NORTHERN ARIZONA UNIVERSITY

COLLEGE OF EDUCATION
EDUCATIONAL PSYCHOLOGY

COMBINED COUNSELING/SCHOOL PSYCHOLOGY, PHD

DOCTORAL STUDENT HANDBOOK

Spring 2017

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EPS Combined Counseling/School Psychology, PhD

Doctoral Student Handbook

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PREFACE

This document is intended to serve as a guide for program advisors and students enrolled in the Combined Counseling/School Psychology PhD Program. These guidelines and policy statements establish procedures that are current and predictable. When followed, these procedures will result in orderly progression toward degree completion. However, progression through the program will depend on the background, education, and professional experience of the individual student. Policies and procedures can and will change, and your program advisor is the best source of information for these changes. Students will be given reasonable notice of any policy or procedure changes.

The Combined Counseling/School Psychology Doctoral Student Handbook may be modified as a result of changes that occur in our state, our institution, and our profession. The faculty reserves the right to make revisions and additions to this Doctoral Student Handbook in order to better meet the needs of our students in the program. Students are responsible for keeping up to date with any periodic changes that are made to the Student Handbook, which is available online on the program webpage. Students will be notified via email if significant changes occur that may impact their progression through the program. The doctoral student representative that serves on the Doctoral Steering Committee will also keep students apprised of significant changes. Any questions about modifications to the handbook should be directed to the Doctoral Training Director or the EPS Department Chair.

In conjunction with the material found in this Educational Psychology Doctoral Student Handbook, the section of the University Academic Catalog pertaining to regulations and requirements for graduate degree and certification programs offered should be reviewed and followed. Any pertinent changes in university policies will be included in the latest issue of the NAU Graduate Catalog, which can be accessed online at http://catalog.nau.edu/

INTRODUCTION

The Combined Counseling/School Psychology PhD Program is housed within the Department of Educational Psychology (EPS) in the College of Education (COE) at Northern Arizona University (NAU). NAU is a comprehensive public university accredited by the Higher Learning Commission (HLC). The HLC, is one of six regional associations recognized by the U.S. Department of Education that accredit institutions of higher education. NAU's HLC accreditation is extended through 2017-2018.

The Main Campus is located in Flagstaff, with instructional sites throughout the state and an off-campus center in Yuma. Serving more than 26,606 full-time and part-time students, approximately 19,320 of whom are enrolled at the Flagstaff campus, the University emphasizes undergraduate education while offering graduate programs leading to masters and to doctoral degrees in selected fields.

NAU's mission is "to provide an outstanding undergraduate residential education strengthened by research, graduate and professional programs, and sophisticated methods of distance delivery and innovative new campuses and programs throughout the state." The specific goals for the University include; 1) Student Success, 2) Nationally Recognized Research Excellence, 3) Global Engagement, 4) Diversity, Civic Engagement and Community Building, 5) Commitment to Native Americans, and 6) Sustainability and Effectiveness. The Combined Counseling/School Psychology PhD Program is inextricably linked to Goal 1: promoting student success, Goal 2: through its commitment to the science and practice of psychology, and Goal 4: in its recognition of the importance of diversity and call to action in the training of health service psychologists.

The College of Education's mission is to prepare competent and committed professionals who will make positive differences for children, adults of all ages, and others in schools. The College of Education has more than 100 full-time faculty who serve more than 3,200 students with an average class size of 17. The College offers 16 undergraduate degrees or certificates and 36 graduate degrees or certificates, including three doctoral programs. Each year, the College awards more than $200,000 in scholarship funding and currently manages more than 8 million dollars in externally funded research projects. The Department is integrally aligned with the function and mission of the College and provides leadership in the health service practice of psychology.

The Educational Psychology Department is one of four academic departments in the College of Education. The EPS Department offers six degree programs, serving nearly 500 students, including master's degrees in clinical mental health counseling, school counseling, human relations, student affairs and counseling, an EdS degree in school psychology, and the doctoral degree in Combined Counseling/School Psychology. The mission of the Educational Psychology Department is the same as the College mission and its objectives are to: Give students hands-on experience in supervised clinical settings; Provide students with a curriculum based on a developmental, experiential training model that includes understanding theory, assessment, intervention, and evaluation skills; prepare students to work with individuals, families, groups, schools, organizations, and agencies; and offer courses delivered through a combination of in-person, online, hybrid, and supervised practice.

The Combined PhD Program prepares students to function as well-rounded generalists with a strong foundation in both counseling psychology and school psychology. The Combined Program faculty and graduate students actively engage in research, teaching, and service consistent with the missions and objectives of the department, college, and university.

Our doctoral curriculum includes coursework in psychological foundations, educational foundations, discipline-specific knowledge, and research and statistics. Our low doctoral student-advisor ratio affords the opportunity to receive significant individual supervision in assessment, interventions, and research training.

A brief overview of the Combined Counseling/School Psychology PhD Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at http://nau.edu/COE/Ed-Psych/Faculty-Staff/

The Combined Counseling/School Psychology PhD Program is not accredited by the American Psychological Association (APA). Please see the Statement Regarding the Status of the Educational Psychology Doctoral Program at Norther Arizona University. Questions related to the program's accredited status should be directed to the APA Commission on Accreditation:

The American Psychological Association Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

VALUES STATEMENT ADDRESSING DIVERSITY

The Combined Counseling/School Psychology PhD Program at Northern Arizona University is a multicultural community of diverse racial, ethnic, and class backgrounds, representative of many religious, spiritual, political, affiliations, abilities, ages, national origins, gender, gender identities, languages, and sexual orientations. We recognize that people are not completely free from all forms of bias and prejudice and we expect that our training community will evidence a range of attitudes, beliefs, and behaviors.

The program expects that students, staff, and faculty will be respectful and supportive of all individuals, including but not limited to clients, staff, faculty, and peers who are different from themselves. It is also expected that students and faculty will examine and attempt to resolve attitudes, beliefs, opinions, and feelings that may negatively affect potential functions of a psychologist, including engaging in culturally relevant research practices and providing effective services to individuals of diverse backgrounds and beliefs. As such, students should expect their perceived biases, prejudices, and stereotypical thinking to be respectfully challenged by faculty, staff, and peers.

It is the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: http://nau.edu/Diversity-NAU/_Forms/Safe-Working-and-Learning-Environment-Policy/

PROGRAM PHILOSOPHY AND MODEL

The Combined Counseling/School Psychology PhD Program prepares students to function as well-rounded generalists with a strong foundation in both counseling psychology and school psychology. Our program adheres to the Boulder Conference (1949) scientist-practitioner model emphasizing applied practice driven by empirical research and *vice versa*. Students engage in substantive training utilizing a scientist-practitioner model integrating psychological theory, research, and practice.

The combined training approach promotes the optimal development of individuals, families, groups, and environmental systems using empirically supported, culturally sensitive interventions that include assessment and diagnosis, interdisciplinary teamwork, relatively brief intervention approaches, prevention, consultation, outcome evaluation, career-development, and ethical decision-making, in a broad array of settings including schools, universities, integrated healthcare, community mental health, correctional facilities, and independent practice.

The program is organized to emphasize general preparation as counseling/school psychologists through:

- Integration of theory, research, and practice of health service psychology
- Ethical decision making and commitment to professional standards of practice
- Multicultural awareness, knowledge, and skills with particular emphasis on working with peoples in the rural, Southwestern United States (e.g., American Indians, Latinas/os)
- Application of health service psychology theory, research, and practice concepts in training, supervision, and consultation

Our doctoral curriculum includes coursework in psychological foundations, educational foundations, discipline-specific competencies, research, and statistics. Our low doctoral student-advisor ratio affords the opportunity to receive significant individual supervision in assessment, interventions, and research training.

Combined doctoral training across counseling and school psychology prepares students more broadly than traditional programs, to more flexibly address school and behavioral health needs of rural and southwest communities through the application of research and practice.

Integration of theory, research, and practice comprise the core of the Combined Counseling/School Psychology Doctoral Training Program at Northern Arizona University. We believe that this core is best realized using a scientist-practitioner training model that includes a systematic analysis of human behavior, careful applications of best practice, and a methodical evaluation of the effectiveness of these applications.

Students are expected to gain essential skills in both counseling and school psychology by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of counseling psychology and school psychology. In addition, students may also take elective courses in counseling psychology or school psychology and gain additional clinical and research experience in settings related to one or both areas.

Upon program completion, trainees will be able to effectively intervene in educational, emotional, and behavioral arenas with individuals, families, groups, and organizations.

Graduates will be able to pursue one of these paths in a variety of community and school-based settings:

- Licensed psychologist
- State credentialed school psychologist (if students do a school psychology internship)
- College or university professor in Counseling Psychology and/or School Psychology

PROGRAM GOALS, OBJECTIVES, AND COMPETENCIES

PROGRAM GOALS AND OBJECTIVES

The Combined Counseling/School Psychology PhD Program has three goals and eleven objectives that reflect the program's values in training ethical, well-rounded health service psychologists to be facile in both counseling psychology and school psychology with diverse residents in the Southwestern regions of the United States. Each objective is measured by one or more competencies.

Goal 1: Graduates will demonstrate ethical behavior and a commitment to professional standards of practice, including multicultural awareness, knowledge, skills, and social justice principles.

Objective 1: Graduates will demonstrate ethical behavior that adheres to professional standards and legal guidelines for psychologists.

Objective 2: Graduates will demonstrate skills in self-assessment of competence and self-care.

Objective 3: Graduates will demonstrate competent delivery of psychological services to diverse populations, particularly those located in the rural Southwest.

Objective 4: Graduates will demonstrate effective social justice advocacy methods.

Goal 2: Graduates will demonstrate entry-level practice skills and strong identity as psychologists.

Objective 5: Graduates will demonstrate evidence-based assessment, diagnosis, and treatment skills.

Objective 6: Graduates will apply consultation and collaboration skills in interdisciplinary settings, taking into account the unique needs of systems located in the rural Southwest.

Objective 7: Graduates will demonstrate supervision knowledge and skills.

Objective 8: Graduates will demonstrate critical thinking about issues and practices central to professional psychology and regularly participate in professional conferences and workshops.

Goal 3: Graduates will effectively apply scientific theory and research methods to the practice of Counseling and School Psychology.

Objective 9: Graduates will apply critical thinking and analytical skills to evaluate existing research for use in psychological practice.

Objective 10: Graduates will demonstrate ability to evaluate the effectiveness of treatment approaches.

Objective 11: Graduates will generate research that advances the knowledge and practice of psychology.

These goals are directly related to training students earning a combined degree in counseling psychology and school psychology. Students are expected to gain essential skills in both counseling and school psychology by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of counseling psychology and school psychology. Students earning this degree are well versed in ethical and legal standards for practice in diverse communities. They are able to translate research into practice and inform their research with knowledge of practice.

A strong dual identity in both school and counseling psychology is important. It is expected that many students may identify more strongly with either school or counseling psychology while demonstrating knowledge and skills in both areas. These skills and abilities are key to flexible practice in rural areas where school psychologists often provide in-depth counseling services and counseling psychologists consult with school districts, as needed.

The combined training approach develops skills for working with individuals, families, groups, and environmental systems using empirically supported, culturally sensitive interventions. These interventions include assessment and diagnosis, interdisciplinary teamwork, relatively brief intervention approaches, prevention, consultation, outcome evaluation, career-development, and ethical decision-making. Additionally, a broad array of settings is addressed including schools, universities, integrated healthcare, community mental health, correctional facilities, and independent practice. Upon program completion of the combined degree, trainees will be able to effectively intervene in educational, emotional, and behavioral arenas with individuals, families, groups, and organizations. Graduates will be able to pursue one of these paths in a variety of community and school-based settings: licensed psychologist, state-credentialed school psychologist (if students do a school psychology internship), and college or university professor in Counseling Psychology and/or School Psychology.

This program's three goals and objectives are directly consistent with health service psychology in that:

- Goal 1 describes the program's commitment to actions that indicate respect for and understanding of cultural and individual differences and diversity, through training in ethical approaches that celebrate the richness and strength of diverse backgrounds and experiences as well as the application of effective methods to advance social justice.
- Goal 2 reflects a commitment to prepare students for entry-level practice or additional postdoctoral training by way of a curriculum that is sequential, cumulative, and graded in complexity for both research skills and clinical application. Students are expected to gain essential skills in both counseling and school psychology by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of counseling and school psychology. Goal 2 also reflects the program's commitment to guiding students toward development of strong professional identity as health service psychologists who think critically about key issues of the profession and engage in scholarship and conferences that advance the profession.
- Goal 3 guides preparation for students to function as well-rounded generalists with a strong foundation in both counseling psychology and school psychology. Our program adheres to the scientist-practitioner model, emphasizing applied practice driven by empirical research and vice versa. Students engage in substantive training utilizing a scientist-practitioner model integrating psychological theory, research, and practice. Student are trained in EPS 681 Evidence-based Counseling Techniques and EPS 607 School-based Intervention courses and application of evidence-based approaches is emphasized in all skills-based training. Likewise, students are required to consider applications for practice issues when designing and implementing qualifying research projects and dissertations.

PROFESSION-WIDE AND PROGRAM-WIDE COMPETENCIES

The program is designed to develop the profession-wide competencies consistent with the American Psychological Association's Standards of Accreditation. As such, our program is committed to developing and assessing students in these areas.

Profession-wide competencies include the following areas: 1) research; 2) ethical and legal standards; 3) individual and cultural diversity; 4) professional values, attitudes, and behaviors; 5) communications and interpersonal skills; 6) assessment; 7) intervention; 8) supervision; and 9) consultation and interprofessional/interdisciplinary skills. In addition, there is one program-wide competency, social justice advocacy.

Each area listed above is developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, formal examinations, faculty ratings, and student projects.

Research competencies are achieved by students in research methods and statistics coursework, in required attendance at once monthly research colloquia, via the qualifying research project, through faculty-mentored dissemination of scholarly work at conferences and in publications, and throughout the dissertation process. Research skills are assessed in Discipline-Specific Qualifying Examinations (in the case of transfer credit petition), in the Comprehensive Examination, Qualifying Research Project, in annual benchmark competency ratings, and the dissertation.

Students begin achieving competency in **ethical and legal standards and professional values, attitudes, and behaviors** in orientation to the profession and ethics classes. Ethics, legal, and professional identity training are ubiquitous within coursework via readings, discussions, and case studies. For example, ethical and professional issues are particularly integrated into research methodology, evidence-based practice, and multicultural counseling. Integration of ethical, legal, and professional behavior into case formulation and intervention are key components of practicum courses and are assessed in doctoral comprehensive examinations and in annual benchmark competency ratings.

Our program is based upon aspects of **individual differences, cultural diversity, and social justice advocacy** important to the practice of psychology in rural areas of the Southwest. Individual differences and diversity are primary foci in orientation to the profession and multicultural counseling classes. In addition, individual differences, cultural diversity, and social justice advocacy knowledge and skills are integrated into course readings, discussion, and case studies. For example, in EPS 700 Topics in Health Service Psychology, Integrated Healthcare, Gurung's (2014) book, *Health Psychology: A Cultural Approach* is the primary textbook, supplemented by readings that include issues of health disparities for underserved populations. Students achieve competency in working with diverse populations in training that is interwoven into the curriculum, to the extent that it is difficult to highlight single courses in which students achieve and demonstrate competency in working with cultural diversity and individual differences. Integration of individual differences, cultural diversity, and social justice advocacy into case formulation and intervention are key components of practicum courses and are assessed in doctoral comprehensive examinations and in annual benchmark competency ratings.

