERVENTION

Purpose: The inclusion of a behavior intervention is to provide evidence that you (a) are aware of how children learn and respond to their environment, (b) can design and implement an empirically-based intervention that is designed to reduce maladaptive behavior while simultaneously training an adaptive replacement behavior, and (c) can measure the effectiveness of interventions and use that data to modify interventions as needed. The behavior intervention may be one you developed during Behavioral Assessment and Intervention, Practicum, or Internship as long as it meets all criteria listed in the rubric.

Description of the intervention includes the following:

- Operational definition of academic skill area that is focus of intervention
- Results of curriculum-based assessment and/or task analysis
- Hypotheses for the academic deficit
- Baseline data collected and graphed
- Goal set based on baseline data and expressed in measurable terms
- Step-by-step description of intervention(s)
- Description of how the intervention addressed the hypotheses developed
- Indication of how progress towards the goal was measured
- Description of how treatment integrity was assessed
- Description of how new skills were generalized across settings or tasks
- Results of intervention, graphed
- Plan to modify intervention is necessary

NOTE: It is expected that reports are free from errors (e.g., grammar, syntax, spelling, and punctuation). If errors in writing interfere with understanding the content of the report, the report will be rated as “Below Expectations” and resubmission will be required.

Scoring:

- Exceeds Entry-Level Expectations = All elements are included; all are acceptable in terms of quality; a few or several are exceptional
- Meets Entry-Level Expectations = All elements are included; all are acceptable in terms of quality
- Below Entry-Level Expectations/Requires Close Supervision = One or more elements are missing or all elements are present, but one or more is of unacceptable quality
6. CONSULTATION REPORT

Purpose: The inclusion of a consultation report is to provide evidence that you (a) understand the role of consultation to promote positive change, (2) how to promote positive change when you are not the change agent, (3) how to foster home-school collaboration through consultation, and (5) how to appropriately intensify and fade supports throughout the consultative relationship. The consultation report can address either a specific case referral or systems-level consultation that addresses school policy and practice. The consultation report may be one you developed during School-Based Consultation, Practicum, or Internship as long as it meets all criteria listed in the rubric.

Description of consultation activities includes the following:

- Operational definition of academic skill area that is focus of intervention
- Results of curriculum-based assessment and/or task analysis
- Hypotheses for the academic deficit
- Baseline data collected and graphed
- Goal set based on baseline data and expressed in measurable terms
- Step-by-step description of intervention(s)
- Description of how the intervention addressed the hypotheses developed
- Indication of how progress towards the goal was measured
- Description of how treatment integrity was assessed
- Description of how new skills were generalized across settings or tasks
- Results of intervention, graphed
- Plan to modify intervention is necessary

NOTE: It is expected that reports are free from errors (e.g., grammar, syntax, spelling, and punctuation). If errors in writing interfere with understanding the content of the report, the report will be rated as “Below Expectations” and resubmission will be required.

Scoring:

- Exceeds Entry-Level Expectations = All elements are included; all are acceptable in terms of quality; a few or several are exceptional
- Meets Entry-Level Expectations = All elements are included; all are acceptable in terms of quality
- Below Entry-Level Expectations/Requires Close Supervision = One or more elements are missing or all elements are present, but one or more is of unacceptable quality

7. SELF-REFLECTION

Purpose: Self-reflection allows you to assess your own development as an emerging professional in School Psychology as you progress through the program. The self-reflection allows you to look back on your graduate training and view your professional development in a holistic manner. The School Psychology faculty recommend looking back over previous portfolio evaluations and course assignments as you write your self-reflections.
Scoring:

- Exceeds Entry-Level Expectations = Thoughtful analysis of personal development; specific examples of change from your first year through completion of Internship; includes consideration of schools as organizations; two specific goals each with objective indicators.
- Meets Entry-Level Expectations = All elements from the 2-point response are included, but response is less developed or more vague; examples are more general than specific; only one goal provided with objective indicators or two goals provided, but with nonspecific indicators.
- Below Entry-Level Expectations/Requires Close Supervision = One or more elements are omitted; overall response lacks clarity and/or thoughtfulness.
**APPENDIX B**

