August 14, 2017

Rita Hartung Cheng, Ph.D.
President
Northern Arizona University
P.O. Box 4092, 1900 S. Knoles Dr.
Flagstaff, AZ 86011-4092

Dear President Cheng,

At its meeting on July 13-16, 2017 the Commission on Accreditation (CoA) conducted a review of the doctoral Ph.D. program in Counseling and School psychology at Northern Arizona University. This review included consideration of the program's most recent self-study report, the preliminary review ("admin review"), the program's response to preliminary review, the report of the team that visited the program on April 5-6, 2017, and the program's response to the site visit report.

I am pleased to inform you that the CoA voted to grant the program “accredited, on contingency” status with an initial date of accreditation of April 6, 2017. In accordance with Section 8.2D of the Accreditation Operating Procedures (AOP) and Implementing Regulation (IR) C-29 D, doctoral programs “accredited, on contingency” must provide outcome data for students in the program and program graduates within 3 years of receiving that status. These data must be provided in an updated self-study by 2020. Upon review of the updated self-study, a site visit may be approved and the program will be reviewed for full accreditation status.

During the interim, the program will be listed among accredited programs on the accreditation web pages. The Commission also encourages you to share information about your program’s accredited status with agencies and others of the public as appropriate.

The Commission recognizes the quality of training provided by the program and deems it in substantial compliance with the Standards of Accreditation (SoA). The combined program in Counseling and School psychology at Northern Arizona University offers general training in health service psychology and attends to the integration of science and practice in a sequential and graded curriculum. The program develops students’ knowledge, skills, and attitudes in a manner that is consistent with discipline-specific knowledge and profession-wide and program-specific competencies including training in social justice advocacy. The program has an identifiable body of students who have meaningful opportunities for peer interaction and socialization, and students receive written performance feedback linked to the program’s expected minimal levels of achievement. The director’s credentials and expertise are consistent with the program’s aims and expected competencies, and the administrative structure and processes facilitate program review and improvement. The program provides appropriately accessible information to the public regarding admission, curriculum, and student outcomes that is communicated effectively with prospective and current students.
Accreditation is a process that encourages improvement through continuous self-study and review. The following items represent areas that require additional attention. Please note that you will also receive this feedback online via the CoA Portal.

**Standard II: Aims, Competencies, Curriculum, and Outcomes**

**II.B.1.b:**

The program utilizes a minimum level of achievement that requires passing grades in all courses. It appears that this requirement may allow a student to successfully progress through the program with passing grades of C. By **September 1, 2018**, the program is asked to clarify whether students can successfully matriculate through the program with grades of C on coursework.

**II.B.2:**

Evaluation of students’ knowledge obtained outside of the doctoral program might be used to waive a course in certain discipline-specific knowledge areas. It is unclear whether the process used to validate externally-acquired knowledge would allow students to be deemed sufficiently knowledgeable without having been exposed to graduate-level content. The program also utilizes a discipline-specific knowledge exam that is sometimes referred to as a single exam and also referred to as a set of exams, and it is unclear how this test is used to demonstrate appropriate knowledge acquisition. Consistent with IR C-7 D, by **September 1, 2018** the program is asked to clarify whether students are expected to have demonstrated knowledge in all discipline-specific knowledge areas within the doctoral program or through external experiences that are assessed to be equivalent. In so doing, the program should also clarify the nature of the discipline-specific knowledge exam and discuss how it demonstrates knowledge in all assessed areas.

The program provided a syllabus for EPS 708: Social Aspects of Behavior that identified a list of additional readings. The readings did not, however, include dates of publication, therefore the Commission could not determine that the program requires current readings in social aspects of behavior. The program is requested to provide a complete list of all required readings for EPS 708 in APA format and inclusive of publication dates by **September 1, 2018**.

**II.B.3:**

It is unclear where on the Competency Evaluation of Practicum/Field/Intern Experiences in School Psychology form the program documents that direct observation occurred for the evaluation of school psychology practicum. By **September 1, 2018**, the program is asked to discuss how it determines that direct observation of students’ clinical activities occurs in evaluations of all school psychology practica, in a manner consistent with IR C-14 D.
Site visitors noted that it is possible for students to complete only 100 total hours of school psychology practicum across the course of the program. IR C-12 D requires that programs identify how practicum experiences help realize the educational aims identified in the program’s curriculum plan. As the program only mandates 100 hours of school practicum, by September 1, 2018 the program is asked to describe how school-specific practica are sufficient to prepare students for school psychology internships, careers, and experiences in a manner consistent with the program’s aims.

The self-study narrative includes information about the program’s use of telesupervision, and the program indicates that it adheres to the Arizona Board of Psychologist Examiners’ Proposed Rule R4-26-111: Providing Supervision Through Telepractice. The program states that this policy is available in the Doctoral Practicum Handbook; however, the practicum handbook could not be located in the submitted materials and was not listed in the resources provided in Table 1 (Appendix I.D.1.1.1). Consistent with IR C-13 D, the program is asked to provide copies of all written policies concerning telesupervision by September 1, 2018.

II.D.1.b:

The program’s distal data survey (Appendix II.D.1.b.1.1) does not clearly assess the extent to which graduates felt the program prepared them in each of the individual profession-wide competencies and any program-specific competencies. Consistent with IR C-18 D, by September 1, 2018, the program is asked to submit a revised alumni survey that addresses alumni’s assessments of the program’s success in training them in the profession-wide and program-specific competencies.

Standard V: Communication Practices

The program is also reminded of Implementing Regulation C-26 D which states that all accredited programs must provide education and training outcomes in the program’s public documents, including its website (attached).

The program is also reminded that consistent with IR C-27 D the program must provide information in its public materials regarding trainee admissions, support, and outcome data (attached).

The program’s response to the Reporting Requirements listed above should be submitted in the online CoA Portal. The program should navigate to the “Follow-Up” tab to respond by the designated due date.

The accreditation website (www.apa.org/ed/accreditation) provides important updates and policy changes related to the accreditation process. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must
inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-27 D (Notification of Changes to Accredited Programs) is attached for your information. Such updates should be submitted via the CoA Portal under the “Substantive Change” tab.

Please note that all accredited programs are required to complete the Annual Report Online (ARO). The Training Director will receive an email when it is time to complete the ARO. As such, it is extremely important that the program inform the CoA of any staff/faculty changes in a timely manner. Since the program is now accredited, it is reminded that an annual fee will be billed in order for the program to maintain its accredited status.

In closing, on behalf of the Commission on Accreditation, I extend congratulations to the faculty and students of the program for their achievements. The Commission also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,

Jacqueline Remondet Wall, Ph.D.
Director, Office of Program Consultation and Accreditation

cc: Ramona Mellott, Dean, College of Education
    Robert Horn, Ph.D., Chair, Educational Psychology
    Lore Dickey, Ph.D., Doctoral Training Director