Communications and interpersonal skills training is addressed in courses such as orientation courses, basic intervention skills training, and practice courses that emphasize discourse, professional and interpersonal behaviors, and identity as a health service psychologist in different settings. These courses involve readings, group discussion, self-reflection; professional writing skills for client case file materials, and professional communication. Supervision and review of client case reports and notes are provided along with feedback in practicum classes. Students revise their work based on feedback and final written evaluation reports are cosigned. Psychotherapy progress notes are reviewed. Students receive coaching via bug-in-the-ear technology or face-to-face supervision for psychotherapy sessions in the counseling processes and counseling practica. Research colloquia provide opportunities for students to meet and interact with researchers and advanced doctoral students in their first year. In the second and subsequent years students participate as attendees and presenters at colloquia and professional conferences in conjunction with completion of the qualifying research project and dissertation. Demonstration of interpersonal skills competency is rated in annual benchmark competency review and communications skills are formally assessed in doctoral comprehensive examinations.

Assessment is covered in courses that directly address assessment and diagnosis, as well as in courses such as substance abuse and addictive disorders that involve aspects of assessment. These courses include current readings, class discussions, and application exercises. Assessment courses include demonstration and practical laboratory work with faculty and teaching assistant support. Assessment courses include multiple video administrations of assessment tools studied, self-review, and critique, as well as grading of both administration and scoring/protocol for each test or instrument studied. Students write case reports and receive feedback on practice cases in assessment courses. Examinations are utilized in non-practica courses. Practicum training uses case report writing that is structured and scaffolded to build skills. Students produce case reports and case analyses of real client cases during practica. Assessment skills are assessed in doctoral comprehensive examinations and in annual benchmark competency ratings.

Students attain general **Intervention** competency knowledge and skills in courses such as EPS 681 Evidence-based Counseling, EPS 660 Counseling Processes, and in courses that target interventions with specific populations, including vocational/career, marriage and family, substance abuse, and school-based intervention courses. Intervention knowledge courses utilize current readings, case scenario discussions, practice exercises, classroom discussion, writing assignments to support knowledge transfer, and examinations. EPS 607 School-based Intervention includes real client contact and intervention activities in conjunction with practica. Evidence-based intervention reports of real cases are produced in practica to demonstrate transfer of knowledge, micro skills, and application. Self-reflection in skills and application as well as intervention case process and outcomes are included in applied practicum activities. Intervention competencies are assessed in doctoral comprehensive examinations and in annual benchmark competency ratings.

Supervision competency skills are primarily achieved during EPS 740 Doctoral Practicum in Counseling Psychology and Supervision and EPS 741 Doctoral Practicum in School Psychology and Supervision. These practicum courses include current readings, class discussion, facilitated self-reflection on supervision skills, practice supervising students who are in counseling practicum and school psychology practicum. Supervision case studies and individual and group supervision are used to facilitate processing of experiences as a clinical supervisor. Competency in supervision is evaluated by performance on supervisory tasks within the courses and is rated at the "R*eadiness for Advanced Practicum/Internship Doctoral Form*" stage of the benchmark competency ratings.

Competency in **consultation and interprofessional/interdisciplinary skills** is attained by students in EPS 700 Topics in Health Service Psychology: Integrated Healthcare, EPS 678 School-based Consultation and Collaboration, and in practicum courses. All courses include current readings and class discussion. EPS 678 School-based Consultation and Collaboration includes demonstration / modeling and student practice exercises that are video recorded and graded with feedback provided to facilitate development of self-reflection and consultation skills. This course also includes examinations and written consultation summaries. Practicum courses include application of consultation skills with real clients in schools, community settings, and the university practicum lab. In EPS 675 School Psychology Practicum students are guided to reflect on and write several consultation case summaries on which feedback is provided. Observation of practicum students followed up with feedback/supervision is provided to support skills transfer to applied settings. EPS 675 School Psychology Practicum and EPS 741 Doctoral Practicum in School Psychology and Supervision routinely involve interdisciplinary environments with multiple allied health professionals. EPS 740 Doctoral Practicum in Counseling Psychology and Supervision involves interdisciplinary environments with multiple allied health professionals when completed outside of the practicum lab. Casework opportunities and team meetings typically engage multiple allied health professionals or medical and mental health providers. These experiences are discussed in group supervision and class meetings. Explanations of the role and function of other disciplines is discussed and students assess this within their casework. Competency in consultation and interprofessional relationships/skills is rated during annual benchmark competency review and during doctoral comprehensive examinations.

The current evidence base is the primary evidence base used for classes as evident in course syllabi; this is a commitment at the program, college, and university levels. Curriculum committees closely scrutinize syllabi to ensure that readings are current, relevant, and based on scientifically tested evidence. Finally, adherence to evidence-based practices is reviewed and rated in annual competency benchmark evaluations in terms of knowledge and skilled use of scientific methods, respect for scientifically derived knowledge, scientific mindedness (critical thinking skills), psychology as a science, scientific foundation of professional practice, and evaluation and generation of research that contributes to professional evidence base.

Profession-Wide competencies, associated coursework, benchmarks, and benchmark criteria are presented in Appendix H, Curriculum and Assessment Mapping Tables.

COMBINED PROGRAM FACULTY

CORE FACULTY		
lore m. dickey, Doctoral Training Director Assistant Professor Arizona, Mississippi, and Louisiana Licensed Psychologist	PhD, 2011	Counseling Psychology University of North Dakota
Lena Gaddis Associate Professor Certified School Psychologist	PhD, 1987	School Psychology University of Georgia, Athens
Y. Evie Garcia Associate Professor Arizona Licensed Psychologist	PhD, 1996	Counseling Psychology Arizona State University
Kim Kalas Assistant Clinical Professor Arizona Licensed Psychologist	EdD, 1999	Educational Psychology - Counseling Psychology Northern Arizona University
Michael Mellott Assistant Clinical Professor Arizona Licensed Psychologist Certified School Psychologist	EdD, 1999	Educational Psychology - School Psychology Northern Arizona University
Lisa L. Persinger Assistant Professor Arizona Licensed Psychologist Certified School Psychologist	PhD, 2000	School Psychology Indiana University, Bloomington
Timothy Thomason Professor Arizona Licensed Psychologist	EdD, 1997	Human Development Counseling George Peabody College, Vanderbilt University
ADMINISTRATIVE LEADERSHIP AND SUPPORTING FACULTY		
Kathy Bohan, COE Associate Dean Associate Professor Arizona Licensed Psychologist Certified School Psychologist	EdD, 1996	Educational Psychology - School Psychology Northern Arizona University
Robert A. Horn, EPS Department Chair Associate Professor	PhD, 2004	Educational Psychology and Research University of Memphis
Ramona Mellott, COE Dean Professor Arizona Licensed Psychologist	PhD, 1991	Counseling Psychology University of Southern Mississippi, Hattiesburg
Sara Abercrombie Assistant Professor	PhD, 2011	Educational Psychology University of New Mexico
Saumya Arora Assistant Clinical Professor, Tucson Campus	PhD, 2015	Counselor Education Texas A&M University, Corpus Christi

Rebecca Campbell Associate Professor	PhD, 1996	Educational Human Learning and Development Texas A&M University
Joyce DeVoss Professor, Tucson Campus Arizona Licensed Psychologist	PhD, 1987	Counseling and Guidance University of Arizona
Steven P. Farmer Associate Clinical Professor, Phoenix Campus	PhD, 2004	Marriage and Family Therapy St. Mary's University
Melvin Hall Professor, Phoenix Campus	PhD, 1979	Measurement and Evaluation University of Illinois at Urbana/Champaign
Pit Kolodinsky Professor	PhD, 1994	Counselor Education, Community Counseling Mississippi State University
Katie Koo Assistant Clinical Professor	PhD, 2016	Student Affairs University of Maryland
Jieun Lee Assistant Professor	PhD, 2013	Educational Psychology (Concentration: Learning) Arizona State University
John McClure Associate Professor	PhD, 1994	Educational Psychology Pennsylvania State University
Eugene Moan Professor Arizona Licensed Psychologist	EdD, 1979	Educational Psychology - Counseling Psychology Northern Arizona University
Trina Spencer Associate Research Professor	PhD, 2009	Early Childhood Special Education Utah State University
Patricia Young Assistant Clinical Professor, Phoenix Campus	EdD, 2006	Educational Leadership Northern Arizona University
ADMINISTRATIVE SUPPORT STAFF		
Hope DeMello		
Vicki Weedman-Stevenson		

ADMISSION TO THE PROGRAM

This Combined Counseling/School Psychology PhD Program is only offered at Northern Arizona University's Flagstaff campus.

ADMISSION DEADLINES

Completed application files are reviewed and admission decisions are made during one cycle each year. All application materials must be submitted to the Graduate College online application by January 15th to be reviewed for entrance in the subsequent academic year.

Admission decisions are made by the first week of March and students receive notification of this decision electronically. It is the student's responsibility to ensure that their application file is complete. Incomplete files are not reviewed.

The Office of the President at NAU has a special initiative to attract outstanding doctoral students with specific research interests. This initiative offers a generous fellowship during the individual's graduate studies at NAU. Individuals who would like to be considered for this Research Fellowship will be required to apply for the program by ***November 15th****. Applications received by the November 15 date will be reviewed for consideration for this fellowship.*

ADMISSION APPLICATION REQUIREMENTS

NAU Graduate Online Application is required for all programs. Details on admission requirements are included in the online application. For details on graduate admission policies, please visit the Graduate Admissions Policy. International applicants have additional admission requirements. Please see the International Graduate Admissions Policy.

- GRE® revised General Test
- Completion of bachelor's degree from a regionally accredited institution in psychology, education, or closely related field; or a Master's or EdS degree in Counseling or Psychology
- Transcripts
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent
- 3 letters of recommendation with at least two from faculty
- Responses to specific essay questions
- Interview

Note: Students who do not have the prerequisites below will be expected to take these early in their programs of study by taking classes in one of the counseling or school psychology master-level programs:

Graduate Level Courses:

Group Counseling/Group Dynamics

Human or Lifespan Development

Graduate or upper level Undergraduate Courses:

Psychological or Educational Statistics

Applied Behavior Management

Research Methods

Special Education

The Combined Program follows academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse. The following university polices are adhered to by the program.

- Graduate Admission Policy: https://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/
- Eligibility for Graduate Study at NAU: https://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/#Eligibility-Graduate-Study
- Graduate Recruitment at NAU: https://nau.edu/GradCol/Graduate-Recruitment-Resources/

APPLICATION REVIEW PROCESS

The materials in the applicant file are evaluated by faculty using an objective, multi-criteria system. Points are assigned for each applicant using the following weighted percentages associated with each criteria:

- 50% Academic Aptitude for Graduate Study (GRE scores and GPA),
- 20% Essay Responses (autobiographical and professional interest questions*),
- 5% Work Related Experiences (relevant paid and volunteer work),
- 10% Potential to Contribute to Profession and Program (professional activities and letters of recommendation),
- 15% Goodness of Fit to the Program (areas of focus congruence, fit to College of Education mission, and professional characteristics)

*Essay Questions

1. What are your long-term professional career goals? *Please be sure to address the following components in your response.*
   a. How will this Combined Counseling/School Psychology program, which trains students to address school and behavioral health needs of rural and Southwest communities through the application of research and practice, help you to achieve those goals?
   b. How have your background and experiences shaped your long-term goals?
2. Describe your experiences with diversity and how these experiences may have impacted you as a person and your decision to pursue this program at NAU.
3. Describe your research interests and explain how these interests align with one or more faculty members in the combined doctoral program.

Each applicant is ranked within the applicant pool after points have been assigned. *Highly-ranked candidates will be invited to participate in interviews.* Interviews will generally be held approximately one month after the application deadline.

The interview will be worth 35 points (approximately 25% of the total points) and the average score from faculty interviewers will be added to the overall score (file review [100 points] + interview [35 points]). Students scoring highest on a combination of the application and interview scores will be offered admission. Approximately five to seven students will be admitted in a given year for the combined doctoral program.

All applicants will be informed approximately two weeks in advance of the interview date. At least two faculty members from the combined doctoral program area will be present during the telephone/video conference interview.

Each interview will last for approximately 20 to 30 minutes. All faculty members present will rate the applicant on a matrix related to the questions, which focuses on specific characteristics relevant to doctoral training.

REQUIREMENTS FOR ADMITTED STUDENTS

Individuals who are offered admission and accept the program offer must begin the program during the subsequent summer or fall semester. In general, individuals unable to begin at this time must re-apply to the program. Deferred enrollment is offered in rare circumstances. The EPS Doctoral Steering Committee will consider each request for deferred enrollment individually.

Arizona state law requires that personnel who engage with minors or vulnerable adult populations have an IVP Fingerprint Clearance Card from the Arizona Department of Public Safety. That requirement applies to graduate students in practical psychology experiences as well. Admitted students will need the Identity Verified Fingerprint Clearance Card (IVP card) by the start of the fall semester. You may request a packet directly from DPS by either calling 602.223.2279 or faxing your request to 602.223.2947. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. If you are in-state, you may complete the online application and get digital fingerprints at a contracted Field Print site within Arizona. The link to the agency that provides the fingerprint clearance is: http://www.azdps.gov/Services/Fingerprint/

Overview of PhD Program Requirements

Time Expectation and Limits

The time limits and residency requirement is articulated in the Graduate College Policy REQUIREMENTS FOR DOCTORAL DEGREES: PHD Policy Number: 100805.

The doctoral degree requires a minimum of three full-time academic years of graduate study plus an internship prior to receiving the doctoral degree. Students complete at least two of the three academic training years within the NAU program. Most students are expected to complete the program within five years of matriculation.

After admission to the program, all degree requirements must be completed within eight years for those entering with a masters or ten years for those entering with a bachelor's degree. Student requests for extending this deadline must be submitted to the dissertation chair and the department faculty for their consideration. The Graduate College then makes final decisions regarding such extensions.

Residency Requirements

The purpose of the residence requirement is to provide the doctoral student with an intensive academic experience including opportunities for interaction with resident faculty as well as other graduate students. This time should be devoted to scholarly study, research, writing, and professional activities, which advance each individual's academic program. Residency promotes student development of the attitudes, values, vocabulary, and comportment expected for the role of a psychologist through professional socialization. Residency allows program faculty to provide mentorship and evaluation of competencies and comportment expected of doctoral students.

The purpose of doctoral residency requirements is to provide students with opportunities to attend on-campus conferences, presentations, and seminars, and to personally interact with resident faculty and other graduate students. If you work full time, you cannot satisfy this residency requirement.

To make this possible, students must agree to remain free from outside activities that would detract from their scholarly study, research, writing, and other kinds of professional activities that further the program of study.