**MURRAY STATE UNIVERSITY**

**STUDENT COMPETENCIES IN SCHOOL PSYCHOLOGY**

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Person(s) Completing Form (please include highest degree earned):</td>
</tr>
<tr>
<td>School Psychologist: Yes No</td>
</tr>
<tr>
<td>Does this evaluation include input from other supervisors for this trainee?</td>
</tr>
<tr>
<td>Yes No If yes, then please list supervisors below:</td>
</tr>
<tr>
<td>Professional Field:</td>
</tr>
<tr>
<td>Professional Field:</td>
</tr>
<tr>
<td>Professional Field:</td>
</tr>
<tr>
<td>Professional Field:</td>
</tr>
<tr>
<td>Timing of Review (select one):</td>
</tr>
<tr>
<td>1st Year 3rd Year Other:</td>
</tr>
<tr>
<td>2nd Year Internship</td>
</tr>
</tbody>
</table>

The undersigned individuals acknowledge that they reviewed this evaluation:

 Supervisor Signature ___________________________ Supervisor Printed Name ___________________________ Date _____________

 Intern Signature ___________________________ Intern Printed Name ___________________________ Date _____________
Instructions: Below you find core competencies and expected levels of mastery for entry-level proficiency as a school psychologist. School Psychology faculty are to rate each item by responding to the following question with the scale below (for additional guidance in ratings, see separate document that contains NASP’s 2010 Standards for Graduate Preparation of School Psychologists). If there are competencies that are not immediately known or evidenced to the School Psychology faculty, then supervisors will need to utilize an alternative form of assessment to directly observe competence in each those areas. This might include conversations, role-plays, written assessments or portfolio review.

**HOW COMPETENT IS THE STUDENT TO PRACTICE IN THIS DOMAIN, TO DEAL WITH BASIC ENTRY-LEVEL PROFESSIONAL SITUATIONS?**

<table>
<thead>
<tr>
<th>Below Entry-Level Expectations/Requires Close Supervision</th>
<th>Meets Entry-Level Expectations</th>
<th>Exceeds Entry-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments Section:** Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the student’s current level of competence. Be sure to address any scores that reflect a need for specific planning to address training needs.

<table>
<thead>
<tr>
<th>1. INDIVIDUAL AND CULTURAL DIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstrates through discussion and/or action, an awareness of elements of diversity in their own lives and how these elements may affect their professional thinking and behavior.</td>
</tr>
<tr>
<td>B. Shows understanding of the implications of ICD for professional activities in assessment, treatment, research, consultation, and training/development, including detecting areas of knowledge about ICD which warrant additional study, training and/or consultation.</td>
</tr>
<tr>
<td>C. Consistently show sensitivity and adaptability in responding to ICD and to apply them to core areas of practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Selects appropriate standardized and/or clinical measures to use in addressing the referral question and administer and score these tools with fidelity.</td>
</tr>
<tr>
<td>B. Independently conducts effective initial clinical interviews or intakes to determine subsequent clinical service.</td>
</tr>
<tr>
<td>C. Is able to describe assessment instruments/methods (including strengths and limitations) and how they may be used to inform treatment recommendations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>D.</strong> Demonstrates awareness of issues of human development and diversity in using assessment or diagnostic information for case conceptualization and treatment planning.</td>
</tr>
<tr>
<td><strong>E.</strong> Demonstrates proficiency in writing assessment reports that integrate findings in a way that is accurate and is clear to professionals and consumers.</td>
</tr>
<tr>
<td><strong>F.</strong> Demonstrates proficiency in providing the results of the assessment in oral feedback to caregivers in a way that is accurate and is clear.</td>
</tr>
</tbody>
</table>

### 3. INTERVENTION

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong> Independently develops case conceptualizations and treatment planning that includes consideration of developmental, individual and cultural differences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> Independently creates treatment goals, selects appropriate treatment options, and incorporates ongoing assessment results into treatment planning as needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Demonstrates advanced clinical skills and the ability to flexibly utilize them, even in difficult clinical situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Demonstrates proficiency in understanding standard treatment protocols and in independently administering them with high fidelity.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>E.</strong> Demonstrates the ability to generalize skills (e.g., teaching, assessment, behavior management) across clients, settings, and scenarios when appropriate.</td>
<td></td>
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</tr>
<tr>
<td><strong>F.</strong> Demonstrates the ability to apply scientific methodology to evaluate treatment progress.</td>
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</tbody>
</table>

