

**Standard Secondary Counseling Certification  
+30 Rank I  
Program Submission  
Murray State University  
September 2001**

## I. Conceptual Framework

### I.A. College of Education

The primary **Aim** of Murray State University's preparation program is to educate individuals who will become **Reflective Decision-Makers**, that is, candidates who demonstrate the proficiencies delineated by the **New and Experienced Teacher Standards** and the indicators articulated by the learned societies of their disciplines. The following **Dispositions** arise from the theme of the reflective decision-maker and are the values, commitments, and professional ethics that Murray State University engenders in its candidates. The first four dispositions are emphasized in the initial program while the last two, in addition to the others, are more fully developed during advanced programs. The Murray State University candidate will become an educator who is:

- a facilitator who values students' abilities to think, solve problems, communicate and collaborate with others.
- a learner-centered practitioner who values creating nurturing learning climates, respecting diverse learners' perspectives and enabling students to develop as self-sufficient individuals.
- a reflective decision-maker who values instructional designs that enhance students' self-actualizing behaviors.
- a lifelong learner who values the continuous evaluation of his/her professional performance and engages in continuous professional development.
- an action researcher who values continuous student assessment, communicates results to students and others, and uses the findings to improve the teaching/learning process.
- a leader and change agent who values collaboration with all constituencies to enhance the authentic educational experience of all learners.

The **Knowledge Base** is the foundation of our program with the research, theory, philosophy, and practice that informs faculty and guides program goals. The success of the program is determined by program **Outcomes**, **Kentucky Performance Standards** and the use of instructional technology for all certified programs, including **National Program Standards**, so that the contributions of learned societies inform MSU program goals. These, along with the **University Studies Program** goals, ensure the entire university program is guided to prepare MSU graduates for a successful, productive professional life. All of this is overarched by the **Mission** of the College of Education which unites MSU faculty as educational leaders to define activities for preparing exemplary educators and human service providers who develop learners as full participants in a global community. It is the program's mission

*To provide leadership, service, and research at regional, state and national levels and to produce exemplary teachers and other human service professionals who are prepared to make significant contributions in a global and technological society.*

For the complete version of the COE Conceptual Framework including the Knowledge Base see the COE's NCATE website at: [http://coekate.murraystate.edu/ncate/st/cf/conceptual\\_framework.htm](http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm)

## **I. B. Standard Secondary Counseling Certification (+30 Rank I)**

The Standard Secondary Counseling Certification (+30 Rank I) program is built on acquiring additional training and skills after a person has obtained the Master's Degree in Counseling and has been a practicing counselor for at least one year. The course work for this professional program, with its performance based activities and hands-on field experiences, are tied directly to the Kentucky Experienced Counselor Standards set forth by the Education Professional Standards Board. Kentucky's Experienced Counselor Standards are in direct correlation with the Professional Standards recommended by the American School Counselor Association.

The focus on the preparation of the experienced counselor as a reflective professional decision maker is evident throughout the program's course work, performance activities, field experiences, and portfolio entries. Assignments completed in course work require formal reflection by the student. This may be in the form of a reaction to an article, the evaluation of their school's counseling program, evaluation of specific counseling approaches, evaluation of career guidance materials or a personal perspective on the role of the counselor as a leader. The Professional Portfolio is utilized by each student to collect these artifacts and exemplary work samples to demonstrate the students' functional capabilities with the nine Experienced Counselor Standards.

The demands of the Experienced Counselor Standards require course work that involves the unique blending of knowledge, skills, and experiences with the personal and professional development of the individual. The ultimate demonstration of the individual's ability to expand and reevaluate their skills is in the 150 hour field based advanced practicum experience. This requires the counselor to critically evaluate what they are doing as well as honestly reflect on their skills. The counselor is helped to reflect on their work by the university field supervisor and the other members of the practicum class during group supervision meetings. A professional growth plan is designed as well as a specific plan for demonstrating leadership within their school.

Continuous assessment is demonstrated by the student's coursework, individual portfolio entries and the student's successful completion of the field based advanced counseling practicum.