Students in the combined counseling/school psychology doctoral program must satisfy the residency requirement by completing a minimum of two consecutive semesters (1 year continuous) of full-time residency. **The residency requirements must be met by attending during fall and spring semesters.** The departmental residency requirement is more specific than the Graduate College Policy REQUIREMENTS FOR DOCTORAL DEGREES: PHD Policy Number: 100805

Continuous Graduate Registration

Continuous Enrollment is specified by the Graduate College Policy 100326: In sum, students enrolled in a Doctoral degree program are expected to be continuously enrolled each Fall and Spring term until all requirements for the degree have been fulfilled. For details on the complete policy, please see the Graduate College Policy: http://nau.edu/GradCol/Policies-and-Forms/

Time Parameters to Complete the Degree

Students who are admitted to a PhD program with an earned master's degree have eight years to complete all requirements for the doctoral degree. The eight years starts with the first semester of doctoral study at Northern Arizona University. If students do not complete the degree in eight years, they may petition the Graduate College for one extension of this time limit.

Students who start the PhD program with a bachelor's degree have ten years to complete all requirements for the doctoral degree.

This policy is specified in the Graduate College Policy REQUIREMENTS FOR DOCTORAL DEGREES: PHD Policy Number: 100805

Grade Point Average, C Grades, and F in P/F Courses

The department of Educational Psychology adheres to the grade point average guidelines established through the NAU Graduate College. If you are working toward a degree, you must maintain a 3.0 or higher grade point average for all courses taken and for all courses required in your plan. All courses in the Combined Counseling/School Psychology PhD Program of Studies must be completed with A or B or Passing (P) grades. Earning a C or below (or an F in a P/F class) in any of the program courses will require the student to retake the course.

A grade below C does not earn graduate credit. See GPA (GRADE POINT AVERAGE) REQUIREMENTS FOR GRADUATE STUDENTS Policy Number: 100407

Admission to a program may be denied or revoked for any graduate student who receives unsatisfactory grades. If a student has more than six units of graduate work with a grade of C or below, they cannot continue in their doctoral plan, regardless of their grade point average. Students in this situation will meet with their advisor to develop a Professional Growth Plan to address the situation. Graduate College Policies that may be helpful: COURSE REPEAT, GRADUATE Policy Number: 100318

At the time of graduation, if a student has earned a cumulative grade point average of at least 3.9 for all courses taken at NAU on their plan of study, we recognize them with the notation “with distinction” on their transcript.

Program Meetings

Program student meetings will be held at the beginnings of fall and spring semesters and as needed during the academic year. Program student meetings are an opportunity to provide relevant program information, obtain student feedback, address concerns, and provide additional training or information. Additionally, the program may conduct focus groups and surveys with current students to assess student-faculty relations through periodic departmental meetings. Information from these surveys are reviewed by the program faculty and changes beneficial to the program and students are implemented.

College of Education Research Colloquia

College of Education Research Colloquia offers students an opportunity to learn about research in multiple areas of psychology and education. The colloquia offer opportunities for students to meet faculty researchers and other research collaborators. Colloquia are organized and scheduled monthly by the COE Doctoral Student Organization with faculty support. Combined Counseling/School Psychology Doctoral students are expected to attend colloquia and also present their qualifying research projects in this forum.

CURRICULUM OVERVIEW

Our doctoral program reflects a training curriculum that is sequential, cumulative, and graded in complexity for both research skills and clinical application. The program is designed to prepare students for culminating internship and dissertation experiences. Students are expected to gain essential skills in both counseling and school psychology by taking courses that reflect common knowledge across both areas and by taking courses that train specific aspects of counseling and school psychology. In addition, students may also take elective courses in counseling psychology or school psychology and gain additional clinical and research experience in settings related to one or both areas. The program has established three primary goals and eleven associated objectives that drive the preparation and evaluation of students as well as support evaluation of the program. Goals and objectives are addressed across all levels of the program. Competencies are measured as specified in our curriculum and assessment maps in Appendix H.

The course sequence begins with essential foundational theoretical knowledge and skills in counseling and school psychology. First year courses immerse students in orientation to the field, professional ethics, identity development, social justice advocacy, and the scientist-practitioner orientation. Courses integrate instruction with practical field experiences when appropriate so that students are guided to utilize science in practice from the outset. For example,

- Students enrolled in the introduction to school psychology course participate in field experiences with the objective to observe and participate in practice activities at a basic level as appropriate to the site and population.
- Students participate in classroom learning about processes of counseling and they also participate in practical lab activities to develop those applied skills under faculty supervision.
- School-based intervention is paired with field experience applying evidence-based interventions using single-case design research methods with school-aged children.
- Early practicum courses integrate guided evidence-based intervention and assessment methods in signature assignments embedded in practica and other courses.

Assessment courses and helping skills courses build over the curriculum and sequenced experiences. This early training and experiential sequence leads to preparedness for initial practicum experiences with real clients in the second year of the program and under close supervision of advanced doctoral student supervisors, and field and university faculty supervisors. As students master basic competencies they are given more complex practical experiences and are guided to develop supervision skills in doctoral practicum in the third and fourth years.

Students are also engaged in research skills beginning in the first semester. They are guided in the qualifying research project that is faculty mentored to facilitate beginning research skills development with searching, reading, and synthesizing research to develop a comprehensive review or research proposal or to participate in research study deployment or analysis. The goal of the qualifying research project is that students move into more independent activities within a data collection research project and begin thinking about their dissertation projects.

Students are assessed on both foundational knowledge and practical skills at multiple levels of the program. In addition to monitoring student progress through course grades, acquisition of foundational knowledge and skills assessed through benchmark evaluations and key examinations. The *Readiness for Practicum* (see Appendix D) evaluation completed by faculty informs the Doctoral Steering Committee, advisor, and student of readiness for practical engagement with real clients. The *Clinical Evaluation of Field Experiences* (see Doctoral Practicum Handbook) associated with school psychology practicum and the counseling practicum evaluation tool (see Doctoral Practicum Handbook) are used to evaluate students' preparedness for doctoral practicum. Doctoral practicum allows students to work with more complex case situations as well as to learn and apply clinical supervision practices with masters and EdS students as well as beginning doctoral students. The *Readiness for Advanced Practicum/Internship* (see Appendix E) evaluation is completed by the field supervisor and university supervisor for students at the doctoral practicum level and informs the Doctoral Steering Committee, advisor, and student of readiness for the doctoral level internship experience.

Additionally, as students successfully complete discipline-specific knowledge courses at NAU, they demonstrate discipline-specific knowledge in the areas of tests and measurement, human development, biological, cognitive, social, and affective bases of behavior, individual differences and psychopathology, and research psychometrics. Students whose courses are approved for transfer or waiver, are also required to demonstrate graduate-level competence through successful completion of the Discipline-Specific Knowledge (DSK) Examinations. Near the end of the course and practical experience sequence students sit for the doctoral comprehensive examination on which they are expected to demonstrate integrated knowledge and skills applied to clinical and research scenarios. Successful completion of the doctoral comprehensive examination qualifies a student to proceed with the capstone research dissertation project and internship and be admitted to candidacy. Readiness for entry level independent practice is evaluated using either the accredited internship site's field practice evaluation forms and/or the program's *Readiness for Entry to Practice* (see Appendix F) evaluation tool.

CURRICULUM PLAN

Please be aware that the necessary coursework for this plan is only available at Northern Arizona University-Flagstaff campus. The official Program of Study form is housed on the Graduate College site: https://nau.edu/GradCol/Degrees-and-Programs/Programs-of-Study-Page/

REQUIREMENTS OF THE COMBINED COUNSELING/SCHOOL PSYCHOLOGY PHD PROGRAM

Our program requirements are consistent with the Graduate College Policy: REQUIREMENTS FOR DOCTORAL DEGREES: PHD Policy Number: 100805

Advisors support students to adhere to the COURSE LOADS AND OVERLOADS, GRADUATE Policy Number: 100324

Take the following 123 units (*Each Course is 3 Units, unless otherwise specified*):

A. Psychological Foundations (21 units required)

1. History and Systems of Psychology (3 units required)
   EPS 706 History and Systems of Psychology
2. Biological Bases of Behavior (3 units required)
   EPS 640 Biological Bases of Development and Behavior
3. Cognitive – Affective Bases of Behavior (6 units required)
   EPS 609 Cognition and Affect
   EPS 712 Foundations of Learning
4. Social Bases of Behavior (3 units required)
   EPS 708 Social Bases of Behavior
5. Individual Behavior (6 units required)
   EPS 680 Psychopathology and Diagnosis
   EPS 710 Personality

B. Counseling/School Psychology Specialization (75 units required)

1. Professional Ethics and Standards (9 units required)
   EPS 604 Introduction to School Psychology: History and Current Trends
   EPS 670 Professional Ethics, Legal Standards, and Responsibilities
   EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice, and Research (1 unit)
   EPS 700 Topics in Health Service Psychology: Integrated Healthcare (1 unit)
   EPS 700 Topics in Health Service Psychology: Southwest Cultures and Rural Mental Health (1 unit)

2. Assessment (15 units required)
   EPS 664 Tests and Measurements
   EPS 673 Intellectual and Cognitive Assessment
   EPS 674 Psychoeducational Assessment
   EPS 737 Psychological Assessment
   EPS 738 School-based Psychosocial Assessments and Interventions
3. Interventions (39 units required)
   EPS 590 Substance-related and Addictive Disorders
   EPS 601 Theories of Counseling
   EPS 607 School-based Interventions
   EPS 620 Vocational Counseling and Career Development
   EPS 621 Marital Counseling and Family Systems
   EPS 622 Child and Adolescent Counseling
   EPS 660 Counseling Processes
   EPS 669 Topics in Crisis, Trauma, and Disaster Counseling
   EPS 675 School Psychology Practicum
   EPS 678 Psychological Consultation and Collaboration in School-based Settings
   EPS 681 Evidenced-based Counseling Techniques
   EPS 690 Multicultural Counseling
   EPS 692 Counseling Practicum
4. Doctoral Practicum (6 units required)
   EPS 740 Doctoral Practicum in Counseling Psychology and Supervision
   (6 units or 3 units plus 3 units of EPS 741)
   EPS 741 Doctoral Practicum in School Psychology and Supervision
   (6 units or 3 units plus 3 units of EPS 740)
5. Doctoral Internship (6 units required)
   EPS 796 Doctoral Internship (6 units)

C. Research Block (21 hours required)

EPS 625 Intermediate Statistics
EPS 725 Multivariate Statistics I
EPS 726 Multivariate Statistics II
EPS 767 Research Paradigms
EPS 799 Dissertation (9 units)

D. Electives (6 units required) Advisor Approval Required

SAMPLING OF ELECTIVES

EDUCATIONAL PSYCHOLOGY

EPS 599 Topical Seminar
Topical seminars are determined by student interest and faculty ability to offer the topic. Topical seminars use contemporary readings. Examples of prior topics include but are not limited to Creating Safe and Supportive Schools for GLBTQIA students in PK-12 settings. Students may request specific topical seminars through the Department Chair or Training Director.

EPS 608 Fieldwork Experience
Department consent required. May be repeated for up to 12 units of credit.

EPS 650 Theory and Practice in Program Evaluation
Theory and Practice in Program Evaluation introduces program evaluation theory, methodology, applications, and issues in both formal and informal application. The course also examines application of program evaluation within specific areas of professional practice and use of evaluation for thesis or dissertation projects. A central course theme is thinking evaluatively in all aspects of personal and professional life.

EPS 702 Seminar in Developmental Disabilities
Advanced study of theories and research related to atypical development in infancy and early childhood.

EPS 705 Policy and Practices in Early Intervention
Overview of policy and practices, research-design and service-delivery approaches, and the role of the school psychologist relative to the early childhood population.

EPS 720 Seminar in Learning
Analysis and critical evaluation of research on current issues in learning.

EPS 739 Directed Readings
Current information from professional journals on topics not covered in regular programs of studies. Instructor's consent required.

PSYCHOLOGY

PSY 650 Cognitive and Behavioral Neuroscience
Critically examines theories and research in areas of cognitive and behavioral neuroscience.

PSY 670 Psychopharmacology
Detailed overview of the principles of synaptic pharmacology, emphasizing the psychobiological correlates and treatments of major mental disorders.

Special Education

ESE 580 Introduction to Autism Spectrum Disorders
This course provides students with an overview of the characteristics and needs of students who have an Autism Spectrum Disorder (ASD).

ESE 681 Advanced Methods and Assessments in Special Education: Autism Spectrum Disorders
This online course covers the range of program and instructional options for designing a comprehensive educational program for individuals who have Autism Spectrum Disorders (ASD). The course includes a review of programs and interventions to address sensory, motor, academic, communication, social, and transition needs that are specifically unique to school-aged children with ASD.

Educational Research

EDR 726 Advanced Qualitative Data Analysis
Theory and methods for analyzing qualitative data. Emphasis is placed on working with data, thinking critically about data analysis and interpretation, and developing a decision-making framework. The course conveys a working knowledge of analytic induction, grounded theorizing, narrative and discourse analysis, and a reflexive analysis of the politics of interpretation and representation - including postmodern challenges to researcher authority.

Educational Foundations

EDF 584 Racism in U.S. Schools and Society: Investigating Whiteness and Constructs of Race
This course examines the cultural, ideological, and institutional aspects of racism in schools, with a special focus on how race has been constructed and how whiteness operates and is maintained.

Note on School Psychology Certification/Licensure Option with PhD Program

State departments of education and the National Association of School Psychologists typically have very specific requirements for educational certification in School Psychology. Because of this, additional clinical experience (an internship) is required to receive institutional endorsement for educator licensure as a School Psychologist. Students who wish to meet the requirements for school-based certification/licensure should plan this with your advisor early in your program of study. If a student wishes to obtain state credentials to practice in P-12 school settings, they must complete the pre-doctoral internship with at least 600 hours in a school psychology setting that meets the requirements for certification or complete a certification internship at the EdS level.

Prerequisites

Students may be admitted to the program directly from a bachelor's degree or with a related graduate degree (e.g., counseling, school psychology, special education, psychology, etc.)

Please be aware that some courses may have prerequisites that students **must** also take. Course prerequisites are listed on the Program of Study form. Students may also review the online catalog for selected courses where prerequisites are required. Please check with the department or a faculty adviser if you have questions regarding prerequisites.