### 4. CONSULTATION AND INTERDISCIPLINARY SKILLS

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrates an understanding of the fundamental skills and roles involved in consultation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> Selects appropriate and contextually sensitive assessment/data gathering that answer consultation question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Proposes an appropriate plan of action in response to a consultative referral question.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Demonstrates proficiency in identifying, analyzing and responding to key ethical issues unique to consultative relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> Describes how other professions can make positive contributions to clinical care of shared patients, including demonstrating awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems (e.g., theoretical differences, training experiences, purpose of practice).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F.</strong> Participates and initiates interdisciplinary collaboration/consultation directed toward shared goals.</td>
<td></td>
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</tbody>
</table>

### 5. PROFESSIONALISM:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>
A. Monitors and resolves situations that require integrity, honesty, personal responsibility, and accountability.

B. Demonstrates professional deportment: self-presentation, dress, behavior, communication in professional situations.

C. Demonstrates the ability to understand the concern for the welfare of others which is at the core the profession of psychology, to assimilate this concern with the core values of the workplace, and to translate it in their work as health service providers.

D. Demonstrates self-awareness and self-direction, related to professional behaviors, and to seek related supervision as appropriate.

E. Portrays a coherent professional identity that is consistent with the broader profession of psychology and takes into account pertinent current events in the field.

F. Demonstrates professional work ethic including timeliness, accurate documentation, and accountability.

G. Demonstrates awareness of their own bounds of competence and actively seek guidance, coaching, and/or feedback from their supervisor.

H. Is prepared for supervision and demonstrates reflection on their own practices within supervision.

I. Self-monitors issues related to self-care and promptly intervenes when disruptions occur.

6. COMMUNICATION AND INTERPERSONAL SKILLS

A. Demonstrates the ability to establish and maintain good rapport with all stakeholders
   1. Students and Families
   2. Supervisors
   3. Colleagues including supervisees

B. Demonstrates clarity, accuracy, professional vocabulary and usage, and parsimony in oral communications.

C. Demonstrates clarity, accuracy, professional vocabulary and usage, and parsimony in written communications.

D. Demonstrates self-awareness and self-modification related to non-verbal communications, including appropriate management of their own affect.

E. Demonstrates strategies to recognize, articulate and resolve interpersonal differences or conflicts.

7. ETHICAL & LEGAL STANDARDS

A. Demonstrates the ability to describe and apply general ethical principles, and to recognize possible breaches of the NASP Principles for Professional Ethics.
<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Is able to articulate and discuss the potentially competing interests among the general ethical principles, and to delineate a model by which ethical decisions may be achieved.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>C.</td>
<td>Is able to escribes hypothetical inconsistencies between ethical principles and guidelines versus laws or administrative policies that also guide professional behavior; as well as delineate possible processes by which ethical decisions and actions may be achieved in this context.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>D.</td>
<td>Demonstrates proficiency in identifying, analyzing, and responding to key ethical issues related to professional practice: research, individual and cultural differences, clinical care (assessment, intervention, consultation), and supervision.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### 8. SEARCH & SCHOLARLY ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Demonstrates advanced knowledge of scientific foundations of psychology, including core science (i.e., biological, environmental, cognitive, and affective), human development, and empirically-supported assessment and intervention for individuals with developmental disabilities.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>B.</td>
<td>Demonstrates an advanced understanding of and appreciation for research methodology, data collection and analysis.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>C.</td>
<td>Independently consumes and discusses scientific literature, applying these findings to their own clinical practice and/or research.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>D.</td>
<td>Demonstrates independence in scholarly endeavors. (Examples may include: independently develops research questions/studies, queries existing data bases, or work on specialty study.)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>E.</td>
<td>Demonstrates the ability to understand and communicate scholarly findings to others (e.g., supervisors, supervisees, other researchers/practitioners, caregivers).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Notes:**
Overall Assessment of Student’s Current Level of Competence

Please provide a brief narrative summary of your overall impression of this student’s current level of competence. In the narrative, faculty must address the following questions: (a) What are the student’s particular strengths and weaknesses and how may this influence her/his training plan? (b) Do you believe that the student has reached the overall level of competence expected at this point in the training program? (c) If applicable, is the student ready to move to independent practice?