## **II. Program Experiences**

The Standard Secondary Counseling Certification (+30 Rank I) program consists of 30 semester hours of graduate work beyond the master's degree. These 30 semester hours fulfill requirements for a Rank I classification and provide a Standard Secondary Counselor Certification. Program experiences reflect the Experienced Counselor Standards set forth by the Education Professional Standards Board. All syllabi are coded to address these nine professional standards. The standards and courses, where specific aspects of the standards are coded, are reflected in the following matrix:

**MURRAY STATE UNIVERSITY. NCATE/Kentucky School Counselor Standards Matrix  
Standard Secondary Counselor (+30 Rank I)**

Course: Guidance (GUI)	625	670	677	679	693	697
Instructional/Learning Focus & Assessment	Focus/Assess	Focus/Assess	Focus/Assess	Focus/Assess	Focus/Assess	Focus/Assess
<b>I. Program Management, Research and Evaluation</b>						
1. define needs & priorities		X		X		X
2. determine objectives				X		X
3. organize personnel, physical resources & activities				X		X
4. communicate with stakeholders about the design, importance & effectiveness of the program				X		X
5. evaluate program to assure contribution to total schools mission and goals		X		X		X
6. use information systems and technology			X	X		X
<b>II. Developmental Guidance Curriculum</b>						
1. assess developmental needs				X		X
2. address academic expectations and school-to-work initiatives			X	X		
3. prepare students for successful transitions				X		
4. evaluate the results of the curriculum's impact				X		X
5. modify curriculum to meet mental & emotional needs of students		X		X		
6. guide individuals and groups of students through development of educational & career plans				X		X
7. provide guidance for maximizing personal growth & dev.		X		X		X

Course: Guidance (GUI)	625	670	677	679	693	697
8. teach school developmental guidance curriculum				X		
9. assist teachers in teaching guidance curriculum				X		X
<b>III. Individual/Small Group Counseling</b>						
1. promote wellness				X	X	X
2. respond to crisis				X	X	X
3. communicate empathy & understanding				X	X	
4. utilize a broad range of techniques and accepted theories appropriate to school counseling				X	X	
5. utilize assessment tools, individual planning skills & counseling to facilitate informed choices			X	X	X	X
6. intervene in problem/conflict situations & conduct follow-up sessions				X	X	
7. respect and nurture the uniqueness of each student		X		X	X	
8. establish trust & provide a safe/confidential setting in which students may present needs/concerns & seek help	X			X	X	
9. mediate classroom and student conflict				X	X	
10. empower students to develop and use their resources				X	X	
<b>IV. Consultation/Collaboration</b>						
1. consult with parents, faculty, staff, administrators, and others to enhance their work with students				X		X
2. interpret relevant information concerning the development and needs of students		X		X		X

Course: Guidance (GUI)	625	670	677	679	693	697
3. reduce barriers to student learning through direct referred services		X		X		X
4. facilitate new student integration into the school environment				X		
5. strategize with teachers to provide support for students in a crisis situation				X		
6. interact with school councils, school boards, and/or committees				X		
7. facilitate successful communication between teacher/parents, teachers/students, and parent/student	X			X		X
8. work with teachers and administrators relevant to behavior management to promote and support intervention strategies				X		X
9. join and network with professional organizations				X		X
<b>V. Coordination</b>						
1. coordinate with school & community personnel to bring together resources for students		X		X		X
2. use an effective referral process for assisting students and others to use special programs and services				X		X
3. identifies community agencies for referral of students				X		X
4. maintains cooperative working relationships with community resources				X		X
5. facilitate successful transition from one level of education to the next				X		X
<b>VI. Assessment</b>						
1. participate in the planning and evaluation of the district/school testing program	X	X		X		X

Course: Guidance (GUI)	625	670	677	679	693	697
2. assess, interpret and communicate learning results to students ,faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles		X	X	X		X
3. collaborate with staff concerning assessment of special needs students			X	X		X
4. use assessment results and other sources of student data in formulating students career plans		X	X	X		X
5. coordinate student records to ensure the confidentiality of assessment data	X			X		
6. provide orientation sessions for faculty, students, and parents regarding the assessment program				X		
<b>VII. Adheres to Ethical/Legal Issues and Standards</b>						
1. adhere to professional codes of ethics of ACA, ASCA, and Code of Ethics adopted by KY Ed. Professional Standards Board	X					
2. adhere to federal/state laws and regulations related to education and child protection	X					
3. be responsible for the on-going acquisition of professional development, knowledge, issues and skills	X			X		X
4. act in a role that clearly distinguishes him or her from any professional who administers disciplinary action				X		X
5. be knowledgeable of the position statements of the American School Counselor Association	X					
<b>VIII. Demonstrates Professional Leadership</b>						
1. builds positive relationships within and between school and community				X		X
2. promotes leadership potential in colleagues				X		
participates in professional organizations and activities				X		
writes and speaks effectively	X	X	X	X	X	X