RECOMMENDED SEQUENCE OF COURSES WITH POST-BACCALAUREATE EVEN-YEAR FALL ADMISSION

PRE-SESSION (**PRE- CO-REQUISITES, AS NEEDED*)

Summer
EPS 525 (Pre-requisite for EPS 625)*
EPS 615 or EPS 580* (Pre-requisite for EPS 622)*
EPS 580 (Pre-requisite for EPS 640)*
ESE 548 (Pre-requisite for EPS 604)*

YEAR ONE (EVEN)

Fall	Spring	Summer
EPS 601	EPS 660	*EPS 606* (Pre-req. for EPS 675)*
EPS 604	EPS 670	EPS 625
EPS 673	EPS 674	EPS 664
EPS 700 Topics 1, 2, and 3	EPS 738	

YEAR TWO (ODD)

Fall	Spring	Summer
EPS 661 (Co-req. for EPS 692)*	EPS 607	EPS 609* *(Pre-req. for EPS 712)*
EPS 675 or EPS 692	EPS 675 or EPS 692	EPS 620
EPS 678	EPS 708	*EDR 610* (Pre-req. for EPS 767)*
EPS 680	EPS 737	
EPS 681		

YEAR THREE (EVEN)

Fall	Spring	Summer
EPS 669 (Counseling Focus)	EPS 640	EPS 590
EPS 690	EPS 706	EPS 669 (School Focus)
EPS 725	EPS 726	
EPS 740 or EPS 741	EPS 740 or EPS 741	
EPS 767		

YEAR FOUR (ODD)

Fall	Spring	Summer
EPS 621	EPS 712	Elective
EPS 622	EPS 799	
EPS 710	Elective	
EPS 799		

YEAR FIVE (EVEN)

Fall	Spring	Summer
EPS 796	EPS 796	EPS 796 (Optional)

RECOMMENDED SEQUENCE OF COURSES WITH POST-BACCALAUREATE ODD-YEAR FALL ADMISSION

PRE-SESSION (**PRE- CO-REQUISITES, AS NEEDED*)

Summer
EPS 525 (Pre-requisite for EPS 625)*
EPS 615 or EPS 580* (Pre-requisite for EPS 622)*
EPS 580 (Pre-requisite for EPS 640)*
ESE 548 (Pre-requisite for EPS 604)*

YEAR ONE (ODD)

Fall	Spring	Summer
EPS 601	EPS 660	*EPS 606* (Pre-req. for EPS 675)*
EPS 604	EPS 670	EPS 609* *(Pre-req. for EPS 712)*
EPS 673	EPS 674	EPS 664
EPS 700 Topics 1, 2, and 3	EPS 738	

YEAR TWO (EVEN)

Fall	Spring	Summer
EPS 661 (Co-req. for EPS 692)*	EPS 607	EPS 620
EPS 675 or EPS 692	EPS 675 or EPS 692	EPS 625
EPS 678	EPS 640	*EDR 610* (Pre-req. for EPS 767)*
EPS 680	EPS 737	
EPS 681		

YEAR THREE (ODD)

Fall	Spring	Summer
EPS 669 (Counseling Focus)	EPS 708	EPS 590
EPS 710	EPS 712	EPS 669 (School Focus)
EPS 725	EPS 726	
EPS 740 or EPS 741	EPS 740 or EPS 741	
EPS 767		

YEAR FOUR (EVEN)

Fall	Spring	Summer
EPS 621	EPS 706	Elective
EPS 622	EPS 799	
EPS 690	Elective	
EPS 799		

YEAR FIVE (ODD)

Fall	Spring	Summer
EPS 796	EPS 796	EPS 796 (Optional)

Recommended Sequence with MA in Clinical Mental Health Counseling

NOTE: It is the student's responsibility to ensure that all required courses from the Program of Study that are not listed below have been taken, **including any applicable prerequisites**. Please note that ALL courses completed prior to admission to the combined program (at NAU or other Institutions) must be petitioned for transfer into the doctoral program. Classes are reviewed for currency, alignment to doctoral program outcomes, and other criteria. Please refer to the policy (100336) on transfer credit https://policy.nau.edu/policy/policy.aspx?num=100336.

Year One

Fall	Spring	Summer
EPS 604 EPS 673 EPS 700 Topics 1, 2, and 3	EPS 607 EPS 674 EPS 706[a] or EPS 708[b] EPS 738	EPS 590 EPS 609[c]

[a]Even Year – Spring
[b]Odd Year – Spring
[c]Even Year – Summer

Year Two

Fall	Spring
EPS 678 EPS 710[d] or Elective EPS 725 EPS 767	EPS 675 or EPS 692 EPS 706[a] or EPS 708[b] EPS 712[b] or Elective EPS 726

[a]Even Year – Spring
[b]Odd Year – Spring
[d]Odd Year – Fall

Year Three

Fall	Spring
EPS 710[d] or Elective EPS 740 or EPS 741 EPS 799 (3 or 6 hours)	EPS 640 EPS 712[b] or Elective EPS 740 or EPS 741 EPS 799 (3 or 6 hours)

[b]Odd Year – Spring
[d]Odd Year – Fall

Year Four

Fall	Spring
EPS 796	EPS 796

RECOMMENDED SEQUENCE WITH EDS IN SCHOOL PSYCHOLOGY

NOTE: It is the student's responsibility to ensure that all required courses from the Program of Study that are not listed below have been taken, **including any applicable prerequisites**. Please note that ALL courses completed prior to admission to the combined program (at NAU or other Institutions) must be petitioned for transfer into the doctoral program. Classes are reviewed for currency, alignment to doctoral program outcomes, and other criteria. Please refer to the policy (100336) on transfer credit https://policy.nau.edu/policy/policy.aspx?num=100336.

YEAR ONE

Fall	Spring	Summer
EPS 680	EPS 620	EPS 590
EPS 681	EPS 692	EPS 609[c]
EPS 690	EPS 706[a] or EPS 708[b]	
EPS 700 Topics 1, 2, and 3	EPS 737	

[a]Even Year – Spring
[b]Odd Year – Spring
[c]Even Year – Summer

YEAR TWO

Fall	Spring
EPS 621 or EPS 710[d]	EPS 706[a] or EPS 708[b]
EPS 725	EPS 712[b] or Elective
EPS 740 or EPS 741	EPS 726
EPS 767	EPS 740 or EPS 741

[a]Even Year – Spring
[b]Odd Year – Spring
[d]Odd Year – Fall

YEAR THREE

Fall	Spring
EPS 621 or EPS 710[d]	EPS 712[b] or Elective
EPS 799 (3 or 6 hours)	EPS 799 (3 or 6 hours)
Elective	

[b]Odd Year – Spring
[d]Odd Year – Fall

YEAR FOUR

Fall	Spring
EPS 796	EPS 796

Development of Knowledge and Skills to Work with Diverse Populations

The Combined Counseling/School Psychology PhD Program is strongly committed to promoting appreciation for and skills in working within the intersections of cultural and individual diversity. The program's emphasis on the diversity of rural cultures, including indigenous peoples and Latinas/os and integrated healthcare, trains students to consider the role of culture and environment in mental and emotional health in assessment and intervention.

Northern Arizona University promotes global engagement and the College of Education and Department of Educational Psychology collaborate with the University Center for International Education to develop graduate and undergraduate experiences in global cultures and host international faculty and graduate students. Recent foci of the international programs have included China, Italy, and Western Europe.

The program's commitment to diversity and international engagement is incorporated into the PhD curriculum in terms of class readings, assignments, and clinical training across courses at various levels of knowledge and skill development. Attention to cultural and individual diversity is woven throughout the PhD curriculum. Two graduate level courses devoted to the psychology of culture and identity are required within the PhD program. During their first year in the doctoral program, students are required to take a 1-unit course, EPS 700 Topics in Health Service Psychology: Southwest Cultures and Rural Mental Health specifically targeting issues, needs, and strengths of indigenous communities and Latinos in rural areas of the Southwest. In addition to this course, a significant number of courses within the curriculum incorporate knowledge and awareness diversity. Specifically, EPS 604 Introduction to School Psychology: History and Current Trends, EPS 670 Professional Ethics, Legal Standards, and Responsibilities, EPS 706 History and Systems of Psychology, EPS 708 Social Bases of Behavior, and EPS 710 Personality.

Building from the knowledge and skills gained in these courses, all students must take a 3-unit stand-alone multicultural course, EPS 690 Multicultural Counseling, to promote awareness, knowledge, skills and action for a broader diversity spectrum, including ethnicity and cultures, age, disability, gender, gender identity, and sexual orientation. A significant number of courses within the curriculum train students in skill-building and action in assessment and intervention. Effective assessment, including consideration specific to clients and students from diverse groups are incorporated into EPS 664 Tests and Measurements, EPS 673 Intellectual and Cognitive Assessment, EPS 674 Psychoeducational Assessment, EPS 680 Psychopathology and Diagnosis, EPS 737 Psychological Assessment, and EPS 738 School-based Psychosocial Assessments and Interventions.

Applicability of interventions and best practices for individuals from diverse groups and those with intersecting identities are addressed as part of EPS 607 School-based Interventions, EPS 621 Marital Counseling and Family Systems, EPS 622 Child and Adolescent Counseling, EPS 669 Topics in Crisis, Trauma, and Disaster Counseling, EPS 678 Psychological Consultation and Collaboration in School-based Settings, EPS 681 Evidence-based Counseling Techniques, and EPS 690 Substance-related and Addictive Disorders.

Practicum Experiences

Doctoral students engage in four semester-long practica that include a diverse array of clients with ages ranging from birth to 90 years of age. All practicum experiences are supervised professional experiences that are faculty-directed, organized, sequential series of supervised experiences that increase in complexity, followed required coursework for each experience, and ultimately prepares a student for internship. The first two practica, EPS 692 Counseling Practicum and EPS 675 School Psychology Practicum occur during the second year of training for students entering the program with a bachelor's degree. The second two practica experiences, EPS 740 Doctoral Practicum in Counseling Psychology and Supervision and EPS 741 Doctoral Practicum in School Psychology and Supervision, may be taken in any order after the first two initial practica are completed. For students entering with a master's degree, the timing of practica will depend upon how many of the prerequisite courses students have taken in their previous master's training and whether they have had practica. Students must complete the *Practicum and Supervision Training Plan* (see Appendix C) with their practicum supervisor prior to the start of any practicum or fieldwork experience. The Doctoral Training Director must approve this form.

EPS 692 Counseling Practicum

This practicum is primarily fulfilled in the program's clinical practicum laboratory, although required group counseling experiences may occur either in the lab, in community mental health settings, or school-based settings based on the student's interest, and based on appropriate opportunities. Practicum provides initial counseling experiences with real clients. Practicum is a course that must be passed in order to move to the doctoral practicum in counseling and supervision.

All students are required to provide a minimum of 40 hours of direct, face-to-face counseling services. All students are also required to complete a minimum of 60 indirect hours. Indirect hours are comprised of individual and group supervision, staffing meetings, and paperwork – anything practicum-related that does not involve face-to-face service with clients. Of the direct service hours, 30 hours are comprised of individual counseling, and 10 hours are group counseling. Group counseling services may be provided in the practicum lab in conjunction with supervision from the practicum lab supervisor. However, groups are often completed in a community-based setting as a co-therapist with an appropriately credentialed professional.

Practicum lab clients are drawn from the NAU student population, Coconino Community College student community, and local Flagstaff community. Clientele age range is generally 18 and older although children may be seen as well as long as parental/guardian consent is provided. Clients represent diversity in the NAU and Flagstaff communities, including substantial numbers of clients that identify as GBLTQA, ethnic minority, non-traditional, international, and returning students from a variety of socio-economic and religious or spiritual backgrounds.

Practicum students primarily provide services to clients in an individual format, though a minimum of 10 hours of group counseling is also required. Counseling services may also be provided to families and couples when clinically appropriate. Students may experience intake, career assessment and counseling, crisis risk assessment, psycho-education, consultation, testing and assessment, as well as the counseling activities listed above. Range of client issues is typical of college-based counseling psychology practicum laboratories--anxiety and phobias, sadness and depression, family conflict, relationship and interpersonal issues, personal growth, changing bad habits, homesickness, child rearing problems, anger management, marital problems, weight management, career planning, grief and loss, recovering from trauma, eating disorders, and alcohol and drug use.

Community settings are approved by the faculty supervisor and individual supervision and evaluations of the student are completed by the off-site supervisor. Settings in the community may include schools, community colleges, hospital bariatric or other specialty clinics, and community mental health centers. Activities closely parallel those described above for the practicum lab. In community and practicum lab settings, clinical decisions about all services, as well as decisions about individual cases, are ultimately made by each student's supervisor/instructor. Close supervision in the practicum laboratory is completed by advanced doctoral students and the university supervisor. Individual supervision is provided weekly for clinical casework. In the community, individual supervision is provided by the off-site supervisor.

All students attend weekly didactic training and group supervision in the lab. All sessions completed in the practicum laboratory are video recorded for supervision purposes. Bug-in-the-ear supervision technology is also often utilized during live sessions. Supervisors are required to provide weekly supervision, which must include at least one hour of direct observation of students, which is built into the contract. However, most supervisors provide more than one hour of direct supervision often through co-therapy sessions and in-person observation.

Students in all settings maintain an hourly log that is reviewed and signed each month by the student and supervisor. The *Doctoral Practicum Handbook* contains the guidelines and procedures of the practicum laboratory and all of the associated forms for use in the lab and in the community. Students are evaluated by their clinical supervisor at the mid-term and final points in the semester using the corresponding forms. Students are expected to score in the adequate/satisfactory level on rated skill items.

EPS 675 School Psychology Practicum

This Practicum is located in a local school with a certified practitioner as field supervisor. The field supervisor holds clinical responsibility for all direct service work provided by the practicum student. Additionally, students receive supervision with advanced doctoral students in the program as well as group supervision and didactic training with the university faculty supervisor. The school setting may be traditional elementary, middle, or high schools as well as alternative middle and high schools for high-risk students. Field placements may also be made in local public charter schools with unique educational philosophies such as Waldorf or Montessori.

Students focus on direct service in psychoeducational assessment, consultation, school-based counseling and psychoeducation, and direct intervention targeting behavioral or academic needs. The client population includes preschool through grade 12. Students conduct their field experience in a multidisciplinary setting, often conducting evaluations in concert with physical therapy (PT), occupational therapy (OT), and speech language pathology (SLP) providers. Students complete a minimum of 150 hours during this semester of school-based practicum.

Students complete self-evaluations and are evaluated by their field supervisors at the end of the practicum. University faculty visit students and field supervisors during the semester and conduct an observation of the student engaged in a direct service activity. Students are expected to achieve a rating of "adequate" on the *Clinical Evaluation of Field Experience* by the end of EPS 675 School Psychology Practicum.

Following successful completion of each of the prior described practica, students become eligible for enrollment in doctoral practicum and supervision in counseling psychology and/or school psychology. Doctoral students at this level in the program may pursue two semesters in a counseling psychology doctoral practicum or a school-psychology doctoral practicum or one semester of each.

EPS 740 Doctoral Practicum in Counseling Psychology and Supervision

This Practicum may be done in the Practicum Lab or in a community-based setting. Practicum experience in the lab requires 150 hours of experience of which at least 60 hours must involve direct service (40 hours or direct client service and 20 hours of supervision provided to a student from EPS 692 Counseling Practicum).

Clients represent diversity in the NAU and Flagstaff communities, including substantial numbers of clients that identify as GBLTQ, ethnic minority, and non-traditional, international, and returning students from a variety of socio-economic and religious or spiritual backgrounds. Additional activities include participating in individual and group supervision with the practicum lab instructor and with peers, peer session review, and case research and preparation.

Doctoral students gain experience in increased complexity with clinical cases, one on a current counseling client and one on a supervisee. For the client, the doctoral student must integrate a case history, videotape of a counseling session, problem identification and treatment plan. For the supervisee, the presentation will include the model of supervision being used, assessment of the developmental/skill level of the supervisee, methods used to foster the supervisee's professional development, and demonstration (recording) of the doctoral student giving feedback to the supervisee.

Community-based practicum experiences are typically done under the supervision of a full-time licensed NAU faculty member, usually in conjunction with a licensed on-site supervisor. Some of our practicum partners include NAU Counseling Services, the Guidance Center community mental health clinic, Flagstaff Medical Center and the Northern Arizona VA Healthcare System. The experience is arranged directly between the student, the supervising faculty member and the onsite supervisor. The student requesting this option must submit a written contract outlining the parameters and the goals, activities, and methods of evaluation for the practicum experience.