BL (date):
Click or tap here to enter text.
Year 1 (date):
Click or tap here to enter text.
Year 2 (date):
Click or tap here to enter text.
Year 3 (date):
Click or tap here to enter text.
Internship (date):
Click or tap here to enter text.
### APPENDIX C
MURRAY STATE UNIVERSITY
STUDENT PORTFOLIO SCORING FORM

<table>
<thead>
<tr>
<th>Portfolio Component</th>
<th>NASP Competencies</th>
<th>Year</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resume or Vitae</td>
<td>Research and Program Evaluation (2.9)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Legal, Ethical, and Professional Practice (2.10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Psychological/Psychoeducational Evaluation</td>
<td>Data-Based Decision Making and Accountability (2.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity in Development and Learning (2.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Individual/Group Counseling Analysis</td>
<td>Interventions and Mental Health Support to Develop Social and Life Skills (2.4)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Diversity in Development and Learning (2.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family-School Collaboration Services (2.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Academic Intervention</td>
<td>Data-Based Decision Making and Accountability (2.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventions and Instructional Support to Develop Academic Skills (2.3)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Family-School Collaboration Services (2.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Behavior Intervention</td>
<td>Data-Based Decision Making and Accountability (2.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interventions and Mental Health Support to Develop Social and Life Skills (2.4)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Family-School Collaboration Services (2.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Consultation Report</td>
<td>Data-Based Decision Making and Accountability (2.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consultation &amp; Collaboration (2.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-Wide Practices to Promote Learning (2.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Family-School Collaboration Services (2.7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Self-Evaluation</td>
<td>NASP Competencies 2.1-2.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Criteria (See Appendix A for specific scoring criteria):**
- Exceeds Entry-Level Expectations = “2”
- Meets Entry-Level Expectations= “1”
- Below Entry-Level Expectations/Requires Close Supervision= “0”

**Comments:**
APPENDIX D

MURRAY STATE UNIVERSITY
STUDENT SELF-ASSESSMENT FORM

Note: The following School Psychology Student Self-Assessment Form is an example form designed to give you an idea of what the program will ask you to disclose during your annual review. The self-assessment form may undergo slight modifications over time and vary across different formats (e.g., paper, online). Please feel free to direct specific questions to any School Psychology faculty.

Directions: The following self-assessment survey is the first step of the annual review process. It is designed to assist you and the program in assessing your performance and making related improvement plans when necessary. Your responses will be reviewed by the School Psychology faculty. Reflecting on your experiences over the last year, please respond to the items in this survey with an improvement-oriented focus (e.g., How did you perform? How can you sustain effective performance over the next year? How can you make progress in areas in need of improvement?). Please submit this form with your portfolio to the portfolio review committee by the submission deadline.

MSU School Psychology Student Self-Assessment Form

1. ACADEMIC COURSEWORK AND PERFORMANCE

List the courses you have completed in the last 12 months and your grades.

<table>
<thead>
<tr>
<th>Course Name and #</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the following questions regarding your performance in classes. Check (✓) the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Sometime(s) (3)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am on time for class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I attend all classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I have to miss a class, then I notify my professor prior to being absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ask questions as needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>I complete assignments on time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am engaged in classroom discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I possess and display initiative to learn and work hard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am well prepared for exams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep up with readings and assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do outside reading beyond the requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on these items and other considerations, (1) state one or more specific goals for yourself to sustain and/or improve your performance in classes during the coming school year, and (2) for each goal, indicate how you will know you’ve accomplished it.

Other (Please add any other comments related to your performance in classes that you wish to share)

<table>
<thead>
<tr>
<th>2. FIELD EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past year, in which setting(s) or capacities have you interacted with professionals outside of MSU?</td>
</tr>
</tbody>
</table>

Answer the following questions based on your professional field experiences and interactions outside of MSU. Check (✓) the appropriate box.