Course: Guidance (GUI)	625	670	677	679	693	697
3. contributes to the profession knowledge and expertise and counseling and learning						
4. guides the development of curriculum and instructional materials				X		
5. participates in policy design and development at the local school within professional organizations and/or within community organizations with educationally related activities				X		X
6. initiates and develops educational projects and programs				X		
7. practices effective listening, conflict resolutions, and group-facilitation skills as a team member				X		X
8. presents program in a manner that reflects sensitivity to a multicultural and global perspective		X				
9. involved in publication, presenter at conference and provider of professional development				X		
10. works with colleagues to administer an effective learning climate within the school				X	X	X
<b>IX. Engages in Professional Development</b>						
1. establishes priorities for professional growth				X		X
2. analyzes student performance to help identify professional development needs			X	X		X
3. solicits input from others in the creation of individual professional development plans				X		X
4. applies to performance of knowledge, skills, and processes acquired through professional development				X		X
5. modifies own professional development plan to improve counselor performance and to promote student learning				X		X
KERA Initiatives			a – c			a – c
NCATE Themes	a, c, d, f, g	a – d, f, g	a – g	a, c, d, f, g	a – g	a – g

KERA Initiatives – a) Learner Goals and Academic Expectations

- b) Program of Studies, P-12
- c) Core Content for Assessment

NCATE Themes –

- a) Conceptual Framework
- b) Diversity
- c) Intellectual Vitality
- d) Technology
- e) Professional Community
- f) Evaluation
- g) Performance Assessment



## COURSE DESCRIPTIONS

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

**GUI 670 Multicultural Issues in Human Services (3).** The purpose of this course is to focus on the role that cultural environment plays in the lives of people and the implications of that role for helping professions and the helping process. There will be an overview of the different microcultures to which individuals belong and implications for the delivery of services. It is expected that the student will learn how to use the concept of pluralism in the provision of services to multicultural individuals and populations.

**GUI 677 Individual Appraisal II (3).** Theory and assessment of learning disability, observed behavior, test results and biographical information as a basis for individual appraisal and analysis of personality. Prerequisites: GUI 683 or PSY 683 and/or consent of advisor.

**GUI 679 Advanced Practicum: Guidance and Counseling (3).** Closely supervised practice in guidance and counseling under staff supervision in selected educational and agency settings. Open only to those possessing a Provisional Guidance Certificate or its equivalent. Must be or have been a practicing counselor.

**GUI 693 Theories of Counseling (3).** Critical analysis and evaluation of leading theories of counseling and their implications for practice.

**GUI 697 Organization and Administration of Personnel Services (3).** The selection, organization and implementation of personnel services. Analysis of programs, staffing and relationships of programs will be emphasized.

*See the COE website for course syllabi at:  
<http://coekate.murraystate.edu/syllabi>*

### III. NCATE Themes

#### III. A. Conceptual Framework

The Standard Secondary Certification Program in Counseling supports the College of Education's theme of educator as reflective decision-maker by course content and field based experiences. Reflective decision-making is at the center of the professional counselor's role and function in the school. Continuous feedback and evaluation of intervention and prevention programs are keys to accountability. With accountability as such a vital part of any successful program, counselors must embrace this and continually reflect on their program and the services that are being delivered. Experienced counselors are exposed to this in their course work and this entails not only professional

aspects of the counselor's role but also reflection on personal attributes, traits, and dispositions. All courses require critical reflection and evaluation.

### **III. B. Diversity**

Counselor training is immersed with the need to understand individual differences and respond to the unique developmental needs of children and youth. Consequently, diversity is an integral aspect of all classes. It is paramount in GUI 670 and GUI 677 - Multicultural Issues and Individual Appraisal. It is also part of all other classes in that identifying and meeting unique needs of all children and youth are emphasized, especially minority and at-risk youth.