A minimum of two hours of contemporaneous supervision is required for every 20 hours of supervised experience. One of these supervised hours may be group supervision. At least two hours of visual observation are required via in-person observation, live video streaming, or video recording (audio recording alone is not sufficient). The written contract must include goals, objectives, activities, supervision plan, and evaluation methods, along with number of hours expected for each activity. A rule of thumb for off-campus experiences is that students participating in one semester of full time experience (e.g., 40 hours per week) should register for six credit hours and students registering for 20 hours per week for one semester should register for three credit hours.

The student will facilitate initial, midpoint, and final meetings between the student, the on-site supervisor, and the faculty supervisor. The student will also keep logs (please use logs [school or agency] provided by NAU) of all practicum activities signed by the on-site supervisor and submit the logs for weekly review by the faculty supervisor. The student will submit to the on-site and faculty supervisor's self-evaluations at the midpoint and end of the fieldwork experience. The on-site supervisor will submit a midpoint and final evaluation, which must be informed by direct observation, to the faculty supervisor. At the end of the semester, the supervising faculty submits the logs and evaluations and will indicate the grade to the Chair who will assign the grade. The grade is typically a Pass/Fail. All written material submitted by the student will be kept in the student file for the duration of the program and at least three years post-graduation.

> All material is graded on a pass/fail basis (Pass = 80% or greater; Fail = Less than 80%) and submitted to the Department Chair for inclusion in the student file and submission of a grade.

EPS 741 Doctoral Practicum in School Psychology and Supervision

This Practicum provides training to doctoral students in schools and other health service psychology settings serving children. Doctoral students gain experience with broader age ranges for psychoeducational assessment and increased complexity with clinical cases. Students complete a minimum of 200 hours over the course of the semester (25% direct service minimum). Training includes supervision of practicum students from EPS 675 School Psychology Practicum, as well as direct client service, professional supervision, and case research and preparation.

Students engage in a multidisciplinary Developmental Pediatric Clinic managed through the Institute for Human Development-Arizona University Center on Disabilities (IHD-AzUCD) which collaborates with the Arizona Leadership Education in Neurodevelopmental Disabilities multi-university fellowship program (ArizonaLEND). The clinic appointments are located in that IHD clinic in the College of Education building. This particular clinic includes a Developmental Pediatrician and faculty from the University of Arizona Medical School, Speech-Language Pathologist, Psychologist, Doctoral level special educator, and Occupational and Physical Therapists as needed.

The Developmental Pediatric Clinic is conducted as an arena assessment for the very youngest children and children with severe disabilities. With older children, assessment may be conducted in an arena format or serially on the clinic visit date. Each doctoral student is paired with a supervising licensed psychologist who is on-site and either in the same room during the evaluation or behind a two-way mirror. The doctoral student joins in the pre-appointment staffing to review and discuss the case with colleagues and supervisors from disciplines participating in the case. The doctoral student is then responsible for developing and submitting an assessment plan for the case that is discussed in professional supervision and then approved prior to the client's clinic visit. Typical cases include infants, toddlers, and children with autism, complex genetic syndromes or medical conditions, and low incidence developmental disabilities. Doctoral students provide direct services in the form of evaluation and consultation. These clinics occur once or twice per semester. Doctoral students who are ready for a higher complexity of casework and who have interest in advanced experience with children are offered this opportunity.

Students enrolled in doctoral practicum in school psychology and supervision may also be placed in schools or tribal Head Starts where they can meet individual goals established based on their interests and learning needs. For example, students may gain depth of experience with evaluation and intervention of students with severe emotional and behavioral problems by being placed with the psychologist who provides those services at local district's separate public day school for students with emotional disability or at the alternative middle or high school. When doctoral students have interests focused on young children with learning or behavioral needs and the opportunity to interface with primary providers and teachers they may be placed at a Hopi Head Start Center on the Hopi Nation. These placements focus intensely on class wide and individual behavioral consultation with parents and teachers, social-emotional psychoeducational activities with children, and training for teachers and parents.

All doctoral students are offered opportunities to complete psychoeducation and psychological evaluations of adults referred for academic or learning problems through a partnership with the Coconino Community College Disability Resources. These evaluations are conducted in the department's practicum laboratory under the direct supervision of a licensed psychologist on faculty. These cases may involve assessment, consultation, and/or academic intervention. All doctoral students in advanced doctoral practicum in counseling psychology and supervision may also work with CCC-DR referred clients for and psychological evaluation and psychotherapeutic intervention. These individuals are referred following meeting with the CCC DR Officer. These cases tend to include higher level therapeutic needs.

Readiness for Practicum, Internship, and Entry to Practice Evaluation

In addition to review of progress in courses and monitoring of course sequence, GPA, students who enter the program at the post-baccalaureate level will be evaluated during the first year of the program using the *Readiness for Practicum* evaluation and the *Interpersonal Professional Relationships Rating* form (Appendix G). These will be completed by program faculty as a formative evaluation at the end of the first semester of study and as a summative evaluation at the end of the first year of study. Students must achieve average ratings of 2.5 in all categories in order to be eligible to begin practicum.

Students will be assessed using the *Readiness for Advanced Practicum/Internship* evaluation and the *Interpersonal Professional Relationships Rating* form once they have entered their first practicum. Students must achieve average ratings of 2 on all areas on the *Readiness for Advanced Practicum/Internship* and maintain 3s in all areas on the *Interpersonal Professional Relationships* ratings in order to move forward to Doctoral Practicum. Students must achieve minimum average ratings of 3 on both to move forward to internship.

Students entering the Combined Counseling/School Psychology PhD Program with a previously earned master's or educational specialist degree will be evaluated for readiness to participate in doctoral practicum by means of previous graduate practicum supervisor evaluations, clinical job performance evaluations, transcript review, and clinical supervisor letters of recommendation (as needed for clarification).

Students will be assessed using the *Readiness for Entry to Practice* evaluation and the *Interpersonal Professional Relationships Rating* form once they have entered their doctoral internship training. Students are expected to achieve minimum average ratings of 3 on both to move forward to graduation.

Knowledge, awareness, skills, and action are addressed initially in EPS 675 School Psychology Practicum and EPS 692 Counseling Practicum where students see a variety of clients and students that reflect broad diversity of Flagstaff and NAU communities. These skills are further built during EPS 740 and EPS 741 practicum experiences that include aspects of assessment, intervention, and supervision with individuals and students from our rural Southwestern university, K-12 school districts, and surrounding communities, which include service to remote and underserved communities within several hours' drive of the university, including isolated indigenous communities such as the Havasupai tribe at the bottom of the Grand Canyon, which can be reached only via a 9-mile hike, mule ride, or helicopter service.

Research knowledge and skills specific to development of approaches to working with diverse groups are addressed in EPS 767 Research Paradigms and during the required yearlong Research Colloquia.

FIELDWORK EXPERIENCES

Individualized Fieldwork Experiences give students the option to complete additional fieldwork to focus on practical experiences with specific populations and health service psychology activities of interest to them. Fieldwork credits may be electives in the program and generally follow the core required practica experiences. Students register for EPS 608, which is an individualized class, and work with the site and the university supervisor to complete the *Practicum Training Plan and Supervision* forms. The specific practicum activities are developed individually for each student based on needs and professional goals of the student. The number of hours of field experience varies based on student needs and goals. Fieldwork experience always entails a university supervisor who is a state licensed psychologist and may also include field supervisors.

Students completing off-campus Practicum and Fieldwork Experiences complete the *Doctoral Practicum and Supervision Training Plan*, which must be signed by the student, supervising faculty, on-site supervisor, and the Doctoral Training Director. *Practicum/Fieldwork/Intern Rating* forms are used (Counseling or School Psychology) to evaluate student performance in these elective fieldwork experiences. Students also complete detailed logs, which were developed for this program.

All field supervisors (off-site) meet with the university supervisor at the start of the experience to become familiar with the requirements of the practicum/fieldwork experience. Additional meetings occur to facilitate midpoint and final evaluations. University supervisors stay in close contact with the field supervisor as well as the students in the practicum through weekly meetings and/or didactic training.

The requirement for at least two hours of direct observation via in-person observation, live video-streaming or video recording is written into practicum lab syllabi and community-based experience contracts and are verified by the faculty supervisor. Evaluation forms including the *Practicum and Supervision Training Plan* and the *Clinical Evaluation Form* clearly specify this requirement under the Supervision section. It is also included in the General Guidelines section that is included with the form. Items are clearly linked to the professional competencies. Typically, practicum students placed with a field supervisor are visited for the purposes of direct observation and evaluation of student skills. Field supervisors in these contexts directly observe students each day that the student is in the field setting. University supervisors observe at least two hours on site during the placement. Counseling psychology practica students placed in the Practicum Lab are observed by the university supervisor either live, via live video feed, or via video recording at least two hours during the placement. Supervisors also verify this requirement during at midpoint and final evaluation meetings.

CURRICULUM AND ASSESSMENT: BENCHMARK COMPETENCIES

PROFESSION-WIDE AND DISCIPLINE-SPECIFIC COMPETENCIES

The Combined Counseling/School Psychology PhD Program is designed to develop the profession-wide competencies and discipline-specific knowledge consistent with the American Psychological Association's Standards of Accreditation. As such, our program is committed to developing and assessing students in these areas.

Profession-wide competencies include the following areas: 1) research; 2) ethical and legal standards; 3) individual and cultural diversity; 4) professional values, attitudes, and behaviors; 5) communications and interpersonal skills; 6) assessment; 7) intervention; 8) supervision; and 9) consultation and interprofessional/interdisciplinary skills.

Discipline-specific knowledge is attained in the following areas: 1) history and systems of psychology; 2) affective bases of behavior; 3) cognitive bases of behavior; 4) biological aspects of behavior; 5) developmental aspects of behavior; 6) social aspects of behavior; 7) research methods; 8) quantitative methods; and 9) psychometrics.

Program-specific competency is attained in the following area: Social Justice Advocacy.

Each area listed above is developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, formal examinations, faculty ratings, and student projects.

All students complete the required courses and/or demonstrate competence through competency benchmarks established in the program. Students who do not meet the required course grade must have to retake the course to remediate targeted knowledge or skills. The repeated course may be completed as an independent study and repetition of assignments to criterion, additional casework to demonstrate competence, or retaking the course. The Discipline Specific Knowledge Qualifying Exams (applied in cases of requests for transfer credit or waiver of associated courses) and Comprehensive Doctoral Exams may be repeated as described in the program policy regarding these exams.

Profession-Wide competencies, associated coursework, benchmarks, and benchmark criteria are presented in Appendix H. Discipline-Specific Knowledge, associated coursework, benchmarks, and benchmark criteria established by the program are also presented in Appendix H. In addition, the Program-Specific Competency is presented in Appendix H.

DISCIPLINE SPECIFIC KNOWLEDGE (DSK) QUALIFYING EXAMINATIONS

Discipline-specific knowledge is attained in the following areas, primarily through course work: 1) history and systems of psychology; 2) affective aspects of behavior; 3) cognitive aspects of behavior; 4) biological aspects of behavior; 5) developmental aspects of behavior; 6) social aspects of behavior; 7) research methods; 8) quantitative methods; and 9) psychometrics.

Competency in each area listed above is developed through coursework specific to these areas and through other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess competencies for each of the areas above. Assessments include specific course grades, and/or formal examinations, faculty ratings, and student projects. Students demonstrate these discipline-specific knowledge areas by earning grades of "B" or better (or "P") in these graduate courses completed in the Combined Counseling/School Psychology PhD Program at NAU.

Students may request transfer or waiver credit for Discipline Specific Knowledge coursework. The following procedure is applied to determine that the student possesses the foundational knowledge and competence in a transfer credit or course waiver request. Student's petition for transfer credit of a course will be submitted to the advisor with the syllabi for each course under consideration. The advisor, in consultation with the Doctoral Training Director, will review the request and compare the submitted syllabus with the corresponding NAU syllabus for each course, conferring as needed with faculty who teach that course.

If the submitted transfer credit or waiver course syllabus is determined to be sufficiently similar to the NAU syllabus, then the student will be invited to apply to take the Discipline-Specific Knowledge Qualifying Examination in that content area. The Discipline-Specific Knowledge Qualifying Examinations are comprised of passing multiple-choice examinations on each of the eight areas listed above. One or more courses address the content in the areas listed. The DSK Qualifying Examinations are comprised of 30-50 multiple-choice items covering content knowledge selected randomly at test time from a prepared bank of test items. The examination will be administered in a controlled environment on one of three dates each semester defined as the first Monday (or second Monday if applicable for holidays) of September, October, November, February, March, and April (students may request to take the DKSs during the summer term, although DKSs are not regularly scheduled during the summer).

Students map out their anticipated DSK Qualifying Examinations when they complete the initial program of study with their advisors. Reminders of upcoming examination times and *Intention to Take DSK Qualifying Examinations / Doctoral Comprehensive Examinations* form (see Appendix I) will be sent to all students via the student listserv. Students must complete the *Intention to Take DSK Qualifying Examinations* portion of the form at the start of the semester in which the examination is to be taken. The form specifies which DSK Qualifying Examinations students are requesting to take and is signed by the student and their advisor and submitted to the doctoral training director. When students are notified of approval, they receive confirmation of the scheduled date/time and will be placed into the appropriate DSK examination on Bb Learn. Each examination is designed and timed to be completed in approximately one hour. Instructions on examination completion are included in the Bb Learn course shell. Students are notified of examination results within one week.

Outcomes of DSK Qualifying Examination results include the following:

1. The student's passing grade of 80% or higher on the corresponding Discipline-Specific Knowledge Qualifying Examination represents the level of competence established by the program.
2. If the student earns a failing score (below 80%) on the corresponding qualifying examination, then the student will be:
    a. Required to meet with her or his advisor and choose one of the following options to remediate the discipline specific knowledge that was failed. This includes the following:
        i. retaking the examination up to two times after a minimum of 30 days for the second attempt, and delay of 60 days between the second and third attempts, OR
        ii. taking the corresponding NAU course or taking an independent study to strengthen knowledge base.

Doctoral Comprehensive Examinations

There are three areas for the Doctoral Comprehensive Examination. Each area will be discussed in turn followed by the procedures and timelines.

Research and Statistics Doctoral Comprehensive Examination

The comprehensive examination is an intensive examination designed to test student's proficiency in research and statistics. It is designed to assess basic, integrated, and applied knowledge and skills in quantitative, analytic, and methodological areas. Prior to the taking of the research and statistics comprehensive examination, it is expected that the student has successfully completed EPS 525 Introduction to Statistics, EPS 625 Intermediate Statistics, EPS 725 Multivariate Statistics I, EPS 726 Multivariate Statistics II, and EPS 767 Research Paradigms. Passing of comprehensive exams is expected at 70% or better.

Examination Format

The examination content is organized into the following four areas with the accompanying allocated point subtotals: (1) definitions, (2) compare and contrast, (3) research and statistical application, and (4) article interpretation.

Questions posed require short answer, compare and contrast analysis, and open-ended interpretive responses to statistical and research examples. Terms, concepts, symbols, research and statistical problems, computer output, and research articles provide the stimuli for the questions and answers. Some minor calculations or computer applications may be included. Students can bring a calculator to the examination.

Preparation for the Examination

Students need to identify the study methods that works best for them individually. Studying both in groups and individually is the most common study strategy.