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Sometimes (2)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am punctual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I notify my field supervisor/contact prior to being absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I interact positively with all school members and families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I complete work as requested</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I actively participate/contribute</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on these items and other considerations, (1) state one or more specific goals for yourself to sustain and/or improve your performance in classes during the coming school year, and (2) for each goal, indicate how you will know you’ve accomplished it.

<table>
<thead>
<tr>
<th>Other (Please add any other comments related to your performance in classes that you wish to share)</th>
</tr>
</thead>
</table>

# 3. RESEARCH/SCHOLARSHIP/PROFESSIONAL ACTIVITIES

List your research/scholarship/professional activities during the previous year.

<table>
<thead>
<tr>
<th>Describe the status of your specialty study. What goals do you have for the next year for your specialty study?</th>
</tr>
</thead>
</table>

Based on these items and other considerations, (1) state one or more specific goals for yourself to sustain and/or improve your performance in classes during the coming school year, and (2) for each goal, indicate how you will know you’ve accomplished it.
### 4. MSU SCHOOL PSYCHOLOGY PROGRAMS COMPETENCIES

For this section, you may want to consult your student handbook regarding the coursework that contributes to each of the program objectives. Rate each topic below based on the amount of coverage you feel was incorporated into the curriculum through coursework, field experiences, research experience, etc. Secondly, rate your perceived level of competence in each of the areas.

Answer the following questions based on the program’s coverage of each competency as well as your perceived level of competence in each competency area. Check (√) the appropriate box.

<table>
<thead>
<tr>
<th>1. DATA-BASED DECISION MAKING AND ACCOUNTABILITY</th>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amount of coverage in curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perceived level of competence</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. CONSULTATION AND COLLABORATION</th>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amount of coverage in curriculum</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Perceived level of competence</td>
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</tr>
</tbody>
</table>
### 3. INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

Student demonstrates **knowledge** of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies; and demonstrates **skills** to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amount of coverage in curriculum</td>
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<td></td>
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<tr>
<td>• Perceived level of competence</td>
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</tr>
</tbody>
</table>

### 4. INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

Student demonstrates **knowledge** of biological, cultural, developmental, and social influences on behavior and mental health behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health; and demonstrates **skills** to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amount of coverage in curriculum</td>
<td></td>
<td></td>
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<tr>
<td>• Perceived level of competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. SCHOOL-WIDE PRACTICE TO PROMOTE LEARNING

Student has **knowledge** of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health; and demonstrates **skills** to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>• Perceived level of competence</td>
<td></td>
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</tbody>
</table>

### 6. PREVENTIVE AND RESPONSIVE SERVICES

Student has **knowledge** of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response; and demonstrate **skills** to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amount of coverage in curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perceived level of competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. FAMILY-SCHOOL COLLABORATION SERVICES
Student has **knowledge** of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools; and demonstrates **skills** to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of coverage in curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived level of competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 8. DIVERSITY IN DEVELOPMENT AND LEARNING

Student has **knowledge** of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity; and demonstrates **skills** to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of coverage in curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived level of competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 9. RESEARCH AND PROGRAM EVALUATION

Student has **knowledge** of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings; and demonstrates **skills** to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of coverage in curriculum</td>
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<td></td>
</tr>
<tr>
<td>Perceived level of competence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10. LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

Student has **knowledge** of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists; and demonstrates **skills** to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

<table>
<thead>
<tr>
<th>Insufficient (1)</th>
<th>Sufficient (3)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of coverage in curriculum</td>
<td></td>
<td></td>
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<tr>
<td>Perceived level of competence</td>
<td></td>
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</tbody>
</table>
APPENDIX E

MURRAY STATE UNIVERSITY
SCHOOL PSYCHOLOGY PROGRAMS
INTERNSHIP & PRACTICUM STUDENT EVALUATION

Note: The following School Psychology Practicum Student Evaluation is an example form designed to give you an idea of what the program will ask you to disclose during your annual review. The practicum evaluation form may undergo slight modifications over time and vary across different formats (e.g., paper, online). Please feel free to direct specific questions to any School Psychology faculty.

Date of Evaluation:_________________________
Student:____________________________________
Field Supervisor:____________________________

Directions: Ratings of the practicum student should be based upon actual observation and/or reports from staff, clients, families, other professionals, etc. Please rate the student’s competence as indicated using the following criteria.

