MURRAY STATE UNIVERSITY

SCHOOL PSYCHOLOGY PROGRAMS HANDBOOK

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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, fieldwork, and program 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 and Human Services. 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 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 our programs at Murray State University. Please find included in the handbook policies and procedures set forth by the program, the College of Education and Human Services, and Murray State University. Needed information that is not included in this handbook can be provided by faculty advisors, the program director, or one of the following sources:

Murray State University Academic Bulletin
murraystate.edu/academics/RegistrarsOffice/

Murray State University Student Life Policies and Handbook
murraystate.edu/headermenu/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 MSU School Psychology Programs Handbook is updated and revised on a regular basis.

III. GENERAL INFORMATION

The MSU School Psychology Programs are currently housed in the Educational Studies, Leadership, and Counseling (ELC) department in the MSU College of Education and Human Services. The ELC department also oversees programs in Counseling, Education Administration, Human Development and Leadership, Postsecondary Education, and P-20 and Community Leadership with Dr. Samir Patel serving as the Department Chair. The program leads to an Education Specialist (Ed.S.) Degree in School Psychology or a state-level practice endorsement (6th Year Recertification Program). We also oversee a KY testing endorsement (Individual Intellectual Assessment Endorsement) for school counselors.

Upon admission to the School Psychology Programs, you will be assigned a faculty advisor who will work closely with you throughout 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, elective courses). 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, professional interests, and future career goals. You may choose to change your faculty advisor if you wish. We believe it is important to 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 listserv 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 MSU email account 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 Human Services, 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 MSU School Psychology Programs 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 consists of 60 graduate credit hours including the following:

- ➢ Didactic coursework
- ➢ Practicum
- ➢ Year-long internship
- ➢ Student portfolio (Ed.S. only)
- ➢ Annual evaluations

Our programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), and our Specialist's degree has full program approval with the National Association of School Psychologists (NASP).

Program Mission, Philosophy, and Goals

Our program's mission is to equip entry-level school psychologists with the expertise needed to facilitate the development and well-being of *all* children and youth through direct and indirect services.

Our philosophy is that school psychologists are highly-trained professionals who advocate for students' right to learn and be treated justly, promote effective practices, and work to remove barriers that impede lifelong success. Success refers not only to accomplishment of immediate goals but also to long-range goals of adulthood such as maximizing personal potentials, wellness,

meaningful work, and contributing to society. School psychologists are important agents who assist learners, families, teachers, and others with educational and personal advancement. Ultimately, our program emphasizes prevention and intervention services related to the developmental, 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 practitioner-scholars, 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 but, instead, are inextricably linked when considering the work of school psychologists across a diverse range of practice settings. The scientific, evidence-based orientation to practice is emphasized at all levels of the program

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 on 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 ethical.

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 two 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 Specialist in Education 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, student portfolio, and internship.

6th Year Certification in School Psychology. The 6th Year program is a certificate of advanced graduate studies (CAGS or "recertification") 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 as a school psychologist. The recertification program is comprised of coursework, practicum, and internship.

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 Practice Domains and Program Competencies

To accomplish the program's mission and vision, the objective of the program is to develop following competencies outlined in *The Professional Standards of the National Association of School Psychologists* (NASP, 2020).

Domain #1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.
Objectives for Domain #1. Students become competent in using psychological and educational assessments, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
Competencies for Domain #1: 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.
Domain #2: Consultation and Collaboration
School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services. 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 effectively with others.
Objectives for Domain #2. Students become competent in consultation skills for prevention and intervention.

Competencies for Domain #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.

Domain #3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

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

Competencies for Domain #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.

Domain #4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning.

School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

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

Competencies for Domain #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.

Domain #5: School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

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

Competencies for Domain #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.

Domain #6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.
Objectives for Domain #6. Students become competent in designing, implementing, and evaluating prevention and responsible services across all aspects of school functioning along the home-school-community continuum.
Competencies for Domain #6: Students will demonstrate knowledge and skills in developing, implementing, and evaluating prevention programs for children and families.

Domain #7: Family, School, and Community Collaboration
School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children
Objectives for Domain #7. Students become competent in designing, implementing, and evaluating intervention supports through family-school collaboration.
Competencies for Domain #7: 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.

Domain #8: Equitable Practices for Diverse Student Populations
School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.
Objectives for Domain #8. Students become knowledgeable of developmental and individual differences and their impact on physical, social, academic, cognitive, affective, and behavioral functioning.

Competencies for Domain #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

Domain #9: Research and Evidence-Based Practice

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 Domain #9. Students become competent in competent in designing and conducting research and analyzing data.
Competencies for Domain #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.

Domain #10: Legal, Ethical, and Professional Practice

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 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.
Objectives for Domain #10. Students become competent in ethical and legal standards for school psychologists.
Competencies for Domain #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. Below are a list of the required courses arranged by general domain. Please see Appendix G for the Course Matrix that demonstrates how each course covers the program competencies and the NASP Professional Standards (2020).

Individual Assessment Courses (12 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
CNS 683	Tests and Measurements		FA/SP
CNS 676	Clinical Diagnosis and Tx Planning		SU
CNS 689	Individual Testing	CNS 683	FA
CNS 690	Advanced Individual Testing	CNS 689	SP

Intervention/Consultation Courses (12 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
CNS 620	Learning Theories and Applications		SU
CNS 615	Behavioral Assessment and Intervention	CNS 620	FA
CNS 677	Instructional Assessment and Intervention		SP
CNS 687	School-based Consultation		SP

Counseling Courses (9 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
CNS 619	Foundational Counseling Techniques		FA
CNS 671	Multicultural Counseling		SP
CNS 692	Group Counseling		SP

Research Methods Courses (6 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
SED 610	Single-Subject Research Designs		SU
ADM 725	Adv. Methods of Quant. Research in Ed.	SED 610	FA

Related School Psychology Courses (12 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
CNS 688	Professional School Psychology		FA
SED 603	Special Ed. Law and Procedures		FA
CNS 635	Human Development		FA/SU

Fieldwork Courses (9 hours)

Course Code	Course Name	Prerequisite	Semester(s) Offered
CNS 790	Practicum		FA/SP

CNS 791	Practicum II	CNS 790	FA/SP
CNS 794	Internship I	CNS 790	FA/SP
CNS 795	Internship II	CNS 794	FA/SP

Total: 60 hours

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 and Community

Murray State University. MSU is a four-year public university located in southwest Kentucky. MSU currently consists of 6 colleges/schools and 145 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.

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. Susana Bloomdahl. 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 (ACS), Community Leadership and Human Services (CLS), and Early Childhood and Elementary Education (ECE).

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 and Community Leadership. All of these school-related programs are NCATE and CAEP 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 and Initiatives

Graduate Programs. The School Psychology Programs at MSU was established in 1997 by Dr. Mardis Dunham as a counseling program specialty that offered a recertification 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 boasted 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 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 who are both trained 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.

Center for Autism Spectrum Disorders. 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.

In 2019, the MSU Board of Regents approved the creation of the MSU Center for Autism Spectrum Disorders with the goal of providing greater training options to MSU students as well as greater services to the region. The CASD is currently housed in Carr Hall and provides a number of direct services:

- Diagnostic assessment services in collaboration with the MSU Assessment Center
- Parent trainings
- School consultations (e.g., FBA, intervention planning, staff trainings)
- Intensive early intervention (ages 2-5 years old)

Assessment and Intervention Materials Library (AIML). The AIML houses an extensive collection of psychological and psychoeducational assessment, intervention materials, and texts. 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 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 AIML.