### **III. C. Intellectual Vitality**

Challenging practicing counselors by helping them examine critical aspects of their job stimulates intellectual vitality. The role and function of the counselor in a particular school is constantly changing to meet new demands and priorities. This requires that practicing counselors be challenged in their reading, web work, writing, discussions, research and project creations to demonstrate a continually developing knowledge base with functional skills. A counselor must be a life long learner and, therefore, must reflect on what is possible today as well as what can be created tomorrow to meet the diverse and unique needs of children and youth.

### **III. D. Technology**

Counseling students in the Standard Secondary Certification Program are required to utilize technology throughout their course work. Students use word processing, send attachments via e-mail, utilize web sites and web-based document retrieval. Some courses utilize power point for presentations and some courses are delivered via web-based interactive television or web-based course enhancement.

### **III. E. Professional Community**

The professional community plays a vital role in the developing knowledge and skills of the experienced counselor. The American School Counselor Association's standards are blended with the Kentucky Experienced Counselor Standards. The Code of Ethics of the American Counseling Association and the American School Counselor Association are highlighted in all classes. Students are also encouraged to join and be a part of the Kentucky Counselor Association and the Western Kentucky Counselor Association. Especially encouraged is attendance at regional and state meetings, specifically when students are completing their advanced practicum experience.

### **III. F. Evaluation**

The Standard Secondary Certification Program is continually evaluated for contemporary content and skills. Besides the faculty, an advisory committee of practitioners in the field visit campus to

discuss the program. Because of the close working relationship with the professional organizations and the on-site supervision, the faculty is always looking for additions to the curriculum. Students also provide feedback for course improvement on a regular basis. Assessment aspects for courses and the Professional Portfolio also provide information about the quality of the program experience.

### **III. G. Performance Assessment**

The experiences in the courses of the Standard Secondary Certification Program are aligned with the Experienced Counselor Standards to assure professionally developed skills and abilities. Continuous assessment procedures are used to systematically document students' progress through the Standard Secondary Certification Program.

### **IV. Assessment**

The Standard Secondary Certification Program implements continuous assessment to assure each candidate has acquired expanded professional skills. Progress is monitored by specifically designed components of course work. Students are assisted in monitoring their progress in relation to the Experienced Counselor Standards. On demand tasks, reflective reactions, class projects, field experiences, audio and video examples of skills, exams, and research papers are all part of the assessment process. Specific identified examples of these are required for the Secondary Portfolio documenting evidence of proficiency with the Experienced Counselor Standards.

#### Check Points

Admission: Admission to the Standard Certification Program – Elementary and Secondary requires the following:

Advanced Practicum Experience: Each experienced counselor completes a 150 hour advanced practicum experience that must include 40 hours of direct student experiences such as individual and group counseling. This advanced practicum focuses on professional development for growth and demonstration of knowledge and skills which are under the direction of a field based practicing counselor and the supervising university counselor educator. Skills are reviewed, discussed and refined. The experience helps students reflect, refine and focus their learning with the help of their supervisors.

Final Review of Experienced Counselor Standards: Students presents their Professional Portfolio to their practicum supervisor at the completion of the 150 hours of field-based experience. This is reviewed utilizing the Experienced Counselor Standards rubric and feedback is provided to the student.

See the Continuous Assessment Plan for Standard Secondary Counseling Certification +30 Rank I on the next page.

**Standard Secondary Counseling Certification**

**+30 Rank I**

**Continuous Assessment Plan**

<b>Data Collection Instruments</b>	<b>Collector</b>	<b>Standards &amp; Indicators</b>	<b>Evaluation Criteria</b>
<b>Unit Wide Assessment - Continuing Professional Preparation</b>			
<u>Admission Data</u>			
GPA	MSU/GC/Program	Adm/Std/MSU	3.0 or higher
Required Degree	MSU/GC/Program	EPSB/COE	Verified
Certification	MSU/GC/Program	EPSB	Verified
<u>Summative Assessment</u>			
National Certified Counselors Exam (optional)	Program	CACREP	Pass/Fail
Portfolio	Program	COE	Pass/Fail
Verification of GPA 3.0 or higher	MSU/GC/Program	MSU/COE	Verified
Verification of Program of Studies	MSU/GC/Program	MSU/COE	Verified
Advanced Practicum Experience	MSU/GC/Program	MSU/COE	A or B
<b>CODE:</b>			
EPSB= Education Professional Standards Board			
COE= College of Education			
Program= COE degree or certification program			
GC=Graduate Coordinator			