Scoring Criteria:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inaccurate - Not Recommended for Practice with Strong Concerns</td>
<td>Inaccurate - Not Recommended for Practice At this Time</td>
<td>Accurate – Requires Minimal Supervision</td>
<td>Accurate – Meets Entry-Level Expectations</td>
<td>Accurate – Exceeds Entry-Level Expectations</td>
<td>Not Applicable at this Time</td>
</tr>
<tr>
<td>2</td>
<td>Competence is considered to be in need of further training. Intern seems to lack basic professional maturation in this area. Skill development seems doubtful.</td>
<td>Competence is currently considered below average, but supervision and experience are expected to develop the skill. Close supervision is required.</td>
<td>Competence is at an average level for functioning with moderate supervision.</td>
<td>Competence is assessed to be above average suggesting only a minimal need for supervision.</td>
<td>Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required.</td>
<td>Insufficient information to make a rating at this time.</td>
</tr>
</tbody>
</table>
General Competencies

<table>
<thead>
<tr>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Evaluation/Assessment: Testing Mechanics (NASP 2.1, 2.8)</strong></td>
</tr>
<tr>
<td></td>
<td>Cognitive Assessment</td>
</tr>
<tr>
<td></td>
<td>Social/Emotional Assessment</td>
</tr>
<tr>
<td></td>
<td>Behavior Assessment</td>
</tr>
<tr>
<td></td>
<td>Curriculum-Based Assessment</td>
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<tr>
<td></td>
<td>Achievement Assessment</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td><strong>Report Writing/Interpretation Accuracy (NASP 2.1-2.4, 2.8)</strong></td>
</tr>
<tr>
<td></td>
<td>Ability to Interpret Cognitive Data</td>
</tr>
<tr>
<td></td>
<td>Ability to Interpret Soc/Emot Data</td>
</tr>
<tr>
<td></td>
<td>Ability to Interpret Behavior Data</td>
</tr>
<tr>
<td></td>
<td>Ability to Interpret CBA Data</td>
</tr>
<tr>
<td></td>
<td>Ability to Interpret Achiev. Data</td>
</tr>
<tr>
<td></td>
<td>Ability to Generate integrated Report</td>
</tr>
<tr>
<td></td>
<td>Ability to Generate Appropriate Recommendations</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Ethical Behavior 1 – 2 = unethical; 3 – 4 = “ethical”; 5 = “very ethical” (NASP 2.10)</strong></td>
</tr>
<tr>
<td></td>
<td>Ethical Behavior with Children</td>
</tr>
<tr>
<td></td>
<td>Ethical Behavior with Teachers</td>
</tr>
<tr>
<td></td>
<td>Ethical Behavior with Parents</td>
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<tr>
<td></td>
<td>Ethical Behavior re: Records/Reports</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Intervention Effectiveness (NASP 2.3-2.5, 2.9)</strong></td>
</tr>
<tr>
<td></td>
<td>Practicality</td>
</tr>
<tr>
<td></td>
<td>Appropriateness to Problems</td>
</tr>
<tr>
<td></td>
<td>Specificity of Recommendations</td>
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<tr>
<td></td>
<td>Conceptual Clarity</td>
</tr>
<tr>
<td></td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>Follow-up</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Communication/Collaboration (NASP 2.2, 2.7)</strong></td>
</tr>
<tr>
<td></td>
<td>Staff Conferencing</td>
</tr>
<tr>
<td></td>
<td>Parent Conferencing</td>
</tr>
<tr>
<td></td>
<td>Administrative Conferencing</td>
</tr>
<tr>
<td></td>
<td>Case Staffing</td>
</tr>
<tr>
<td></td>
<td>Use of Supervisory Input</td>
</tr>
</tbody>
</table>
6. **Consultation (NASP 2.2-2.7)**
   - [ ] Problem/Need Identification
   - [ ] Plan Formulation
   - [ ] Plan Implementation
   - [ ] Follow-up and Evaluation
   - [ ] Family Consultation
   - [ ] Primary Caregiver Consultation
   - [ ] Other

7. **Interpersonal Skills**
   - [ ] Enthusiasm
   - [ ] Dependability
   - [ ] Promptness
   - [ ] Creativity
   - [ ] Productivity
   - Rapport with:
     - [ ] clients
     - [ ] staff
     - [ ] parents
     - [ ] Other

8. **Teaching/Workshop Presentation Skills (Interns only; NASP 2.5)**
   - [ ] Planning
   - [ ] Implementation
   - [ ] Evaluation
   - [ ] Other

For Practicum Students **ONLY** (Questions 9-11)

9. Approximately what percentage of the ARC/MD referral and evaluation process does this student understand at this point?_________What areas need further development in this regard?