AIML Assessment Materials

Achievement:
- Kaufman Test of Educational Achievement – Third Edition (KTEA III)
- Wechsler Individual Achievement Test (WIAT)
- Woodcock Johnson Tests of Achievement – Fourth Edition (WJ-IV ACH)
- DIBELS 8th Edition Benchmark Assessment
- DIBELS DEEP Reading Assessments
- Grey Oral Reading Test – Fifth Edition (GORT-5) Form A
- Key Math-Revised NU Forms A and B

Adaptive Behavior:
- Adaptive Behavior Assessment System – Third Edition (ABAS III)
- Scales of Independent Behavior-Revised (SIB-R)
- Vineland Adaptive Behavior Scales – Third Edition (Vineland-3)

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
- Gilliam Autism Rating Scales – Third Edition (GARS-3)
- Monteiro Interview Guidelines for Diagnosing the Autism Spectrum – Second Edition (MIGDAS-2)
- Social Communication Questionnaire – Second Edition (SCQ-2)
- Social Responsiveness Scale – Second Edition (SRS-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)
- Home Situations Questionnaire – Second Edition (HSQ-2)

Cognitive:

Verbal
- Kaufman Assessment Battery for Children – Second Edition (KABC-II NU)
- 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 – Fourth Edition (Bayley 4)
- Battelle Developmental Inventory- Second Edition (BDI-2 NU)
- Developmental Indicators for the Assessment of Learning (DIAL-4)

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

Neuropsychological and Memory:
- Behavior Rating Inventory of Executive Functioning – Second Edition (BRIEF-2)
- Continuous Performance Tests (CPT's)
- Rey Auditory Verbal Learning Test (RAVLT)
- Rey Complex Figure Test and Recognition Trial (RCFT)
- The Booklet Category Test (BCT)
- Test of Learning and Memory – Second Edition (TOMAL-2)
- Wechsler Memory Scale – Fourth Edition (WMS-IV)
- Wide Range Assessment of Memory and Learning (WRAML)

Personality/Social/Emotional:
- Beck Youth Inventories
- Minnesota Multiphasic Personality Inventory (MMPI-A)
- Minnesota Multiphasic Personality Inventory (MMPI-2)
- NEO Personality Inventory – 3rd edition (NEO-3)
- Personality Assessment Inventory (PAI)

- ➢ Personality Assessment Inventory - Adolescent (PAI-A)
- ➢ Brown ADHD Scales (Adult and Adolescent) *
- ➢ Conners CPT-II
- ➢ Conners Rating System

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

AIML Intervention Materials

Curriculum-based Assessments (CBA):
- ➢ Reading
  - ➢ DIBELS ® 8th Edition Benchmark Assessments
  - ➢ DIBELS ® 8th Edition Progress Monitoring Assessments
  - ➢ DIBELS ® Next Survey
  - ➢ DIBELS ® Deep
    - ▪ Phonemic Awareness
    - ▪ Word Reading and Decoding
  - ➢ Phonemic Awareness Screener Assessment
- ➢ Math
  - ➢ Excel-based Math Probes
    - ▪ Number writing to 75
    - ▪ Sum to 6
    - ▪ Sum to 9
    - ▪ Sum to 18
    - ▪ Sub from 10
    - ▪ Sub from 20
    - ▪ 2x2 Sum with regrouping
    - ▪ 2x2 Sum without regrouping
    - ▪ 2x2 Sub
    - ▪ Multi to 81
    - ▪ 2x1 Multi
    - ▪ 2x2 Multi
    - ▪ Div from 81
- ➢ Written Expression
  - ➢ Story Starters
- ➢ Spelling
  - ➢ Words Their Way: For Pre-K
  - ➢ Words Their Way: Letter and Picture Sorts for Emerging Spellers

*AIML Texts**

- ➢ ABA for SLPs: Interprofessional Collaboration for Autism Support Teams (Gerenser & Koenig, 2019)
- ➢ ABA Tools of the Trade (Blanco & Demiri, 2017)
- ➢ Action Research in Education: A Practical guide (Efron & Ravid, 2013)
- ➢ Advancing Evidence-Based Practice Through Program Evaluation (Morrison & Harms, 2018)
- ➢ American Public School Law (Alexander & Alexander, 2011)
- ➢ Applied Behavior Analysis (Cooper, Heron, & Heward, 2020)

- Best Practices in School Crisis Prevention and Intervention (Brock & Jimerson, 2012)
- Best Practices in School Psychology: Data Based and Collaborative Decision Making (Harrison & Thomas, 2014)
- Best Practices in School Psychology: Foundations (Harrison & Thomas, 2014)
- Best Practices in School Psychology: Student-Level Services (Harrison & Thomas, 2014)
- Best Practices in School Psychology: System Level Services (Harrison & Thomas, 2014)
- Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide (Steege & Watson, 2009)
- Controversial Therapies for Developmental Disabilities (Foxx & Mulick, 2016)
- Counseling in Schools: Comprehensive Programs of Responsive Services for All Students (Schmidt, 2013)
- Counseling Strategies and Interventions for Professional Helpers (Cormier, 2014)
- Crucial Conversations: Tools for talking when stakes are high (Patterson, Grenny, McMillan, & Switzler, 2002)
- Defiant Children: A clinician's manual for assessment and parent training (Barkley, 2013)
- Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (APA, 2013)
- Effective School Interventions (Burns, Filey-Tillman, & Rathvon, 2017)
- Ethics and Law for School Psychologists (Jacob, Decker, & Lugg, 2016)
- Foundations of Behavioral, Social, and Clinical Assessment of Children (Sattler, 2014)
- Group Counseling: Strategies and Skills (Jacobs, Masson, Harvill, & Schimmel, 2015)
- Handbook of Preschool Mental Health: Development, Disorder, and Treatment (Luby, 2017)
- Historical Encyclopedia of School Psychology (Fagan & Warden, 1996)
- Influence: The Psychology of Persuasion (Cialdini, 2006)
- Learning and Behavior (Mazur, 2016)
- Parents and Adolescents Living Together Part 1: The Basics (Patterson & Forgatch, 2005)
- Parents and Adolescents Living Together Part 2: Family Problem Solving (Patterson & Forgatch, 2005)
- Pediatric Disorders (McCabe & Shaw, 2010)
- Practical Handbook of School Psychology (Gimpel Peacock, Ervin, Daly, & Merrell, 2012)
- Practical Statistics for Educators (Ravid, 2014)
- Responses to Intervention: Principles and Strategies for Effective Practice (Shidsey & Steege, 2010)
- Response to Intervention and Precision Teaching: Creating Synergy in the Classroom (Johnson & Street, 2013)
- School Crisis Prevention and Intervention: The PREPaRE Model (Brock et al., 2009)
- School Neuropsychology: A Practicioner's Handbook (Hale & Fiorello, 2004)
- School Psychology Past, Present, and Future (Fagan & Wise, 2007)
- Single Case Research Methodology: Applications in Special Education and Behavioral Sciences (Gast & Ledford, 2018)
- SPSS Demystified: A Simple Guide and Reference (Yockey, 2017)
- The ABCs of CBM: A practical guide to curriculum based measurement (Hosp, Hosp, & Howell, 2016)
- The Behavior of Organisms (Skinner, 1991)
- Verbal Behavior (Skinner, 2008)
- Your Defiant Child (Barkley & Benton, 2013)

*A comprehensive materials and textbook list is maintained by the program director. Please reach out to one of your faculty if you'd like to review all available texts and materials.

School Psychology Club. Our programs host bi-semester trainings that are designed to be student-driven. We believe that it is important for graduate-level students to transition from simply being consumers of information to having active roles in their training and, subsequently, their professional identities as emerging school psychologists. Students who have a topic request are encouraged to reach out to a faculty member at any time. Typically, each semester will host one "larger" training and one "smaller" training although this can vary. For larger trainings, we will attempt to bring in outside professionals or host a more formal training and cater dinner. Examples of past School Psychology Club topics include:

- ADOS-2 training
- School crisis prevention and triage
- Myths and misconceptions in education

- ➢ Tier 2 and 3 intervention considerations
- ➢ Panel with local special education directors
- ➢ Medicaid and school psychological practice
- ➢ Public Service Loan Forgiveness (PSLF)
- ➢ Infinite Campus © workshop

School Psychology 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:

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.

Faculty	University
Dr. Samir Patel	University of Central Florida
Dr. Rebecca Pender Baum	Idaho State University
Dr. Justin Brogan	Regent University

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.

Faculty	University
Dr. Jamie Mahoney	University of Phoenix
Dr. Eric Umstead	Tennessee State University

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 relevant exams (e.g., GRE). It should be noted that respecialization students are not required to submit GRE scores.

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 related service fields (e.g., social work, 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.

Our programs strive to support both full-time and part-time students. We understand that our students experience varying life circumstances that require different course loads. We also recognize that typical school psychology programs are highly structured and, as a result, can be inflexible to professional or distance learners. Therefore, our program makes every effort to support both full-time and part-time students who are in good standing. For our program, we define full-time as at least 9 credit hours in the fall/spring semesters and 6 credit hours in the summer semesters.

Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services. Please contact the MSU Office of Institutional Diversity, Equity, and Access for more information.

Financial Support

We believe that pursuing a graduate education is a significant investment in your future. However, we would be remise 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.

Scholarships. The COEHS awards more than $500k in scholarships each year across both graduate and undergraduate students. School psychology students are eligible for a number of competitive scholarships through the college by completing the General Scholarship Application. A list of scholarships can be found by visiting the COEHS scholarship webpage ([link](#)). Click [here](#) to apply for a scholarship. There are also a number of external scholarships with school psychology partners (e.g., NASP, APA). Reach out to the Program Director if you need assistance with finding or applying for a scholarship.

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 of 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, and 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.

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., CAEP, 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. 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 semester of graduate study.

Course Waivers

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. Our program allows for Ed.S. degree-seeking students to waive up to 9 hours of previous graduate credit. All previous graduate coursework must have been completed no longer than 8 years prior to the course waiver taking place. For example, a student who took previous graduate coursework in 2012 would be eligible for a possible course waiver if applying in 2020 since it occurred no longer than 8 years prior. Students must submit a copy of the course syllabus along with a one-page rationale for why the waived course was sufficiently covered in the previous

course. Once received, the program faculty will review the application and determine whether to waive the course or not. There is no appeal process for course waivers.

Recertification students are allowed to waive an unspecified number of previous graduate courses with no time limit. The same process is used for recertification student as Ed.S. degree-seeking students. Although there are less university limitations on course waivers for recertification students, we wish to point out that our faculty are equally judicious when reviewing previous coursework. We must ensure that all graduates are equally prepared for competent practice in school psychology, even if MSU allows greater waiver flexibility.

Elective Courses

MSU offers a diverse number of specialty graduate courses across different departments in the COEHS. Please discuss any interest in taking elective courses with your program advisor.

Verified Coursework in ABA. Our program offers specialty coursework in Applied Behavior Analysis (ABA) specifically designed for school psychologists. These courses are verified by Applied Behavior Analysis International © (VCS# 51027) and allow our students to be eligible to accrue clinical hours toward board certification in behavior analysis (i.e., BCBA). Very few school psychology programs offer such a specialized experience!

You'll notice that *over half* of the ABA courses are already required for the school psychology programs, so students only need two extra courses to complete the VCS. This equates to one extra class for a fall and spring semester.

ABA Courses (21 hours)

➢ CNS 620: Learning Theories and Applications
➢ CNS 615: Behavioral Assessment and Intervention
➢ CNS 677: Instructional Assessment and Intervention
➢ CNS 687: School-based Consultation
➢ SED 610: Single-subject Research Designs
➢ *SED 620: Ethical and Professional Practice in Behavior Analysis
➢ *SED 630: Advanced Topics in Behavior Analysis

*elective courses not required by our programs

Annual Program Activities

During your First Year:

➢ Meet with your advisor
➢ Join professional organizations: NASP, state organizations (e.g., KAPS, TASP, ISPA), APA Div. 16
➢ Purchase LiveText portfolio membership and begin work on your portfolio (Ed.S. only)

➢ Print off and sign program form with your advisor (link)
➢ Discuss practicum experiences with your advisor
➢ Complete annual student evaluation/portfolio evaluation process (portfolio for Ed.S. only)

During your Second Year:

➢ Complete field-based practica
➢ Schedule and take the Praxis ® II Exam before beginning internship
➢ Complete annual student evaluation/portfolio evaluation process (portfolio for Ed.S. only)
➢ Complete all coursework
➢ Secure internship placement for Year 3

During your Third Year:

➢ Rock it on internship!
➢ Complete annual student evaluation/portfolio evaluation process (portfolio for Ed.S. only)
➢ Finish your LiveText portfolio permanent products (Ed.S. only)
➢ Apply for NCSP/state certification!
➢ Graduation!

Practicum

Students must enroll in 6 credit hours of practicum during their final year of coursework at MSU (CNS 790, CNS 791), typically in the second year of the program. Students are required to log at least 400 clock hours during their practicum semester(s). We expect practicum students to receive a balanced experience that includes direct, indirect, and support services across multiple settings. 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.

Placement. We have secured several practicum sites over the years and maintain excellent relationships with these sites. We also wish to honor a student's request to work in a particular district, even if we do not have a relationship with them. To accomplish this, we expect our students to have shared investment and agency with our program to secure an appropriate placement, especially if you wish to pursue a novel placement. We will work closely with you to negotiate these placements but, ultimately, the responsibility for securing a novel practicum placement is your responsibility.

Expectations. All practicum sites require a minimum of one day per week in the practicum setting. It is recommended that students either commit a minimum of two full days or multiple half-days to their practicum each week with an average of 10-12 per 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 requests additional support or he/she displays areas that

require more significant support. We also expect our students 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.

Community-based Practicum. Because school psychology is not defined by a particular location but, rather, a set of expertise working youth and families, our program allows for up to 200 hours of student practicum to be completed in an applied, non-educational setting. We will refer to these experiences as *community-based practicum*. All community-based practicum <u>must</u> be preapproved with the program director several weeks in advance before your practicum semester begins. Community-based practicum will be supervised the same as school-based practicum and require on-site supervision and verification of fieldwork hours, logging monthly activities, and supervision from a program faculty member. As such, all community-based practicum should include school psychological activities including, but not limited to, psychological/psychoeducational assessment, direct intervention (i.e., academic, social/emotional, behavioral, early intensive), consultation, and program evaluation.

Fieldwork Logs. For both practicum and internship, students will be required to maintain detailed logs of their school psychological activities (see Appendix K for an example). Eligible fieldwork activities are divided into five categories: (1) assessment, (2) consultation, (3) direct intervention, (4) supervision, and (5) professional development. These fieldwork activities include direct, indirect, and support activities, which are all expected of a school psychologist. Our expectation is that students log no less than 40% direct contact hours. Specific details for logging hours will be discussed during your first supervision meeting. Students who do not receive an adequate practicum experience may be subject to an alternative competency-based assessment in order to determine their readiness for internship. Once fieldwork hours are logged, you will print off a hard copy of your fieldwork hours and obtain signatures from your field supervisor, your faculty supervisor, and, finally, yourself. Your fieldwork logs will be used to analyze students' collective experiences in the field in order to optimize your fieldwork training during the program.

Malpractice Insurance. All students completing fieldwork will also be required to secure and provide evidence of student malpractice insurance with a minimum of $1,000,000/$3,000,000 coverage. You can purchase student malpractice insurance from a number of providers for an annual fee of approximately $25-$35 (which is <u>very</u> affordable!). Our program recommends purchasing malpractice insurance with the American Professional Agency, Inc. ([link](#)) for $35. There's also a discount for NASP members if you purchase with them! ([link for NASP members](#)).

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.

All prospective interns must satisfy the following conditions before beginning the internship:

➢ Be in good academic standing with the program (Students who are on probation are not permitted to begin internship until their Student Remediation Plan is resolved)
➢ All required coursework must be completed prior to the beginning of the internship, including practica. Students experiencing adverse, unexpected circumstances may request permission to take no more than one required course during internship
➢ Obtain a passing score on the Praxis ® II exam
➢ Have no account holds with the Registrar's office

A separate *Internship Handbook* has been prepared for interns that contains more specific information. You will receive this handbook before beginning your internship. A summary of the internship experience and expectations are included here for your reference.

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 NASP are followed by the program. Our programs require that 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 after graduating from our program. 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 individual, face-to-face supervision per week. 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, your program faculty are here to help you through the process! 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.*

Student Portfolio

All Ed.S. students are required to complete a student portfolio before graduation (see Appendix A). 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 November or April, depending on when you began the program. 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.

Research Project. Students pursuing the Ed.S. degree are required to complete a research project as part of your student portfolio. The research project 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 current being implemented. Emphasis is placed on practical knowledge more so than producing original scholarship at the specialist's level, which affords our students unique opportunities to directly link research to practice.

Project Criteria. The primary directive of the research project is that a student's research project must promote the field of school psychology in a meaningful way through evaluation and synthesis research methodologies. Examples of some, but not all, research projects include large-group experimental studies, small-n/single-subject studies, program evaluations, local service projects, and literature reviews on school psychological practices. 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 faculty advisor regarding project ideas before selecting what you'd like to do.