In addition to reading, it is highly recommended that students spend considerable time writing responses to questions that are similar to those that might be on the examination. They should make sure to practice interpreting statistical output, conducting SPSS commands for various statistical analyses, and analyzing research articles. In addition, as students practice, they should monitor their answer completion time, which should be consistent with each question's worth. Writing a page response to a three-minute question, for example, means that other questions potentially receive less time and effort.

Regarding specific sources to use in preparation, this committee recommends that doctoral students keep texts used in the respective research and statistics courses for which they are likely to use for many years after completion of their programs. Include class notes and handouts in preparation. Be careful that the class notes being used are accurate.

Counseling Psychology Doctoral Comprehensive Examination

All students are expected to demonstrate integration of skills with applied case scenarios in counseling psychology. Areas assessed include evaluation, assessment, and diagnosis with an emphasis on cultural and individual diversity; ethics and professional and legal standards; evidence-based treatment planning. Passing of comprehensive exams is expected at 70% or better.

School Psychology Doctoral Comprehensive Examination

All students are expected to demonstrate integration of skills with applied case scenarios in school psychology. Four to five primary questions are given at each examination sitting with guidelines on the amount of time recommended for each question response. Areas assessed include evaluation, assessment, and diagnosis with attention to individual and cultural diversity; ethics and professional standards; evidence-based intervention; consultation at the individual level and/or systems level consultation; special education laws relevant to the practice of health service psychology in schools. Passing of comprehensive exams is expected at 70% or better.

Evaluation of Answer Criteria for Each Section of the Examination

When reading the examinations, the specific criteria used by each evaluator are to:

a. Identify the degree that the answer is **technically correct** - the degree to which the student answers the questions correctly.

b. Determine if the answer is **comprehensively expressed** - the degree to which the students answer the questions both comprehensively and completely.

c. Identify the extent that the answer is **organized and clear** - the degree to which the student organizes and expresses responses clearly using logic, reason, and/or a sound basis to substantiate an answer.

Answers will be regarded as "unsatisfactory" when they reflect technical errors, and are vague or generalized, poorly organized, illogical, unreasonable, or unclear. In the final analysis, it is the degree to which the answers conform to the above stated criteria based upon the professional judgment of the evaluator.

Method to Determine Disposition

Upon receipt of the comprehensive examinations, each evaluator individually reads the questions assigning points based upon guiding rubrics. Upon completing the reading of each examination, independent of the other evaluators, the points per questions, sections, and for the total test are summed. The comprehensive committees then meet to consider each student's performance on specific items, sections, and the overall examination. Pass/fail determination is based on a student's performance relative to an expected 70% correct responses. Each student is considered individually, and the recommendation is then forwarded to the Doctoral Training Director and the Chair of the Department of Educational Psychology. In addition to an overall pass or fail finding, information is presented for each student relative to their performance in each section of the examination. Each section for each student is rated as: (a) 90% + correct responses is **well above expectations**, (b) 80% - 89% is **above expectations**, (c) 70%-79% is **meeting expectations**, (d) 60%-69% is **below expectations,** and (e) < 60% is **well below expectations.**

Doctoral Comprehensive Examination Procedure

1. Examinations will be given in three separate areas:
    a. Research and Statistics – 4 hour written examination
    b. Specialization Area: Counseling Psychology – 4 hour written examination
    c. Specialization Area: School Psychology – 4 hour written examination
2. All students will take the same three parts
3. All examinations will be given each fall and spring semester and will be distributed across a single week according to the following schedule:
    - Monday – Research and Statistics
    - Wednesday – Counseling Psychology
    - Friday – School Psychology
4. Students may complete all examinations at once or separate the examinations into different semesters. The student will elect which examination(s) they wish to take in their application.
5. In the event that any of the examinations is failed on the first administration, the student may retake that examination or examinations at the next scheduled examination date. Each examination may be retaken only once. All three examinations must be passed before the student is eligible to apply for candidacy.
6. The student is required to take and pass comprehensive examinations by the end of the fall term of the final year of coursework prior to the internship.
7. Specific policies regarding examination preparation, format, and grading will be determined by the specific area comprehensive committees. There are three area committees:
    1) Research and Statistics – to be appointed by Department Chair
    2) Specialization – Counseling Psychology to be appointed by Department Chair
    3) Specialization – School Psychology to be appointed by Department Chair

Note: Students are to complete the *Intent to Complete DSK Qualifying Examination/Doctoral Comprehensive Examination* form for the semester they will be taking the examination.

Timely Completion of Research Requirements

The research requirements in the program includes two benchmark projects including the 1) Qualifying Research Project typically completed by the end of the second year, and 2) Dissertation research serving as the capstone research project (see section on Dissertation).

Qualifying Research Project

The Department requires that doctoral students begin a Qualifying Research Project during their first year and present the project at a College of Education Research Colloquium meeting no later than the end of the second year. The requirements of the project are as follows.

- Pick a faculty research mentor
- Develop a plan that can be completed in about a year's time

- Schedule time each week to work on project until complete

- Paper should describe the project and reflect your work on the project
- Depending on the project, it might include a literature review, methodology, and/or analysis and discussion
- Submit to faculty research mentor at last two weeks before presentation

- Once the paper is acceptably rated (average score of 3 on Selected Items A-I; no scores of 1), it is presented at the COE Research Colloquia
- The date is scheduled by the COE Doctoral Student Organization and is usually in March or April
- Presentations must be successfully completed (average score of 3 on Items J-L; no scores of 1), no later then Spring term of year two in the doctoral program

- Work with faculty research mentor to submit work for publication or conference presentation

Faculty Research Mentor: Each graduate student will be expected to choose a faculty research mentor, who will supervise the Qualifying Research Project. This faculty research mentor may or may not be the student's advisor. It is required that the mentor be a Department faculty member.

Research Project: The Qualifying Research Project is intended to involve the student in research. The project is intended to allow the student to acquire a) research methodology, and b) the conceptual background (i.e., familiarity with previous findings, issues, and alternative theories) necessary to conduct original research. In some cases, an empirical study will be completed. In others, the issues to be studied will be delineated by a thorough literature review and study design, development of instruments or other materials, or collection of pilot data. Depending on the area of interest and student skill level, Qualifying Research Projects may vary widely in form and content. For example, acceptable projects might focus on:

- Designing and administering interviews
- Acquiring the methodology to conduct a study
- Designing and partially implementing a computer simulation for a study
- Conducting a pilot study
- Surveying the literature to analyze a specific topic
- Carrying out an experiment

The topic of the Qualifying Research Project typically will be assigned by the faculty mentor, but in some cases the project will be initiated by the student and developed jointly with the mentor, sometimes in conjunction with the work of a more advanced student.

Project Plan: A short (no more than two page) description of the proposed project must be turned into the EPS Department before the Fall term of the first year using the Qualifying Research Project Plan (see Appendix J). This Plan will outline the project and name the mentor, and will be countersigned by the mentor (indicating his or her approval).

Qualifying Research Presentation: The qualifying research project will be presented at the College of Education Research Colloquia no later than the end of the second year. A copy of the completed Qualifying Research Project paper must be submitted two weeks before the presentation to the faculty research mentor who will evaluate the quality of the paper on selected Items A to I on the Qualifying Research Project and Presentation Scoring Rubric (see Appendix K). If the paper is scored in the acceptable range (see scoring below), the student will present the paper at the College of Education Research Colloquia where it will be evaluated by at three faculty members using the Qualifying Research Project and Presentation Scoring Rubric on Items J, K, and L.

Presentation at a Peer-Reviewed Professional Conference or Publication in a Peer Reviewed Journal: Most students coauthor at least one presentation and/or publication during their training. Students are expected to work with their faculty research mentors to submit their final projects for publication or presentation.

Scoring: Students must score at least an average of 3 and no 1 scores on the project and presentation. Students who score below a 3 average or who score 1s in any category will be required to revise and resubmit their projects (or portions of the project) or re-do the presentation for re-evaluation. Remediation plans will include additional training or other resources, as needed.

INTERNSHIP

DOCTORAL INTERNSHIP PLACEMENT POLICY

A pre-doctoral internship in professional psychology is required of doctoral candidates in Combined Counseling/School Psychology PhD Program. The internship is the culminating applied experience for students, similar to the dissertation being the culminating research experience. The internship consists of one calendar year of full-time or two years of half-time (approximately 1,500 [school] or 2,000 [counseling] clock hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings as approved by the Combined Program faculty.

The Combined Program accepts the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for defining acceptable pre-doctoral internships in psychology (see APPIC.org). These standards are similar to those employed by the American Psychological Association, The National Register of Health Service Providers in Psychology, the Association of State and Provincial Psychology Boards, and the American Board of Professional Psychology. The APPIC website [www.appic.org] provides information regarding policies governing the internship application and interview process, and about the internship matching process and policies. Students are expected to be familiar with these policies and abide by them. A copy of the APPIC Application for Psychology Internship (AAPI) can be downloaded from this site.

Students are required to apply through APPIC to APA-Accredited Internship Programs. The faculty require that students accept internship placements in training agencies accredited by the American Psychological Association. Any exceptions to this policy must be approved *in advance* by the Doctoral Steering Committee. This will most likely require that students apply to sites across the United States and be prepared to relocate for the internship.

To be eligible *to apply* for internship, students must have successfully completed several requirements prior to October 1 of the year of their application. These include:

1. Qualifying Research Project
2. Doctoral Comprehensive Examinations passed.
3. A or B or Passing (P) grades achieved in all courses.
4. Dissertation proposal summary meeting held with potential dissertation committee.
5. Students must have accrued a minimum of 500 practicum hours. For students entering with a clinically-oriented master's or Educational Specialist degree, at least 250 of these hours must be accrued while at NAU.
6. Students must have no more than four didactic courses remaining on their program of study (exceptions include research credits, internship, and practicum).

7. Students must be rated at a level of "Mostly" (3) or "Very" (4) across core profession-wide competencies on the most recent *Readiness for Advanced Practicum/Internship* evaluation. Core profession-wide competencies are listed below:
    a. Professional values, attitudes and behaviors
    b. Communications and interpersonal skills
    c. Assessment skills
    d. Intervention skills
    e. Diversity – Individual and cultural differences
    f. Ethical and legal standards
    g. Application of research
    h. Consultation and professional collaboration
    i. Supervision (novice level required)
8. The student will complete the *Doctoral Internship Checklist* (see Appendix N) and submit it to their advisor, the Doctoral Training Director, and the Department Chair for approval on or before October 1st.

NON-APPIC / NON-APA INTERNSHIPS

The Doctoral Steering Committee must approve any exceptions to the program policy to apply to non-APA-Approved and non-APPIC internship sites in advance. For students approved for an exception, it is the student's responsibility to contact the school district or agency, complete the application process, and schedule interviews. Whenever possible, the student's advisor and the university supervisor for internships will assist in the identification of appropriate sites. The Doctoral Training Director must approve agreements. It is best to use a form provided by the Combined Counseling/School Psychology program. However, a comparable internship agreement required by the site may be used but must follow all requirements of Arizona State Law (see links below) and include, at a minimum:

1. Beginning and end dates for the contract
2. The amount of any stipend and verification that the intern's stipend is independent of the supervisor's or agency's billings or collections and is not based on a percentage of billings or collections. The psychology intern will not receive fees from any client, on behalf of any client, or from any third party payer.
3. the nature and appropriateness of the training activities;
4. frequency and quality of supervision;
5. credentials of the supervisors;
6. how the internship evaluates student performance;
7. how interns demonstrate competency at the appropriate level;
8. documentation of the evaluation of its students in its student files.

Activity logs, mid-term and final evaluations, and a certificate or letter indicating successful completion must be submitted to the Doctoral Training Director.

Internship Credits

Students must enroll in EPS 796 Doctoral Internship during the Fall and Spring semesters (for a minimum total of 6 credit hours) for the internship year. Students may register for additional internship credits during the summer and/or the internship year to ensure full-time enrollment status, if desired.

Grading

Internship sites vary with regard to schedules of communication with programs. Ideally, the Program's Doctoral Training Director will have a telephone conference with the Internship Training Director at one or more points during the internship year. Some sites send evaluations at the end of each major rotation, while others send only a year-end review and a certificate or letter verifying successful completion of the internship. Occasionally, internship sites are not prompt in providing feedback to academic programs. Students must take primary responsibility for prompting the internship site to provide a midterm and final performance evaluation to the Doctoral Training Director. All internship grades are recorded as "In Progress" (IP) until the Internship Training Director or major rotation supervisor sends a final evaluation and a certificate or letter of completion stating that the student has satisfactorily completed the internship. Students cannot be cleared for graduation until IP grades are removed from their transcripts. In addition, the APA Committee on Accreditation rules state that all program requirements, including the internship, must be completed prior to awarding the doctoral degree.

Licensure and Certification Requirements

Licensure and certification requirements vary by state. Students are encouraged to review credentialing requirements in the state where they plan to reside. The Arizona Board of Psychologist examiners has specific requirements for both practicum, internship, and postdoctoral training. Their website and that of the Association of State and Provincial Psychology outline steps to licensure.

- Arizona: State of Arizona Board of Psychologists Examiners
- Other States and General Licensing Information: Association of State and Provincial Psychology Boards
- Arizona Department of Education School Psychologist Certification

Exemptions from Licensure

Students in the Combined Counseling/School Psychology Doctoral Program engaging in professional supervised experiences will use the word 'trainee," "intern," or "extern" as appropriate to their role, and must be enrolled in the relevant class that is part of the official supervised course of graduate study at NAU. Please see Arizona Revised Statutes A.R.S 32-2075, Section A3 for the official statutes related to Exemption to Licensure.

EPS DISSERTATION GUIDELINES

(*Approved February 19, 2013*)

As articulated by the NAU Graduate College, *the purpose of preparing a doctoral dissertation is to give graduate students experience in carrying out the kind of research they can expect to do throughout their professional careers. Through this process, students are expected to demonstrate an ability to work independently on a problem and to document familiarity with the literature in their field of study, command of the techniques and principles of research, and ability to form defensible conclusions from the data.*

IMPORTANT NOTES

EPS Doctoral Students/Candidates must complete a minimum of nine (9) hours of EPS 799 Dissertation for their degree. You may end up taking additional units – because you must register for a minimum of one (1) dissertation credit hour each fall or spring semester while you are working on your dissertation – including the semester in which you plan to defend your final dissertation.

If a student is unable to complete the final copy of the dissertation during the semester in which they defend, they must register for one (1) unit of dissertation credit each semester after the defense – until the final copy is approved by the committee and submitted to the Graduate College. If the final copy is not submitted within six (6) months of the date of the defense, the defense may be declared invalid and may have to be repeated.

Students can work with editors to improve the quality of their technical writing. The dissertation summary, prospectus, and final dissertation copy submitted to the Dissertation Chair (or Co-Chairs) and Committee Members should be free of grammatical and punctuation errors.

The Department of Educational Psychology requires that students follow the guidelines in this document, as well as those set by the NAU Graduate College (e.g., Checklist for Doctoral Students, Electronic Thesis and Dissertation, and Checklist for Proper Document Format), and the current edition of the APA Publication Manual when writing their dissertation.

Generally, the student will not be permitted to propose or use any other data for his/her dissertation that has not been specifically collected for that purpose without the approval of his/her dissertation committee. The aim of the dissertation is the demonstration of experience in the area of research, which means careful selection of a relevant problem, careful planning of a methodology, and carefully controlled data collection and data analysis.