**Program: Standard Secondary Counseling Certification    Level: +30 Rank I    CIP Code:**

<b>Mission and Goal Statement</b>	<b>Data Collection Instruments</b>	<b>Evaluation Criteria</b>	<b>Assessment Results</b>	<b>Program Improvement</b>
<p>MSU Mission: Murray State University serves as a residential, regional university offering core programs in the liberal arts, humanities, sciences and selected high quality professional programs. Murray State shall offer a limited number of master’s degrees as well as the specialist program in education.</p> <p>MSU Goal: To produce graduates who exhibit the following characteristics: 8. Demonstrate master of their chosen field of study in preparation for a successful, productive life.</p>	<b>Unit Wide Assessment - Continuing Professional Preparation</b>			
	<u>Admission Data</u>			
	GPA	3.0 or higher		
	Required Degree	Verified		
	Certification	Verified		
	<u>Summative Assessment</u>			
	National Certified Counselors Exam (optional)	Pass/Fail		
	Portfolio	Pass/Fail		
	Verification of GPA 3.0 or higher	Verified		
	Verification of Program of Studies	Verified		
	Advanced Practicum Experience	A or B		

## **V. Program Faculty**

Mardis D. Dunham

Ph.D.

School Psychology

Teach classes, advise students and supervise field experiences

Assistant Professor; full-time to institution and to program

Thomas F. Holcomb

Ed.D.

Guidance and Counseling

Teach classes, advise students and supervise field experiences

Professor; full-time to institution and program

Lowell D. Latto

Ed.D.

Guidance and Counseling

Teach classes, advise students and supervise field experiences

Associate Professor; full-time to institution and program

Tom L. Wagner

Ph.D.

Guidance and Counseling

Teach classes, advise students, and supervise field experiences

Associate Professor; full-time to institution and program

**MURRAY STATE UNIVERSITY**  
2000 – 2002 Graduate Bulletin

**+30 Rank I**

**STANDARD GUIDANCE CERTIFICATE:  
 SECONDARY SCHOOL COUNSEOR (30-hour Program)**

Requirements:

1.	GUI 677 Individual Appraisal (3 Credit Hours)	_____	_____
		Date Completed	Grade
2.	GUI 679 Advanced Practicum: Guidance & Counseling (3 Credit Hours)	_____	_____
		Date Completed	Grade
3.	GUI 693 Theories of Counseling (3 Credit Hours)	_____	_____
		Date Completed	Grade
4.	GUI 697 Organization & Administration of Personnel Services (3 Credit Hours)	_____	_____
		Date Completed	Grade
5.	GUI 670 Multicultural Issues in Human Services (3 Credit Hours)	_____	_____
		Date Completed	Grade
6.	GUI 625 Legal and Ethical Issues (3 Credit Hours)	_____	_____
		Date Completed	Grade
7.	Elective (12 Hours)		
	_____	_____	_____
	Course	Date Completed	Grade
	_____	_____	_____
	Course	Date Completed	Grade
	_____	_____	_____
	Course	Date Completed	Grade
	_____	_____	_____
	Course	Date Completed	Grade

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Faculty Signature

\_\_\_\_\_  
 Date

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

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Department Chair  
Department of Educational Studies, Leadership and Counseling

### **Requirements for Standard Guidance Certificate: Secondary (+30 Rank I)**

The following must be accomplished by a person who wishes to be endorsed for standard certification for the position of secondary counselor in Kentucky:

1. Hold a provisional Secondary Guidance Counseling Certificate.
2. Hold a Master's Degree from a regionally accredited college or university.
3. Complete one (1) year of successful experience as a full-time guidance counselor at the secondary level.
4. Be accepted into the school counseling standard certification program at Murray State University.
5. File a pre-planned and pre-approved program of requirements.
6. Satisfactorily complete the program of requirements at Murray State University and be recommended for certification. A minimum 3.0 GPA is required for completion of this program.
7. Satisfactorily complete an advanced practicum experience in secondary school counseling as prescribed by state regulations.