Project Proposal. The proposal meeting is to help determine the viability of the project. Ideally, your project should be proposed in either SED 610: Single-Subject Research Designs or ADM 725: Advanced Methods of Quantitative Research in Education. Your proposal should include a review of current literature on your subject, proposed methodology, and how your project promotes the field of school psychology.

Institutional Review Board. Before carrying out your project, you may need approval from the MSU Institutional Review Board (IRB). If your project requires IRB approval, then 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 previous 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 completing your research project, students will be required to complete an oral defense with the program faculty. 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 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. Remote presentations are acceptable if prior arrangements are made with your faculty. 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 program faculty 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 prepare a tangible, written product as evidence of their project's rigor and execution. There are three main methods for satisfying this requirement

1. **Prepare a written report**. Students may elect to write up their project and its findings using proper APA formatting guidelines. Written reports must be a minimum of 12-15 pages excluding the cover page, references, and any appendices. Comprehensive literature reviews must include an introduction, review of relevant research, and implications/future directions section. Empirical studies must include the following sections:
   ➢ Literature Review: 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?

2. **Present at a peer-reviewed conference**. Students may elect to submit their research project to a regional or national school psychology conference as either a paper or poster presentation. Students must select conferences or meetings that use peer-review for selecting presentations. Evidence for this option must include a copy of your acceptance letter and evidence of your presentation (e.g., picture of you with your poster at the conference).

3. **Submit your study as a manuscript**. Students may wish to prepare their study as a manuscript for journal submission. Students who select this option will work with a program faculty to select an appropriate journal, synthesize their study to conform to the

journal's scope and audience, and submit your work for possible publication. Students <u>do not</u> need to have their manuscript accepted for publication in order to satisfy the written requirement; the manuscript should simply be submitted. This option may be desirable for students who wish to apply to doctoral programs in the future.

VIII. ACADEMIC POLICIES AND 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 research project 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 research project chair will be.

Continuous Enrollment

Our programs require continuous enrollment 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 Appendix B). 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 our programs or the COEHS. The following conditions will result in

disciplinary action:

➢ Students who earn a C grade or below in a program course. This will result in a Student Remediation Plan to address the poor performance. The advisor hold will be released after the Student Remediation Plan meeting. Failure to successfully resolve the conditions of the remediation plan in no more than one semester will result in automatic dismissal from the program.

➢ Students who fail to maintain a B average (GPA 3.00) in graduate coursework required by the program for two consecutive semesters (including summer semesters). This will result in automatic dismissal from the program.

Grievance Procedures

If a student in the program believes that he/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 COEHS 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 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 our programs are vitally important in maintaining the quality of the program. Foremost, the faculty adhere to the most recent versions of the *NASP Professional Code of Ethics* as well as the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*. 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 and 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 through their coursework and fieldwork requirements. Students' strengths 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 generalize 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, program faculty, and fieldwork supervisors 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 recognize 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 your fieldwork 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 that 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 that 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 and 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 with feedback session
- ➢ Practicum and internship logs and evaluations
- ➢ Student portfolio review (Ed.S. only)
- ➢ Competency exam (Praxis)
- ➢ Classroom performance and grades

Annual Student Evaluation

At the end of each academic year, 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 (Ed.S. only)
- ➢ Faculty rating of program competencies
- ➢ Self-assessment of professional dispositions and program competencies

The program faculty meet as a group to review your annual review materials and discuss each student's progress. The Program Director, along with the program faculty 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, 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 program itself, in general. If a student wants to contest any portion of the

evaluation letter, then 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. <u>Students who fail to complete all requirements of the annual review will not be allowed to register for courses and may be discontinued from the program.</u>

Portfolio Assessment

Students in the Ed.S. degree program are required to submit a student 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 Student Portfolio section and 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 assessment 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 assessment also provides an opportunity for structured self-reflection, which allows you to assess your own development towards your professional goals. Through the portfolio assessment, you will know where you are doing well and in which areas further experience or skill development may be necessary. We 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.

Ed.S. degree-seeking students will submit his/her LiveText portfolio to the Program Director (LiveText user name: srsimons0528), who will then review them with all 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: (0) Below Expectations, (1) Meets Expectations, and (2) Exceeds Expectations (see Appendix C). Any section that earns a rating of "Below Expectations" will result in a Student Portfolio Action Plan (see Appendix H) 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.

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

<u>Student admitted during the Spring semester must submit portfolios by the</u> **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, our program requires that all students pass the Praxis ® II exam in School Psychology that is administered by the Educational Testing Service (ETS). The passing score (currently a 147) 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 Kentucky to become a Licensed School Psychologist. For more information can be found on the ETS website.

Remediation, Withdrawal, and 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 that 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 I). 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.

Please note that you are here voluntarily. If you chose 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.
> ➢ Dismiss the student from the program.

APPENDIX A

**MSU SCHOOL PSYCHOLOGY PROGRAMS
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. CURRICULUM VITAE.
Purpose: The inclusion of a CV is to provide you with specific feedback as you formulate your professional documentation. Well-organized CVs 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 CV throughout the program. The CV 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 CV 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 CV; major grammatical and/or structural errors are evident; CV does not adequately reflect the student's strengths and experiences.

2. PSYCHOEDUCATIONAL EVALUATION
Purpose: The inclusion of a 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 parent/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 teacher/parent 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 adult-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. COUNSELING CASE ANALYSIS
Purpose: The inclusion of a counseling case 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 Foundational Counseling Techniques, Group 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:
- ☐ Video or transcription of a counseling session
- ☐ Correct usage of counseling techniques (at least 5):
  - • Opening
  - • Paraphrasing

- Active/empathetic listening
- Confronting
- Congruence
- Conceptualizing main issue
- Encouragement
- Focusing summary
- Identifying core emotion
- Identifying second emotion
- Patterns
- Probe
- Reflection of meaning
- Reflection of feeling
- Self-disclosure
- Uncovering patterns
- Underlying emotion

☐ Self-reflection and critique of techniques utilized

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 PLAN
Purpose: The inclusion of an academic intervention plan 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 plan 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 based on the Instructional Hierarchy (IH)
☐ 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 will be measured
- Description of how treatment integrity will be assessed
- Description of how new skills will be generalized across settings or tasks
- Results of intervention, graphed, if applicable
- Plan to modify intervention, if applicable

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

5. BEHAVIOR INTERVENTION PLAN
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 plan 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 behavior(s) that is focus of intervention
- Results of functional behavior assessment (FBA)
- Hypothesized function based off of FBA
- 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 will be measured
- Description of how treatment integrity will be assessed
- Description of how new skills will be generalized across settings or tasks
- Results of intervention, graphed, if applicable
- Plan to modify intervention, if applicable

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 ACTIVITY

Purpose: The inclusion of a consultation activity is to provide evidence that you (a) understand the role of consultation to promote positive change, (2) how to promote positive change through indirect service delivery, (3) how to foster home-school collaboration through consultation, and (4) how to appropriately intensify and fade supports throughout the consultative relationship. The consultation activity 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:
  ☐ Client-centered consultation
    o Operational definition of the skill area that is focus of intervention
    o Results of curriculum-based assessment and/or functional behavior assessment
    o Hypotheses for the client deficit
    o Baseline data collected and graphed
    o Goal set based on baseline data and expressed in measurable terms
    o Step-by-step description of intervention(s)
    o Description of how the intervention addressed the hypotheses developed
    o Indication of how progress towards the goal was measured
    o Description of how treatment integrity was assessed
    o Description of how new skills were generalized across settings or tasks
    o Results of intervention, graphed
    o Plan to modify intervention is necessary
  ☐ Coaching
    o Description of the problem and need for coaching support
    o Baseline data collected and presented in a graph or table
    o Task analysis with feedback from the consultee
    o Description of how treatment integrity was assessed
    o Recommendations for generalization and maintenance
    o Evaluation data regarding coaching effectiveness
  ☐ Systems-level
    o Description of the problem and desire for consultation
    o Description of the needs assessment used
    o Pre-test data
    o Data-driven goals including site action plans
    o Goal attainment are outlined with post-test data, if applicable

o　Recommendations for further implementation

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. RESEARCH PROJECT
Purpose: The research project affords an opportunity for you to demonstrate several key professional behaviors including your awareness of contemporary school psychological issues, synthesis of previous literature on a given topic, research design, data collection and analysis, and interpretation of findings to inform practice. This portfolio component will be scored during your project defense.