10. Assuming that this student would be beginning their internship in the Spring 2018, what areas would need the most work or supervision?

11. Is this student ready for an internship? Why or why not?
11. Overall Rating of the Student/Intern

Please summarize any strengths or limitations not mentioned on the above rating scale. Note any training experiences that should be planned for the future for this Student

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I have read and understand this evaluation.

________________________________________________________________________

School Psychology Student ______________________________ Date

________________________________________________________________________

Practicum Field Supervisor ______________________________ Date
## APPENDIX F
### MURRAY STATE UNIVERSITY
### SCHOOL PSYCHOLOGY PROGRAMS ASSESSMENT PLAN

<table>
<thead>
<tr>
<th>NASP Practice Domains</th>
<th>At Admission</th>
<th>Year 1</th>
<th>Years 2 &amp; 3 (if applicable)</th>
<th>Internship</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Data-Based Decision Making and Accountability (NASP 2.1)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>2. Consultation and Collaboration (NASP 2.2)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>3. Intervention and Supports: Academics (NASP 2.3)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>4. Intervention and Supports: Social and Life Skills (NASP 2.4)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>5. School-Wide Practices to Promote Learning (NASP 2.5)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>6. Preventive and Responsible Services (NASP 2.6)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>7. Family-School Collaboration (NASP 2.7)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
<tr>
<td>8. Diversity in Development and Learning (NASP 2.8)</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Practicum, Portfolio Review, Annual Faculty Review, Self-Assessment Survey</td>
<td>Coursework, Annual Faculty Review, Self-Assessment Survey</td>
<td>Alumni Survey Employer Survey</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G
MURRAY STATE UNIVERSITY
STUDENT PORTFOLIO ACTION PLAN

Student Name: _____________________________
Evaluation Date: ____________________________
Advisor: __________________________________

The following elements of the student’s annual review were determined to be below expected levels and require action:

☐ Curriculum Vitae
☐ Self-Evaluation
☐ Individual/Group Counseling Analysis
☐ Psychological/Psychoeducational Evaluation
☐ Behavior Intervention
☐ Academic Intervention
☐ Consultation Report
☐ Praxis II Score Report

What was the reason for the component(s) indicated above receiving a grade of “Below Expected”?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
________________________________________

What does the student need to do to meet program expectations for the component(s) indicated?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Next Meeting Date: _____________________

Results of Second Meeting:
☐ All components indicated above now meet expected levels
☐ At least one component remains “Below Expected”; student fails annual review

These results are final and not subject to further review.
APPENDIX H
MURRAY STATE UNIVERSITY
STUDENT REMEDIATION PLAN

Student Name: __________________________ Meeting Date: __________________________

Members Present:

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
5. ___________________________________

SECTION 1: Problem areas that are impairing the student’s progress in the program:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

SECTION 2: Expected behaviors and/or attitudes that are needed moving forward:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
SECTION 3: Methods for evaluating student progress with the goals listed in Section 2:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

SECTION 4: Perceived barriers that may impede successful goal attainment:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Reevaluation Date: _____________________

By signing, the student understands that he/she is formally placed on probation contingent upon the successful completion of the agreed upon plan listed in this Student Remediation Plan by the reevaluation date. Failure to complete the agreed plan will result in dismissal from the program.

_________________________________  ________________________________________
Student Signature              Department Chair

_________________________________  ________________________________________
Program Director              Faculty Member

Results of Second Meeting:

☐ The specified concerns no longer present a significant problem - The student is allowed to continue in the program
☐ Continued probation and remediation, an updated remedial/behavioral plan, and a date set for another re-evaluation
☐ Formal dismissal from the program

These results are final and not subject to further review.