**Murray State University**  
**2000 – 2002 Graduate Bulletin**  
**Specialist (Ed.S.) in Education in Guidance**  
**and Counseling – Secondary Option (60-hour Program)**  
**(Grades 5 – 12)**

**STANDARD GUIDANCE CERTIFICATE:  
 SECONDARY SCHOOL COUNSEOR**

- |  |                |       |
|--|----------------|-------|
| 1. GUI 619 Laboratory in Guidance<br>and Counseling (3 Credit Hours)       | _____          | _____ |
|  | Date Completed | Grade |
| 2. GUI 620 Practicum in Guidance<br>and Counseling (3 Credit Hours)        | _____          | _____ |
|  | Date Completed | Grade |
| 3. GUI 625 Legal and Ethical Issues<br>(3 Credit Hours)                    | _____          | _____ |
|  | Date Completed | Grade |
| 4. GUI 635 Developmental Processes<br>(3 Credit Hours)                     | _____          | _____ |
|  | Date Completed | Grade |
| 5. GUI 670 Multi-cultural Issues in Human<br>Services (3 Credit Hours)     | _____          | _____ |
|  | Date Completed | Grade |
| 6. GUI 677 Individual Appraisal (3 Credit Hours)                           | _____          | _____ |
|  | Date Completed | Grade |
| 7. GUI 679 Advanced Practicum: Guidance<br>and Counseling (3 Credit Hours) | _____          | _____ |
|  | Date Completed | Grade |
| 8. GUI 683 Tests and Measurement<br>(3 Credit Hours)                       | _____          | _____ |
|  | Date Completed | Grade |
| 9. GUI 686 Educational and Vocational<br>Guidance (3 Credit Hours)         | _____          | _____ |
|  | Date Completed | Grade |
| 10. GUI 687 Introduction to Guidance<br>(3 Credit Hours)                   | _____          | _____ |
|  | Date Completed | Grade |
| 11. GUI 690 Individual Intelligence Testing<br>(3 Credit Hours)            | _____          | _____ |
|  | Date Completed | Grade |
| 12. GUI 692 Group Dynamics in  | _____          | _____ |

Counseling (3 Credit Hours)	Date Completed	Grade
13. GUI 693 Theories of Counseling (3 Credit Hours)	_____	_____
	Date Completed	Grade
14. GUI 697 Organization and Administration of Personnel Services (3 Credit Hours)	_____	_____
	Date Completed	Grade
15. ADM 630 Methods of Educational Research (3 Credit Hours)	_____	_____
	Date Completed	Grade
16. SEC 641 Building the Curriculum in the Secondary School (3 Credit Hours)	_____	_____
	Date Completed	Grade
17. GUI 798 Specialty Study (3 Credit Hours)	_____	_____
	Date Completed	Grade
18. _____ (Elective – 3 Hours)	_____	_____
	Date Completed	Grade
19. _____ (Elective – 3 Hours)	_____	_____
	Date Completed	Grade
20. _____ (Elective – 3 Hours)	_____	_____
	Date Completed	Grade

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Student Signature	Date	Faculty Signature	Date
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**Exit Assessment: Specialty Study**

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

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Chair, Department of Educational Studies, Leadership and Counseling

## Requirements for Admission

Candidates for admission to the elementary school guidance program will:

1. Have appropriate teaching degree and certification prior to entrance into the program;
2. Have applied and been admitted to graduate study at Murray State University through the Graduate Admissions Office, Sparks Hall;
3. Have completed and submitted a score (verbal + quantitative) on the Graduate Record Examination;
4. Compile a minimum score of **five** or more total points from the following scale which includes the sum of the three categories for **unconditional** admission;
5. Compile a minimum score of **one to four** total points from the following scale which includes the sum of the three categories for **conditional** admission.

### Undergraduate GPA

3.3 = 4 pts.

3.0 = 3

2.7 = 2

2.5 = 1

### GRE

800 = 4 pts.

750 = 3

700 = 2

650 = 1

### Underrepresented

**Population:** 1 pt.