Description of the research project include the following:
- ☐ Written Component (one of three options listed in handbook)
  - o Literature review
  - o Research question(s)
  - o Methodology
  - o Results
  - o Discussion
- ☐ Oral Component
  - o Visual materials are made by student
  - o Presentation is clear, concise, and accurate
  - o All written components are included in the presentation

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

APPENDIX B

MSU SCHOOL PSYCHOLOGY PROGRAMS
STUDENT PORTFOLIO GRADING RUBRICS

PSYCHOEDUCATIONAL EVALUATION RUBRIC

Component	Full Points	Partial Points	No Points
Review of Records	Background information includes a review of comprehensive records and contains information pertaining to medical, attendance, previous evaluations, history of intervention, and academic functioning (5 pts)	Background information includes a review of comprehensive records but does not contain all of the components for full points (1-4 pts)	Review of records is missing or inaccurate (0 pts)
Interviews	Semi-structured interviews were conducted with parents, teachers, and the client (if appropriate). Interview information is reported in a coherent, organized manner is largely devoid of grammatical errors. (5 pts)	Semi-structured interviews were conducted with either parents or teachers OR the interview information is poorly summarized and difficult to link to the referral concern (1-4 pts)	Interviews are missing (0 pts)
Classroom Observations	At least two classroom observations are included in the evaluation report. Observations pertain to the referral concern(s) and include direct observation data. (5 pts)	Only one classroom observation is reported OR observations include erroneous anecdotes that are excessive and do not pertain to the referral concern(s) OR direct observation data are missing. (1-4 pts)	Classroom observations are missing (0 pts)
Validity of Assessment Results	The evaluation report contains a statement pertaining to the validity of the assessment results. Clear, intelligible justifications are offered. (5 pts)	The validity statement is ambiguous, generic and templated, or contradictory relative to other evaluation sections (e.g., behavior observations, individual test sections) (1-4 pts)	Validity statement is missing (0 pts)
Appropriate Test Selection	Selected tests are appropriate for collecting evidence relative to the presenting problem. (5 pts)	At least one test is inappropriate or superfluous to the presenting problem. (1-4 pts)	Inappropriate assessments were utilized (0 pts)
Scoring and Data Presentation	Raw scores are tabulated accurately, producing correct transformed scores. Data from score reports match data tables in the report (subtest name, standardized score, CI, descriptive classification, AE/GE/%ile) as well as in narrative sections. Data tables are neat, appropriately formatted, and assist with interpretation. No data are missing. (10 pts)	One error was found OR data tables are messy and disorganized. No data are missing. (1-9 pts)	More than one score error was present OR data were missing (0 pts)

Integration of Findings	Report provides detailed interpretation of testing results. Test results are integrated to highlight convergence or divergence. Test results are linked to referral concern. (5 pts)	Report provides minimum interpretation of the testing results OR test results are not integrated well OR divergent data are not acknowledged or reconciled in some way. Test results are linked to referral concerns but only in a generic, templated manner. (1-4 pts)	Assessment findings were not integrated OR integrated in a manner that is inaccurate and misleading (0 pts)
Linking Assessments to Recommendations	Report includes at least three recommendations that are linked to assessment results. Recommendations are individualized and represent best practices. (5 pts)	Report includes less than three recommendations OR recommendations are generic OR do not represent best practices (1-4 pts)	Assessment results were not linked to recommendations (0 pts)
Summary	Summary describes the reason for referral, relevant demographic information, test performance, and implications. (5 pts)	Summary does not meet criteria for full points. (1-4 pts)	Summary is missing (0 pts)
			TOTAL: /50

ACADEMIC INTERVENTION PLAN RUBRIC

Component	Full Points	Partial Points	No Points
Operational Definition	At least one operational definition is included; definition is objective, clear, and concise; no edits needed (5 pts)	At least one operational definition is included; definition is somewhat objective, clear, or concise; edits are needed before reliable data can be collected (1-4 pts)	Operational definition section is missing (0 pts)
Curriculum-based Assessment	Both direct and indirect assessments (ICEL) are utilized to inform assessment; CBA are appropriate to the referral concern (10 pts)	Direct or indirect assessments (ICEL) are utilized to inform assessment; CBA choices are incomplete or questionable (1-9 pts)	CBA was missing (0 pts)
Hypothesis for Academic Deficit	Hypothesis is accurately derived from the assessment results; Data were the primary source of decision making; hypothesis is described in terms of the Instructional Hierarchy (5 pts)	Hypothesized function does not support the assessment results; Data were not the primary source of decision making; hypothesis was not described in terms of the Instructional Hierarchy (1-4 pts)	Hypothesis was missing (0 pts)
Baseline Data	Baseline data were collected; the selected data collected method results in accurate data; data level, trend, and variability are stable; baseline data include a replacement behavior (5 pts)	Baseline data were collected; the selected data collected method is questionable; data level, trend, or variability are not stable; baseline data do not include replacement behavior (1-4 pts)	Baseline data were not collected (0 pts)
Goal for Intervention	Intervention goals are present and derived from baseline data; goals are objective and concise (5 pts)	At least one intervention goal is present; goals are objective or concise (1-4 pts)	Goals for intervention were not included (0 pts)
Intervention Description	Intervention protocol clearly describes the recommended procedures; scripts are clearly delineated (if applicable); no edits are recommended (5 pts)	Intervention protocol describes the recommended procedures; scripts are not clearly delineated (if applicable); mild-to-moderate edits are recommended (1-4 pts)	Intervention protocol was not included (0 pts)
Progress Monitoring	Progress monitoring considerations are included such as data to be collected, PM frequency, and evaluation of data (5 pts)	Progress monitoring considerations from "full points" are missing or contain errors (1-4 pts)	Considerations for progress monitoring were not included (0 pts)
Treatment Integrity	Treatment integrity considerations are included such as self-checklists, frequency of integrity checks, and possible modifications to the intervention (5 pts)	Some treatment integrity considerations are included such as self-checklists, frequency of integrity checks, and possible modifications to the intervention; considerations are questionable or contain errors (1-4 pts)	Considerations for treatment integrity were not discussed (0 pts)
Generalization and Maintenance	Generalization considerations are discussed such as setting or other tasks; maintenance considerations are discussed including schedule/stimulus fading (5 pts)	Generalization or maintenance considerations are missing; considerations contain errors or are incomplete (1-4 pts)	Considerations for generalization and maintenance were not discussed (0 pts)

TOTAL: /50

BEHAVIOR INTERVENTION PLAN RUBRIC

Component	Full Points	Partial Points	No Points
Operational Definition	At least one operational definition is included; definition is objective, clear, and concise; no edits needed (5 pts)	At least one operational definition is included; definition is somewhat objective, clear, or concise; edits are needed before reliable data can be collected (1-4 pts)	Operational definition section is missing (0 pts)
Functional Assessment	Both direct and indirect assessments are utilized to inform assessment; functional assessments are appropriate to the context (10 pts)	Direct or indirect assessments are utilized to inform function; functional assessments are somewhat appropriate to the context; assessment choices are questionable (1-9 pts)	FBA was not conducted (0 pts)
Hypothesized Function	Hypothesized function is accurately derived from the assessment results; Data were the primary source of decision making (5 pts)	Hypothesized function does not support the assessment results; Data were not the primary source of decision making (1-4 pts)	Hypothesized function was missing (0 pts)
Baseline Data	Baseline data were collected; the selected data collected method results in accurate data; data level, trend, and variability are stable; baseline data include a replacement behavior (5 pts)	Baseline data were collected; the selected data collected method is questionable; data level, trend, or variability are not stable; baseline data do not include replacement behavior (1-4 pts)	Baseline data were not collected (0 pts)
Goal for Intervention	Intervention goals are present and derived from baseline data; include goals for training a replacement behavior and reducing an incompatible behavior (if applicable); goals are objective and concise (5 pts)	At least one intervention goal is present; include a goal for training a replacement behavior or reducing an incompatible behavior (if applicable); goals are objective or concise (1-4 pts)	Goals for intervention were not included (0 pts)
Intervention Description	Intervention protocol clearly describes the recommended procedures; scripts are clearly delineated (if applicable); no edits are recommended (5 pts)	Intervention protocol describes the recommended procedures; scripts are not clearly delineated (if applicable); mild-to-moderate edits are recommended (1-4 pts)	Intervention protocol was not included (0 pts)
Progress Monitoring	Progress monitoring considerations are included such as data to be collected, PM frequency, and evaluation of data (5 pts)	Progress monitoring considerations from "full points" are missing or contain errors (1-4 pts)	Considerations for progress monitoring were not included (0 pts)
Treatment Integrity	Treatment integrity considerations are included such as self-checklists, frequency of integrity checks, and possible modifications to the intervention (5 pts)	Some treatment integrity considerations are included such as self-checklists, frequency of integrity checks, and possible modifications to the intervention; considerations are questionable or contain errors (1-4 pts)	Considerations for treatment integrity were not discussed (0 pts)
Generalization and Maintenance	Generalization considerations are discussed such as location, persons, or other topographies; maintenance considerations are discussed including schedule/stimulus fading (5 pts)	Generalization or maintenance considerations are missing; considerations contain errors or are incomplete (1-4 pts)	Considerations for generalization and maintenance were not discussed (0 pts)
			TOTAL: /50