[a]The EPS Dissertation Guidelines are, in part, adopted from the policies and procedures outlined by the NAU Graduate College, and have been modified to incorporate the more specific criteria agreed upon by the faculty of the Educational Psychology Department.

DISSERTATION STEPS

During the second semester of the first year in your doctoral program, you should begin planning your doctoral dissertation study. There are three formal steps in developing your dissertation in the Educational Psychology Department:

1. **Preliminary Dissertation Summary**
2. **Dissertation Prospectus**
3. **Final Dissertation**

It is important to discuss potential doctoral dissertation ideas with your Program Advisor, other faculty members, and student colleagues. This is also the appropriate time to begin identifying your Dissertation Chair (or Co-Chairs).

By the end of the second or third semester, you should have a single dissertation topic in mind and should begin the initial work on the preparation of your dissertation. This step will be finalized during the Preliminary Conference with your Dissertation Chair (or Co-Chairs).

The dissertation prospectus is the second major step in the dissertation process and as such is to be regarded with the utmost of importance as it is a contract between the student and his/her dissertation committee. The successful defense of your dissertation prospectus is one of the requirements for Admission to Candidacy.

> **Note:** Your dissertation committee cannot formally approve a dissertation prospectus until the student has passed all comprehensive examinations.

After admission to candidacy, the Doctoral Candidate is responsible for the completion of the dissertation, which includes all five chapters; introduction, review of the literature, methodology, results, and discussion. Ideally, the final dissertation should be successfully defended prior to beginning your internship.

> **Note:** Admission to candidacy is to occur at least 90 days prior to the student's planned graduation.

DISSERTATION COMMITTEE MEMBERSHIP (*Approved October 16, 2012*)

Your Program Adviser may serve as your Dissertation Chair (or one of your Co-Chairs), but this is your choice in collaboration with your Program Adviser. It may be that another Educational Psychology Faculty Member has (or members have) specific interest and expertise in the area in which you wish to investigate and will work closely with you as you see the dissertation through to completion.

You request a Faculty Member to serve as your Dissertation Chair (or Faculty Members to serve as Co-Chairs – or Chair and Co-Chair). One of the Educational Psychology Faculty Members on your Doctoral Dissertation Committee may be your Program Adviser if not the Dissertation Chair (or Co-Chair). However, if the Student and Program Adviser agree, the Program Adviser does not have to serve on your Dissertation Committee.

Note: There is no assurance that any given EPS Faculty Member will be working during the summer session and for those who do teach during the summer, dissertation involvement is not a required contract activity. Thus, there will be no official approvals of the dissertation prospectuses during the summer sessions. In addition, there will be no dissertation defenses scheduled during the summer sessions. In addition, the student should not expect faculty members to provide dissertation guidance during vacation time.

As part of a preliminary conference, working with your Dissertation Chair (or Co-Chairs), you should choose a Dissertation Committee. It is your responsibility to ask the faculty members to serve on your Dissertation Committee once you and your Dissertation Chair (or Co-Chairs) have agreed upon the committee membership. Your Dissertation Committee MUST consist of a minimum of four members, using the following guidelines:

- The Committee Chair (or one of the Co-Chairs) MUST be a full-time (tenured or tenure-track) Faculty Member from the Educational Psychology Department.
- In addition to the Chair (or one of the Co-Chairs), at least one other Committee Member MUST be a full-time Faculty Member from the Educational Psychology Department.
- One Committee Member MUST be from outside the Educational Psychology Department but within Northern Arizona University.
- Committee Members MUST hold an earned doctorate and have relevant expertise to the dissertation project.
    - In rare circumstances, and with approval from the Graduate College, a Committee Member with a Master's degree and relevant expertise unique to the dissertation project MAY be considered.
- In consultation with the Dissertation Chair (or Co-Chairs), a student MAY add a fifth member to their Dissertation Committee.

THE PRELIMINARY DISSERTATION SUMMARY STEP

Once you have identified your Dissertation Chair (or Co-Chairs), you will begin the Preliminary Dissertation Summary Step of your dissertation where you will conduct a Preliminary Conference with your Dissertation Chair (or Co-Chairs) and complete the Preliminary Dissertation Summary to present to your Dissertation Committee.

During the Preliminary Conference with the Dissertation Chair (or Co-Chairs), you should select a suitable area for research.

Several factors help determine the appropriateness of a research topic, such as whether essential data can be readily obtained, whether critical references and/or technical or specialized equipment are available, whether substantive results may be attained within a reasonable time, and whether faculty members with appropriate specialties are available to provide guidance and serve on the Dissertation Committee.

The Student, with the assistance of the Dissertation Chair (or Co-Chairs), should refine the dissertation topic into a workable research project and prepare a Preliminary Dissertation Summary to present to potential Committee Members. This summary is similar to, but not as detailed as, the dissertation prospectus.

The Dissertation Chair (or Co-Chairs) determine the exact layout and content of the Preliminary Dissertation Summary, but SHOULD be written in APA format, and contain (at a minimum):

- A working title (ideally no more than 15 words)
- (Optionally) you may want to add a Table of Contents to assist with the organization of the content

  Note: A Table of Contents will be required for the final dissertation
- An introduction of the dissertation topic providing the background information, establishing a framework for the planned dissertation research
- A statement of the problem describing the context for the dissertation
- A purpose statement providing a specific synopsis of the overall purpose of the dissertation
- An overview of the theoretical foundation/framework for the dissertation
- A brief review of the literature providing the background and context for the dissertation – establishing the need for the research and showing that the student is knowledgeable about the research area being proposed for the dissertation
- Identification of the planned research questions and/or hypotheses to be tested and/or answered – this should also include the operational definitions of the variables
- An overview of the planned methodology, including research design, sampling, instrumentation, data collection procedures, and data analysis
- Potential delimitations and limitations of the dissertation
- Significance of the study, indicating how the planned dissertation would refine, revise, or extend the existing knowledge in the area planned for investigation
- References used to create the Preliminary Dissertation Summary

The exact length (typically 8-20 pages) of the Preliminary Dissertation Summary will vary. While the summary should be brief, it MUST adequately convey the required information about your planned dissertation to allow a potential Committee Member to provide meaningful feedback for your dissertation research project and allow them to make an informed decision about becoming a member of your Dissertation Committee.

The Student and the Chair (or Co-Chairs) will discuss potential Committee Members. When you and your Dissertation Chair (or Co-Chairs) believe that your summary is complete, it is the student's responsibility to approach the potential Committee Members with the Preliminary Dissertation Summary on the planned dissertation and ask those individuals for feedback on the project and their willingness to serve on the student's Dissertation Committee.

Option 1: At the discretion of the Student and the Chair (or Co-Chairs), the potential Committee Members may be contacted to have a meeting to discuss the planned dissertation and make a decision about becoming a member of the Dissertation Committee.

The Student presents a hard copy of the Preliminary Dissertation Summary to potential Committee Members and sets a tentative meeting date – giving members a minimum of one week (5 working days) to read the summary.

Note: An electronic copy of the summary may be presented for review if the potential Committee Member agrees.

The Student, with the approval of the Chair (or Co-Chairs), formally calls a meeting, in writing, with potential Committee Members.

The goals of this meeting are to:

1. Refine the topic area with faculty input on the literature, design, research questions or hypotheses, instrumentation, etc.
2. Make a final decision on committee membership

Option 2: At the discretion of the Student and the Chair (or Co-Chairs), the Student will make an appointment to visit with each potential Committee Member to discuss the Preliminary Dissertation Summary (which should be sent a minimum of one week (5 working days) prior to the meeting).

The Student may meet individually with the potential Committee Member or may request to meet along with the Chair (or Co-Chairs).

The meeting may be scheduled for in-person or via electronic technology (e.g., Collaborate or Skype).

The Student is to report (ideally via eMail for record) any suggestions and/or concerns made by the potential Committee Member to the Chair (or Co-Chairs).

The Student, along with the Chair (or Co-Chairs) will discuss any suggestions and/or concerns made by potential Committee Members and:

The Chair (or Co-Chairs) will determine if the suggestions and/or concerns are major (e.g., new research question or change in instrumentation) and will require a revision of the Preliminary Dissertation Summary.

Major revisions will be conveyed to potential Committee Members as they may prompt additional suggestions/concerns or have an impact on their decision to become a Committee Member.

The Chair (or Co-Chairs) will determine if the suggestions and/or concerns are minor (e.g., additional literature or modification/editing on research question wording) and can be addressed at the Dissertation Prospectus Defense meeting.

Minor revisions may be conveyed to the Committee Members via eMail (or in-person) and should be addressed at the Dissertation Prospectus Defense meeting.

After meeting with the Student, the potential Committee Member will contact the Chair (or Co-Chairs) with any specific suggestions and/or concerns **and** give their decision about becoming a Committee Member.

Following either Option 1 or Option 2, the Dissertation Chair (or Co-Chairs) completes the Recommendation of Dissertation Committee form and forwards it to the Educational Psychology Department Chair for signature. The form is then forwarded to the Dean of the Graduate College requesting formal appointment of the Dissertation Committee. Once the formal dissertation committee approval has been received from the Graduate College, a courtesy copy should be provided to the Program Advisor if he/she is not a member of the committee.

The Student then proceeds with the prospectus development based on the feedback received from the Chair (or Co-Chairs) and members of the Dissertation Committee.

THE DISSERTATION PROSPECTUS STEP

The Dissertation Prospectus consists of the first three chapters of the Dissertation. The prospectus is expanded from the Preliminary Dissertation Summary and includes a more complete introduction, a more thorough review of the literature, a more complete discussion/description of the planned methodology including all instrumentation to be used in the data collection (including validity and reliability information), and all references.

When the Dissertation Prospectus has been completed to the satisfaction of the Dissertation Chair (or Co-Chairs), all Dissertation Committee Members will meet to review this final document at the Dissertation Prospectus Defense Meeting. The Student, with the approval of the Dissertation Chair (or Co-Chairs), will call for the Dissertation Prospectus Defense Meeting with ALL Dissertation Committee Members.

The dissertation prospectus must be a scholarly work represented in current APA format with all references, and delivered to the Dissertation Committee a **minimum of TWO weeks** (10 working days) before an oral defense of the paper (Dissertation Prospectus Defense Meeting). The dissertation prospectus should be delivered as a hard copy unless the Committee Member is willing to accept an electronic copy of the document for their review. A dissertation prospectus will not be accepted on less than the two-week interval because each Committee Member needs ample time to carefully read and analyze the paper prior to the Dissertation Prospectus Defense Meeting.

It is generally expected that all Dissertation Committee Members must be present (in-person in the same room) for the entire defense meeting. At a minimum, the Student and the Chair (or Co-Chairs) should be present in the same room. With the approval of the Dissertation Chair (or Co-Chairs), Committee Members may attend the entire defense electronically (e.g., Collaborate or Skype) or via speakerphone.

The Student will make a conference-style presentation (typically with PowerPoint) at the Dissertation Prospectus Defense Meeting, after which, members of the Dissertation Committee will ask clarifying questions and/or make suggestions for the dissertation project. If any suggested revisions to the dissertation prospectus are made, Committee Members may request to see the updated dissertation prospectus, or they may opt to have those suggestions incorporated into the final dissertation – and presented at the final dissertation defense.

Approval of the dissertation prospectus means that the Student and the Dissertation Committee have agreed to the methodology contained therein and that the execution of that methodology is necessary for satisfactory completion of the final dissertation defense.

Once the dissertation prospectus has been approved by the Dissertation Committee, a copy of the title page, along with signatures or confirmation of approval (e.g., eMail), must be included with the materials the Student submits in support of their application for admittance to candidacy. The Dissertation Prospectus then becomes a contract between the Student and the Dissertation Committee, where any major modifications must be reviewed and approved by all concerned parties.

After approval of the Dissertation Prospectus, the NAU Institutional Review Board (IRB) MUST approve research projects involving human subjects. This important step must be accomplished prior to the collection of any data for the dissertation.

Note: A copy of your IRB approval letter will be included as an Appendix in your final dissertation.

THE DISSERTATION PROSPECTUS OUTLINE

The Dissertation Prospectus and the Final Dissertation should follow the format and guidelines (see Checklist for Proper Document Format) specified by the NAU Graduate College and those in the current Publication Manual of the American Psychological Association. One difference from the APA Manual format is the addition of the chapter entitled Review of the Literature. The following is a suggested layout of the dissertation prospectus. The exact layout will depend on the quantitative and/or qualitative nature of your dissertation and should be directed by your Dissertation Chair (or Co-Chairs) in conjunction with the NAU Graduate College and APA guidelines.

Chapter 1: Introduction

- Introduction of the problem (including the problem statement and rationale)
- Development of the background (provide relevant studies)
- Introduction of key constructs and concepts
- Purpose of the study – present the purpose statement and rationale
- Importance/Significance of the study
- Research questions and/or hypotheses
- Theoretical framework/orientation
- (Assumptions), Delimitations, and Limitations (**Note:** Limitations will be presented in Chapter 5 of the final dissertation)
- (Optionally) Definition of terms
- Summary

Chapter 2: Review of the Literature (or Literature Review)

- Introduction (explain how the review will be organized and presented to the reader)
- Place your research problem within the broader context of the field and scholarly literature, ensuring the linkage between the literature and your study
- Cite all relevant literature (differentiate data-based studies from conceptual literature)
- Summary

Chapter 3: Methodology (or Methods)

- Introduction (explain how the methods section will be organized and presented to the reader)
- Research design
- Participants (including who, how selected, etc.)
- Instrumentation (Apparatus or Materials) (including reliability and validity information)

- Procedures (detailed research procedures steps – may also include pilot testing)
- Data (Statistical) Analyses (including research questions and/or hypotheses and their operational definitions)
- Summary

References

Appendices (as applicable)

THE FINAL DISSERTATION STEP

Throughout the dissertation process, the Doctoral Candidate conducts the dissertation research project with the guidance of his/her Dissertation Chair (or Co-Chairs). There may be some style difference in how Dissertation Chairs (or Co-Chairs) prefer to have students work with other Committee Members as well as how the dissertation format is outlined; however, the current edition of the Publication Manual of the American Psychological Association and the guidelines established by the NAU Graduate College are the primary guides. Each student should discuss such matters with their Chair (or Co-Chairs) prior to completing any major work on the dissertation. The Student must be willing to provide multiple drafts of chapters to the Dissertation Chair (or Co-Chairs) and must be available for regular conferences with the Chair (or Co-Chairs) and/or any designated member(s) of their committee.

After all chapters of the dissertation have the approval of the Dissertation Chair (or Co-Chairs), the Student will distribute a copy of the dissertation to the other members of the Dissertation Committee for their initial review. This initial review process MUST occur well ahead of the formal scheduling of the final oral dissertation defense (ideally, at least three weeks). If the Committee Member agrees, the copy may be delivered electronically. This initial review affords the Committee Member an opportunity to provide any comments/concerns about the dissertation that require immediate attention and should be addressed prior to the dissertation defense – this in turn may delay the scheduling of the dissertation oral defense. Upon receipt of the dissertation for review, if any Committee Member thinks that the dissertation is incomplete or seriously flawed (in terms of format, clarity, or consistency), or it is felt that there are serious correctable errors in analysis or interpretation of data, it is his/her responsibility to bring the problem(s) to the attention of the Dissertation Chair (or Co-Chairs) and, if necessary, to the Associate Dean of the Graduate College. The Dissertation Chair (or Co-Chairs) may, at this point, decide to cancel/delay the defense and have the Committee Members convene to discuss major problems. If no concerns are noted during this initial review, Committee Members are asked to indicate that the dissertation is ready to proceed to the dissertation oral defense via an eMail communication to the Dissertation Chair (or Co-Chair) or by signing the Dissertation Defense Scheduling Form.