CONSULTATION ACTIVITY RUBRICS

(select one)   ☐ Client-centered   ☐ Coaching   ☐ Systems-level consultation

OPTION #1: CLIENT-CENTERED CONSULTATION ACTIVITY RUBRIC

Component	Full Points	Partial Points	No Points
Operational Definition	At least one operational definition is included; definition is objective, clear, and concise; no edits needed (5 pts)	At least one operational definition is included; definition is somewhat objective, clear, or concise; edits are needed before reliable data can be collected (1-4 pts)	Operational definition section is missing (0 pts)
Assessment	Both direct and indirect assessments are utilized to inform assessment; Assessments are appropriate to the referral concern (10 pts)	Direct or indirect assessments are utilized to inform assessment; Assessment choices are incomplete or questionable (1-9 pts)	Assessments were missing (0 pts)
Hypothesis Statement	Hypothesis is accurately derived from the assessment results; Data were the primary source of decision making (5 pts)	Hypothesized function does not support the assessment results; Data were not the primary source of decision making (1-4 pts)	Hypothesis was missing (0 pts)
Baseline Data	Baseline data were collected; the selected data collected method results in accurate data; data level, trend, and variability are stable; baseline data include both client and consultee targets (5 pts)	Baseline data were collected; the selected data collected method is questionable; data level, trend, or variability are not stable; baseline data include either client or consultee targets (1-4 pts)	Baseline data were not collected (0 pts)
Goal for Intervention	Intervention goals are present and derived from baseline data; goals are objective and concise (5 pts)	At least one intervention goal is present; goals are objective or concise (1-4 pts)	Goals for intervention were not included (0 pts)
Intervention Description	Intervention protocol clearly describes the recommended procedures; scripts are clearly delineated (if applicable); no edits are recommended (5 pts)	Intervention protocol describes the recommended procedures; scripts are not clearly delineated (if applicable); mild-to-moderate edits are recommended (1-4 pts)	Intervention protocol was not included (0 pts)
Progress Monitoring	Progress monitoring considerations are included such as data to be collected, PM frequency, and evaluation of data (5 pts)	Progress monitoring considerations from "full points" are missing or contain errors (1-4 pts)	Considerations for progress monitoring were not included (0 pts)
Treatment Integrity	Integrity data are collected for a least 25% of sessions; IOA is at least 80%; Suggestions for improving IOA below 80% are included (5 pts)	Integrity data are collected for less than 25% of sessions; IOA is less than 80%; Suggestions for improving IOA below 80% are missing or require mild-to-moderate edits (1-4 pts)	Considerations for treatment integrity were not discussed (0 pts)
Generalization and Maintenance	Generalization considerations are discussed such as setting or other tasks; maintenance considerations are discussed including schedule/stimulus fading (5 pts)	Generalization or maintenance considerations are missing; considerations contain errors or are incomplete (1-4 pts)	Considerations for generalization and maintenance were not discussed (0 pts)
			TOTAL: /50

OPTION #2: COACHING ACTIVITY RUBRIC

Component	Full Points	Partial Points	No Points
Problem Identification	Description of the problem is included and clearly articulates the need for coaching (5 pts)	Description of the problem is sparse or does not clearly articulate the need for coaching (1-4 pts)	Problem identification section is missing (0 pts)
Baseline Data	Baseline data were collected; the selected data collected method results in accurate data; data level, trend, and variability are stable; baseline data are visually displayed in a clear, accurate manner (5 pts)	Baseline data were collected; the selected data collected method is questionable; data level, trend, or variability are not stable; baseline data are not visually displayed OR visual display is unclear OR display is inaccurate (1-4 pts)	Baseline data were not collected (0 pts)
Goal for Coaching	Coaching goals are present and derived from baseline data; goals are objective and concise (5 pts)	At least one coaching goal is present; goals are objective or concise (1-4 pts)	Goals for coaching were not included (0 pts)
Task Analysis	Task analysis clearly describes the recommended procedures; scripts are clearly delineated (if applicable); no edits are recommended (5 pts)	Task analysis describes the recommended procedures; scripts are not clearly delineated (if applicable); mild-to-moderate edits are recommended (1-4 pts)	Task analysis was not included (0 pts)
Treatment Integrity	Integrity data are collected for a least 25% of sessions; IOA is at least 80%; Suggestions for improving IOA below 80% are included (5 pts)	Integrity data are collected for less than 25% of sessions; IOA is less than 80%; Suggestions for improving IOA below 80% are missing or require mild-to-moderate edits (1-4 pts)	Considerations for treatment integrity were not discussed (0 pts)
Generalization and Maintenance	Generalization considerations are discussed such as setting or other tasks; maintenance considerations are discussed including schedule/stimulus fading (5 pts)	Generalization or maintenance considerations are missing; considerations contain errors or are incomplete (1-4 pts)	Considerations for generalization and maintenance were not discussed (0 pts)
Evaluation of Coaching Effectiveness	Both direct and indirect assessment results were reported; coaching effectiveness data were collected and reported (5 pts)	Coaching effectiveness was described informally without data OR coaching data were unfavorable (1-4 points)	No coaching effectiveness evaluation was included
			TOTAL: /35

OPTION #3: SYSTEMS-LEVEL CONSULTATION ACTIVITY RUBRIC

Component	Full Points	Partial Points	No Points
Problem Identification	Description of the problem is included and clearly articulates the need for consultation (5 pts)	Description of the problem is sparse or does not clearly articulate the need for consultation (1-4 pts)	Problem identification section is missing (0 pts)
Needs Assessment	Needs assessment is selected that matches the problem; needs assessment produces data (5 pts)	Needs assessment does not match the problem well; needs assessment does not produce meaningful data (1-4 pts)	Needs assessment section is missing (0 pts)
Pre-test Data	Pre-test data were collected; the selected data collected method results in accurate data; baseline data are visually displayed in a clear, accurate manner (5 pts)	Pre-test data were collected; the selected data collected method is questionable; baseline data are not visually displayed OR visual display is unclear OR display is inaccurate (1-4 pts)	Pre-test data were not collected (0 pts)
Site Action Plans	At least three SAPs were included; SAPs are derived from the needs assessment results; SAPs include all essential components from SAP template (5 pts)	Less than three SAPs were included; SAPs are not clearly derived from the needs assessment results; SAPs include some essential components from SAP template (5 pts)	Site action plans were not included (0 pts)
Goal Attainment	Goals are included for each SAP; Goals are measurable and result in goal attainment with a reasonable amount of time (5 pts)	Goals are included for some SAPs; Goals are not measurable OR are unreasonable (1-4 pts)	Goal attainment was not discussed (0 pts)
Recommenda-tions	At least three recommendations are provided; recommendations are clearly linked to the needs assessment (5 pts)	Less than three recommendations are provided; recommendations are not clearly linked to the needs assessment (1-4 pts)	Recommendations were not discussed (0 pts)
			TOTAL: /30

APPENDIX C

MSU SCHOOL PSYCHOLOGY PROGRAMS
FACULTY RATING OF STUDENT COMPETENCIES

Student Name:	**Program** (select one): ☐ Ed.S. Program ☐ 6th Year Recertification Program
Name of Program Faculty Completing Form: ☐ Dr. Sean Simons ☐ Dr. Mardis Dunham ☐ ☐	**Timing of Reviews:** ☐ 1ˢᵗ Year (date) ☐ 2ⁿᵈ Year (date) ☐ 3ʳᵈ Year (date) ☐ Internship (date)

Instructions: Below are the core competencies and expected levels of mastery for entry-level proficiency as a school psychologist as defined by the program. 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 2020 Professional Standards). If there are competencies that are not immediately known or evidenced to the school psychology faculty, then faculty will utilize an alternative form of assessment to directly observe competence in each those areas. This may include conversations with the student and other faculty, role-plays, written assessments, or portfolio review.

Academic Performance/Progress	Yr 1	Yr 2	Yr 3	Intern.

Is the student showing satisfactory academic progress?
    (3) Exceeds Expectations (GPA > 3.5)
    (2) Meets Expectations (GPA = 3.0 - 3.5)
    (1) Below Expectations (GPA < 3.0)				

Does the student demonstrate an understanding of subject matter?
    (3) Exceeds Expectations
    (2) Meets Expectations
    (1) Below Expectations				

Is the student adhering to the approved program of study?
    (3) Yes
    (1) No				

(4) Exceeds Expectations   (3) Meets Expectations   (2) Requires Supervision   (1) Unacceptable

Professional Behaviors/Dispositions	Yr 1	Yr 2	Yr 3	Intern.
Demonstrates commitment to and focus on graduate study.				

Accepts responsibility for learning and actions.				
Completes assigned tasks in a timely fashion and at an acce level.				
Demonstrates professional demeanor (e.g., appearance, punctuality, initiative, enthusiasm, dependability)				
Manages time effectively.				
Demonstrates effective written communication skills.				
Demonstrates effective oral communication skills.				
Demonstrates appropriate interactions with peers, faculty, and school personnel.				
Demonstrates awareness of impact on others.				
Demonstrates flexibility and creativity.				
Demonstrates effective problem-solving.				
Participates in professional development (e.g., School Psychology Club) and applies new knowledge				
Manages personal stress so that it doesn't interfere with functioning.				
Demonstrates good judgement and common sense.				
Is receptive to supervision and promptly applies feedback fr professors/supervisors.				
Exhibits an appropriate level of independence for stage of training.				
Adheres to legal and ethical standards and policies.				
Demonstrates respect for human diversity.				
Demonstrates effective interpersonal relations.				
Demonstrates ethical responsibility.				
Demonstrates adaptability.				
Demonstrates initiative and dependability.				

Clinical Skill Development	1	2	3	Intern.

Assessment Skills				
Academic Intervention Skills				
Behavior Intervention Skills				
Counseling Skills				
Consultation/Collaboration Skills (teachers, parents, system				
Supervision Preparedness/Response				
External Practicum Feedback, if applicable				

Decision of Program Faculty:

☐ Student is making appropriate progress and should continue in the program.
☐ Student exhibits at least one area rated below expectations and a conference will be held with the student to determine next steps.
☐ Student's unsatisfactory performance warrants an Improvement Plan. Procedures in the handbook will be followed.
☐ Student's unsatisfactory performance is severe enough to warrant immediate dismissal from the program

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**?

APPENDIX D
MSU SCHOOL PSYCHOLOGY PROGRAMS
STUDENT PORTFOLIO SCORING FORM

Portfolio Component	NASP Domains	Date	Score
1. Curriculum Vitaé	NASP 10		
2. Psychoeducational Evaluation	NASP 1, 4, 8		
3. Counseling Case Analysis	NASP 4, 6, 7, 8		
4. Academic Intervention Plan	NASP 1, 3, 5, 6, 7		
5. Behavior Intervention Plan	NASP 1, 4, 5, 6, 7		
6. Consultation Activity	NASP 1-7		
7. Research Project	NASP 1, 5, 9, 10		
8. Self-Evaluations	NASP 1-10		

Scoring Criteria (See Appendix A for specific scoring criteria):
  ➢ Exceeds Entry-Level Expectations = "2"
  ➢ Meets Entry-Level Expectations= "1"
  ➢ Below Entry-Level Expectations = "0"

_____   _____
Student Signature   Program Director

_____   _____
Faculty Member   Faculty Member

APPENDIX E

MSU SCHOOL PSYCHOLOGY PROGRAMS
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.	
Course Name and #	Grade

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

	Never (1)	(2)	Sometimes (3)	(4)	Always (5)
I am on time for class					
I attend all classes					
If I have to miss a class, then I notify my professor prior to being absent					

	Never (1)	(2)	Sometimes (3)	(4)	Always (5)
I ask questions as needed					
I complete assignments on time					
I am engaged in classroom discussion					
I possess and display initiative to learn and work hard					
I am well prepared for exams					
I keep up with readings and assignments					
I do outside reading beyond the requirements					

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)

2. FIELD EXPERIENCES

During the past year, in which setting(s) or capacities have you interacted with professionals outside of MSU?

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

	Never (1)	(2)	Sometimes (3)	(4)	Always (5)
I am punctual					
I notify my field supervisor/contact prior to being absent					
I interact positively with all school members and families					
I complete work as requested					
I actively participate/contribute					

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)

3. RESEARCH/SCHOLARSHIP/PROFESSIONAL ACTIVITIES

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

Describe the status of your research project. What goals do you have for the next year for your research project?

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 scholarship/professional activities that you wish to share)

APPENDIX F
MSU SCHOOL PSYCHOLOGY PROGRAMS
ASSESSMENT PLAN

NASP Professional Standards	At Admission	Year 1	Years 2+	Internship	Employment
1. Data-Based Decision Making (NASP Domain 1)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
2. Consultation and Collaboration (NASP Domain 2)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
3. Academic Intervention and Instructional Supports (NASP Domain 3)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
4. Mental and Behavioral Health Services and Interventions (NASP Domain 4)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
5. School-Wide Practices to Promote Learning (NASP Domain 5)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
6. Services to Promote Safe and Supportive Schools (NASP Domain 6)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
7. Family, School, and Community Collaboration (NASP Domain 7)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
8. Equitable Practices for Diverse Student Populations (NASP Domain 8)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Coursework, Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey

9. Research and Evidence-based Practice (NASP Domain 9)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey
10. Legal, Ethical, and Professional Practice (NASP Domain 10)	Review of admission packet	Coursework, Annual Faculty Review, Self-Assessment Survey	Coursework, Practicum Eval, Portfolio Review, Annual Faculty Review, Self-Assessment Survey	Internship Eval, Annual Faculty Review, Self-Assessment Survey, Intern Evaluation of Supervision/Intern.	Alumni Survey Employer Survey Membership in NASP/KAPS

APPENDIX G
MSU SCHOOL PSYCHOLOGY PROGRAMS
COURSE MATRIX

	NASP Domain 1 Data-based Decision Making	NASP Domain 2 Consultation and Collaboration	NASP Domain 3 Academic Int. and Instructional Supports	NASP Domain 4 Mental and Behavioral Health Services and Int.	NASP Domain 5 School-wide Practices to Promote Learning	NASP Domain 6 Services to Promote Safe and Supportive Schools	NASP Domain 7 Family, School, and Community Collaboration	NASP Domain 8 Equitable Practices for Diverse Student Populations	NASP Domain 9 Research and Evidence-based Practice	NASP Domain 10 Legal, Ethical, and Professional Practice
ADM 725: Advanced Methods of Quantitative Research in Education	X								X	
CNS 615: Behavioral Assessment and Intervention	X	X		X	X	X	X	X	X	X
CNS 619: Foundational Counseling Techniques				X				X		X
CNS 620: Learning Theories and Applications				X				X	X	X
CNS 635: Human Development						X	X	X		
CNS 671: Multicultural Counseling				X		X	X	X		
CNS 676: Clinical Diagnosis and Treatment Planning	X		X	X	X	X		X	X	X
CNS 677: Instructional Assessment and Intervention	X	X	X		X	X	X	X	X	
CNS 683: Tests and Measurements	X			X				X		X
CNS 687: School-based Consultation		X	X	X	X		X		X	X
CNS 688: Professional School Psychology		X	X	X	X	X			X	X
CNS 689: Individual Testing	X				X			X		X
CNS 690: Advanced Individual Testing	X				X			X		X
CNS 692: Group Counseling				X		X				X
CNS 790: Practicum	X	X	X	X	X			X		
CNS 791: Practicum II	X	X	X	X	X			X		
CNS 794: Internship	X	X	X	X	X	X	X	X	X	X
CNS 795: Internship II	X	X	X	X	X	X	X	X	X	X
SED 603: Special Education Law and Procedures					X					X
SED 610: Single-subject Research Designs	X							X	X	X

APPENDIX H
MSU SCHOOL PSYCHOLOGY PROGRAMS
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:

- ☐ Résumé or Curriculum Vitaé
- ☐ Self-Evaluation
- ☐ Counseling Case Analysis
- ☐ Psychoeducational Evaluation
- ☐ Behavior Intervention Plan
- ☐ Academic Intervention Plan
- ☐ Consultation Activity
- ☐ Research Project
- ☐ Praxis ® II Score

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 I
MSU SCHOOL PSYCHOLOGY PROGRAMS
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.

APPENDIX J
MSU SCHOOL PSYCHOLOGY PROGRAMS
STUDENT PRACTICUM CONTRACT

Name_____   Home Phone_____

Office Phone_____   Email_____

Fax_____

As a student enrolled in CNS 790/791 Practicum in School Psychology for [date], I understand that I am responsible to my field and university supervisors and that I am to maintain the highest professional ethical standards. Any and all issues, concerns, or problems that arise I will discuss with my field supervisor before discussing them with any other person. I understand that I am to perform no duties that are part of the practicum without their prior consent. I acknowledge that my field supervisor is ultimately responsible for my work, that they may actually include products I generate during my practicum in reports, ARC summaries, and IEPs, and that they will evaluate my performance at the end of the semester and forward the evaluation to my university supervisor. I understand that I am to maintain a careful log of my activities and that I will review them with my field supervisor prior to turning them in (along with work samples) to my university supervisor.

I have read and understand the responsibilities of the practicum and the role of my supervisors.

_____
Student

_____
Field Supervisor   Title   School
Work Phone:

APPENDIX K
MSU SCHOOL PSYCHOLOGY PROGRAMS
PRACTICUM FIELD SUPERVISOR ROLE AND CONTRACT

Field supervisors provide the link between the skills taught at the university to the practicalities and realities of public schools. The quality of any graduate preparation program in school psychology or counseling hinges upon the patience and professionalism of field supervisors to hone the skills of students in training. The responsibilities of the field supervisor for the practicum include:

- Coordinating access to students, teachers, and parents for the student
- Providing access to materials and work areas
- Introducing the student to appropriate school personnel
- Carefully supervising the student's written products and test records
- Maintaining full responsibility for the students work on site
- Explaining the role and function of the school psychologist or counselor from your perspective
- Maintaining high standards of best practice
- Being available to answer questions, discuss issues, or provide training on unfamiliar techniques
- Contacting the university supervisor for any legal, ethical, or training issues, or other dilemmas as needed
- Completing the final supervision evaluation summary, discussing it with the student, and forwarding it to the university supervisor

I have read and understand the responsibilities of my role as field supervisor and am willing to provide these services to the practicum student named below.

Signatures:

_____

Field Supervisor   Title   Phone   email

_____

Practicum Student   Home Phone   email

Thank you again for your willingness to provide the final step in the training for this student. Your services are invaluable to the success of our profession.

Sincerely,

Sean Simons, Ph.D.   email: ssimons2@murraystate.edu
Program Coordinator   work: 270-809-2593
MSU School Psychology

APPENDIX L
MSU SCHOOL PSYCHOLOGY PROGRAMS
SUPERVISED FIELDWORK LOG

Student_____

Course Number_____   Credit Hours_____   Semester/Year_____

Faculty Supervisor _____

Fieldwork Supervisor_____

Setting_____

HOURS SPENT THIS MONTH:

1. In general collaborative meeting   _____hrs.
2. In client planning activities   _____hrs.
3. In parent staffings   _____hrs.
4. In assessment activities   _____hrs.
5. In direct social-emotional intervention
        (counseling/behavior therapy)   _____hrs.
6. In consultation activities   _____hrs.
7. In report writing   _____hrs.
8. In supervision (individual)   _____hrs.
9. In supervision (group)   _____hrs.
10. In self-study/research/workshops   _____hrs.
11. In presenting training/workshops   _____hrs.
12. Other (list on back of this page)   _____hrs.

TOTAL NUMBER OF DIRECT HOURS   _____hrs.
     (add items 3, 4, 5, and 6)
TOTAL NUMBER OF INDIRECT HOURS   _____hrs.
     (add all other items)
OVERALL TOTAL OF HOURS COMPLETED THIS MONTH____hrs.

Signatures:

_____   _____
Practicum Student   Field Supervisor

Comments:

APPENDIX M

MSU SCHOOL PSYCHOLOGY PROGRAMS
PRACTICUM STUDENT EVALUATION FORM

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.

Rating	Description of Rating
1	**Unacceptable**: Competence is considered to be in need of further training. Student lacks basic professional maturation in this area. Skill development seems doubtful.
2	**Requires Supervision**: Competence is currently considered below average but supervision and experience are expected to develop the skill. Close supervision is still required.
3	**Meets Expectations**: Competence is at an average level for functioning. Student is able to practice independently with minimal supervision. No concerns about skill development.
4	**Exceeds Expectations**: Competence is above average and represents a strength area. Student is able to practice autonomously in this area. Student may be able to provide supervision to others.

GENERAL COMPETENCIES

1. Evaluation/Assessment: Testing Mechanics (NASP Domain 1)	
Cognitive assessment	1 2 3 4
Social/emotional assessment	1 2 3 4
Behavior assessment	1 2 3 4
Curriculum-based assessment	1 2 3 4
Achievement assessment	1 2 3 4

Comments:

2. Report Writing/Interpretation Accuracy (NASP Domain 1)	
Ability to interpret cognitive assessment data	1 2 3 4
Ability to interpret social/emotional assessment data	1 2 3 4
Ability to interpret behavior assessment data	1 2 3 4
Ability to interpret curriculum-based assessment data	1 2 3 4
Ability to interpret achievement assessment data	1 2 3 4
Ability to generate integrated report	1 2 3 4
Ability to generate appropriate recommendations	1 2 3 4

Comments:

3. Ethical Behavior (NASP Domain 10)	
Student displayed ethical behavior when working with students	1 2 3 4
Student displayed ethical behavior when working with teachers	1 2 3 4
Student displayed ethical behavior when working with parents	1 2 3 4
Student displayed ethical behavior when working with confidential educational records	1 2 3 4

Comments:

4. Intervention Effectiveness (NASP Domains 3, 4)	
Practicality	1 2 3 4
Appropriateness to problems	1 2 3 4
Specificity of recommendations	1 2 3 4
Conceptual clarity	1 2 3 4
Implementation	1 2 3 4
Follow-up	1 2 3 4
Flexibility	1 2 3 4

Comments:

5. Communication/Collaboration (NASP Domain 2)				
Staff conferencing	1	2	3	4
Parent conferencing	1	2	3	4
Administrative conferencing	1	2	3	4
Case staffing	1	2	3	4
Use of supervisory input	1	2	3	4

Comments:

6. Consultation (NASP Domain 2)				
Problem/need identification	1	2	3	4
Plan formulation	1	2	3	4
Plan implementation	1	2	3	4
Follow-up and evaluation	1	2	3	4
Family consultation	1	2	3	4
Primary caregiver consultation	1	2	3	4

Comments:

Interpersonal Skills				
Enthusiasm	1	2	3	4
Dependability	1	2	3	4
Promptness	1	2	3	4
Creativity	1	2	3	4
Productivity	1	2	3	4
Rapport with students	1	2	3	4
Rapport with staff	1	2	3	4
Rapport with parents	1	2	3	4

Comments:

8. Approximately what percentage of the ARC/eligibility evaluation process does this student understand at this point?_____What areas need further development in this regard?

9. Assuming that this student would be beginning their internship during the next semester, which areas would need the most work or supervision?

10. Is this student ready for an internship? Why or why not?

11. Overall Rating of the Student (please use the same ratings as above)   1   2   3   4

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.

_____

Practicum Student   Date

_____

Practicum Field Supervisor   Date

*Please scan and email a signed copy to ssimons2@murraystate.edu or mail a signed hard copy to the following address:

Dr. Sean Simons
MSU School Psychology Program
3201 Alexander Hall
Murray, KY 42071