Doctoral Candidates and Committee Members are encouraged to informally schedule the dissertation oral defense date in their calendars and reserve the location well in advance of the defense date. Formal scheduling of the dissertation oral defense by submitting the Dissertation Defense Scheduling Form to the Graduate College should occur AFTER all Committee Members have had an opportunity to review the final dissertation draft and agree that it is ready for defense.

As the dissertation format check process is separate from the initial review of the dissertation from the Dissertation Committee, it is advised that when copies of the dissertation are distributed to the Dissertation Committee Members for their initial review, an electronic copy of the dissertation be submitted to the Electronic Thesis and Dissertation (ETD) Coordinator for the formal dissertation format check. The format check is to be completed prior to scheduling the dissertation defense. Refer to the Checklist for Proper Document Format from the Graduate College for guidelines on formatting your dissertation.

After any revisions from the initial review have been completed to the Dissertation Chair's (or Co-Chairs') satisfaction, the Student consults with the Chair (or Co-Chairs) concerning a date for the formal dissertation defense (see Dissertation Defense Scheduling Form).

> **Note:** The Dissertation Committee Member's signature (or eMail confirmation) on the Dissertation Defense Scheduling Form verifies that they have read the final dissertation draft and agree that it is ready for the oral defense.

If any revisions were made to the final dissertation document, a revised copy MUST be provided to the Dissertation Committee Members at least two weeks (10 working days) before the oral defense. If the Committee Member agrees, the copy may be delivered electronically. The Dissertation Committee Members should be apprised of any major revisions to the document, which can be accomplished in writing or through an eMail message.

> While minor changes and corrections may be suggested at the oral defense, the defense copy of the dissertation MUST be complete and in its final form when it is provided to the Dissertation Committee Members and the University Graduate Committee Representative.

The Final Dissertation Outline

The Final Dissertation should follow the format and guidelines (see Checklist for Proper Document Format) specified by the NAU Graduate College and those in the current Publication Manual of the American Psychological Association. As noted earlier, one difference from the APA Manual format is the addition of the chapter entitled Review of the Literature. The following is a suggested layout for Chapters 4 and 5 of the final dissertation. The exact layout will depend on the quantitative and/or qualitative nature of your dissertation and should be directed by your Dissertation Chair (or Co-Chairs) in conjunction with the NAU Graduate College and APA guidelines.

> Refer to the Checklist for Proper Document Format for the Parts of Document that are to be included in the final dissertation (e.g., Abstract, Acknowledgements, Table of Contents, List of Tables, etc.).
>
> Chapter 4: Results

- Introduction (explain how the results chapter will be organized and presented to the reader)
- Specific results of statistical analyses, which can be organized by research questions and presented using tables and/or graphs
    - Data screening may be a separate sub-section or be included with each of the research question sub-sections
    - Avoid providing conclusive interpretation in this chapter, which will be provided in Chapter 5

- Summary

Chapter 5: Discussion

- Introduction (explain how the discussion section will be organized and presented to the reader)
    - Overview of the study
- Summary of findings (Discussion of the Results), which can be organized by research questions
- Relationship of the findings to the theoretical framework
- Relationship of the findings to findings of prior studies
- Limitations (and Considerations)
- Implications for (e.g., students, faculty, administrators, counselors, school psychologists, etc.)
- (Suggestions for) future (further) research
- Summary (and Conclusions)

References

Appendices (as applicable)

Note: a copy of your NAU IRB approval will be added as an Appendix to your Final Dissertation.

THE DISSERTATION ORAL DEFENSE

With the approval of the Dissertation Chair (or Co-Chairs), the student is responsible for establishing the date, time, and location of the final dissertation oral defense. The dissertation oral defense must be scheduled using the Dissertation Defense Scheduling Form, which must be submitted to the Graduate College **at least two weeks (10 working days) before** the anticipated oral defense date. An electronic copy of the final dissertation must accompany the dissertation defense scheduling form, which will be provided to the University Graduate Committee Representative. Final approval of the date must come from the Graduate College, as outlined in the Dissertation Defense Scheduling Form. The Graduate College will assign a University Graduate Committee Representative to monitor the dissertation oral defense. After which, the Graduate College will issue a memorandum confirming the date, time, and location of the dissertation oral defense. Dissertation oral defenses are not permitted during the last two weeks of the term – see the Graduate College Calendar for exact dates and deadlines.

Note: If no University Graduate Committee Representative is available (or the assigned representative is unable to attend) for the dissertation oral defense, the Dissertation Chair (or one of the Co-Chairs) will act in their place. The guidelines established by the NAU Graduate College will be followed.

The presentation component of the dissertation oral defense is open to faculty and students at the university and to interested community members. In order to inform other interested parties of the dissertation defense, the Student and the Dissertation Chair (or Co-Chairs) are encouraged to post a flyer in a visible location in the department announcing the date, time, place, and topic of the dissertation.

Only light refreshments, such as coffee, water, or soft drinks, should be present during the dissertation oral defense. If a student wishes to provide additional food to celebrate after the conclusion of the defense, it should be done in a different room.

It is generally expected that ALL members of the Dissertation Committee MUST be present in person for the entire dissertation oral defense. Any exceptions MUST follow the guidelines established by the NAU Graduate Colleges' Dissertation Defense Policy and Procedures. Such exceptions MUST be approved when the Dissertation Defense Scheduling Form is submitted. Any last-minute emergencies will be handled on a case-by-case consideration with consultation of the Associate Dean of the NAU Graduate College.

The format of the dissertation defense meeting will be outlined and conducted by the Dissertation Chair (or one of the Co-Chairs).

The Dissertation Committee Chair (or Co-Chair conducting the defense) affirms to the University Graduate Committee Representative that the Dissertation Committee Members have agreed that the dissertation defense should proceed.

The Candidate then begins the formal defense by making a presentation outlining the study and its relevance through the use of a conference-style PowerPoint presentation.

The handling of questions (when and by whom) will be clarified by the Dissertation Chair (or Co-Chair conducting the defense). At his/her discretion, the Chair (or Co-Chair conducting the defense) may ask all guests to leave the room when questioning begins.

At the conclusion of the questioning period, the candidate and any guests who have remained at the discretion of the Committee Chair (or co-chair conducting the defense) are asked to leave the room and the committee discusses the student's performance on the oral examination.

A two-thirds majority of the appointed committee is required for the student to pass (i.e., 3 yeses for a 4 member committee, and 4 yeses for a 5 member committee).

If the Candidate passes the dissertation defense and there are minor changes in the dissertation to be made, complete the Dissertation Defense – Part 1 (Pass/Fail) Form.

The Dissertation Committee will be required to sign the Final Oral Examination (Thesis/Dissertation Defense) – Part 1 (Pass/Fail) Form and the University Graduate Committee Representative will submit it to the Graduate College within 48 hours of the dissertation defense.

Note: This form MUST be the original and signed in blue ink.

If a member of the committee is participating from a remote site, the guidelines established by the NAU Graduate College will be followed for voting and signature.

After the successful defense and all revisions required by the committee are made, the Dissertation Committee Chair (or Co-Chair) will complete the Verification of Final Thesis/Dissertation Document – Part 2 (Verification) Form. This form verifies that requirements specified during the oral examination have been met and that the dissertation is in its final form and ready for publishing.

Note: This form MUST be submitted by the Dissertation Chair (or Co-Chair) and will not be accepted if submitted by the Student.

If the Student does not pass the dissertation defense, or if there are major problems with the dissertation, the Student should be advised of the deficiencies. The defense should be rescheduled after corrections in the research study have been made.

> **Note:** Only two attempts (counting the first failed attempt) are allowed for successful completion of the EPS PhD Degree.

Submitting the Final Copy of the EPS Doctoral Dissertation

As requirements are subject to change, always check the NAU Graduate College website for the most up-to-date deadlines and guidelines.

Submit your corrected final copy of your dissertation (with your Dissertation Chair, or Co-Chairs) approval electronically to the NAU ETD website. You will receive an eMail stating that your document has been approved. Retain a copy of that eMail for your confirmation of submission.

> The electronic submission MUST be made NO LATER than two (2) days prior to the graduation date (see the Graduate College Calendar for specific dates).
>
> Your dissertation should not be submitted prior to the semester in which you plan to graduate.

Submit the Survey of Earned Doctorates (SED) as indicated in the Checklist for Doctoral Students found on the NAU Graduate College website.

The Educational Psychology Department does not require students to provide bound copies of their dissertations to the chair (or co-chairs) or other members of the committee. However, you may opt to do so – and those copies can be ordered as part of the electronic submission process.

PROGRAM POLICIES AND PROCEDURES

Upon admission to the program, students are provided an EPS Doctoral Student Handbook to assure clear understanding of formal written policies and procedures. The student handbook will also be available online to any interested party. The Student Handbook provides students with written policies and procedures regarding program and institution requirements and expectations regarding students' performance and continuance in the program and procedures for the termination of students. The Student Handbook is reviewed in EPS 700 (Professional Identity, Standards, Practice, and Research).

ETHICAL STANDARDS / PROFESSIONAL BEHAVIOR

The program adheres to the American Psychological Association's (APA; 2010) Ethical Principles of Psychologists and Code of Conduct and the National Association of School Psychologists' (NASP; 2010) Principles for Professional Ethics. In addition, we are bound by the legal statutes and rules of the State of Arizona Board of Psychologists Examiners. Any breach of any part of ethical principles and conduct or state law is grounds for dismissal from the program without further qualification regardless of course work, research or other academic achievement.

Each student receives a copy of the APA and NASP Ethical Principles in EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice, and Research and again in EPS 670 Professional Ethics, Legal Standards, and Responsibilities. Legal statutes and rules for the State of Arizona are also addressed in these courses. Ethics and professional standards are pervasive components of most courses. For example, ethics and professional standards are addressed when teaching evidence-based interventions, research methodologies, the use of statistics, multicultural competence, in skills training course (e.g., Group Processes), and in clinical training during practicum classes. Ethics issues are addressed in preliminary and comprehensive examinations.

Students are required to act in accordance with the American Psychological Association's ethical principles and standards for providers of psychological services.

REQUIREMENTS FOR ADVANCEMENT TO CANDIDACY

Students must submit an application for candidacy after successfully:

1. completing all coursework in their program of study, except their dissertation;
2. completing the residency requirement;
3. passing the doctoral comprehensive examinations;
4. defended the dissertation prospectus.

The candidacy form is available on the Graduate School website at http://nau.edu/GradCol/Policies-and-Forms/Forms/

Checklist for Doctoral Students (Graduate College)

The Graduate College provides a checklist that describes steps students must take to complete their doctoral program, which can be found at:
http://www2.nau.edu/gradcol/ThesesDiss/ChecklistDoctoralStudents.pdf

Checklist for Doctoral Students (Educational Psychology)

The Department of Educational Psychology (EPS) provides a checklist for students who have been admitted into the Combined Counseling/School Psychology PhD Program (see Appendix B).

Transfer Credit, Request for Course Waiver, and Program's Method for Ensuring Foundational Knowledge

The Combined Counseling/School Psychology PhD Program conforms to the NAU Graduate College Transfer Policy: TRANSFER CREDIT - GRADUATE STUDENTS Policy Number: 100336

There is no specific limit to the number of transfer credits applied toward the doctoral degree. Doctoral practica and internship, doctoral topics in health service psychology, and advanced doctoral research courses **are not transferrable**. Generally, students meet with the advisor to determine which prior graduate courses may potentially transfer to the program of study. During this meeting, students present the transcript and syllabi for the course(s) they wish to have considered for transfer. Based on review of these with the advisor, the student must then follow the policy and procedure as outlined in the Graduate College policy noted above, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Graduate College approval.

Transfer of credit requests are requests to apply graduate credits earned at another institution to specific courses within the program of study. *Course waiver* requests are requests to waive a particular course requirement based on prior comparable study as described below. Unlike transfer of credit, course waivers do not appear as transfer credit and will not replace credits toward the required 123 credits in the program of study. However, course waivers may allow students to take more electives in the program to achieve the 123 credit requirement.

Students may request transfer credit or course waiver for prior upper level undergraduate or graduate coursework in *Discipline-Specific Knowledge Category 1: History and Systems of Psychology and the Basic Content Areas in Scientific Psychology* and for prior graduate study in *Discipline-Specific Knowledge Category 2: Research and Quantitative Methods and Advanced Integrative Knowledge in Scientific Psychology*. These are the same knowledge areas assessed by the program's Discipline-Specific Knowledge Qualifying Examinations. The following procedure is applied to determine that the student possesses the requisite knowledge and competence in a transfer credit or course waiver request.

1. Student's petition for transfer credit or a formal request for waiver of a course in either knowledge area will be submitted to the advisor with the syllabi for each course under consideration.
2. The advisor will review the request and compare the submitted syllabus with the corresponding NAU syllabus for each course.

3. If the submitted transfer credit or waiver course syllabus is determined to be sufficiently similar to the NAU syllabus, then the student will be invited to apply to take the Discipline-Specific Knowledge Qualifying Examination in that content area.
4. The student's passing grade of 80% or higher on the corresponding Discipline-Specific Knowledge Qualifying Examination represents the level of competence established by the program.
5. If the student earns a failing score (below 80%) on the corresponding qualifying examination, then the student will be required to meet with their advisor and write a plan for remediating the discipline specific knowledge that was failed. This may include:
    a. Required to meet with her or his advisor and write a plan for remediating the discipline specific knowledge that was failed. This may include:
        i. retaking the examination up to two times after a minimum of 30 days for the second attempt, and delay of 60 days between the second and third attempts, OR
        ii. taking the corresponding NAU course or taking an independent study to strengthen knowledge base.

Student Membership in Professional Organizations and Affiliations

All doctoral students in Educational Psychology are expected by the faculty and by ethical standards of the profession to participate in at least one professional organization related to their area of emphasis. Student membership offers several advantages, which may include:

1. reduced membership fees
2. professional liability insurance coverage
3. journal subscriptions
4. reduced conference fees
5. an excellent addition to your professional vita or resume

The primary suggested affiliation is with the American Psychological Association. For Counseling Psychology students, it is highly encouraged to be a member of APA Division 17: Counseling Psychology. For School Psychology students it is highly encouraged to be a member of APA Division 16: School Psychology and the National Association of School Psychologists. Given the rural populations of the Southwest and social justice advocacy foci of the program, students are strongly encouraged to join APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race and APA Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues, the Society of Indian Psychologists, the National Latina/o Psychological Association, as well as other applicable associations.

Organization	Abbrev	Website
American Psychological Association	APA	www.apa.org
American Counseling Association	ACA	www.counseling.org
National Association of School Psychologists	NASP	www.nasponline.org
Arizona Psychological Association	AzPA	www.azpa.org
Arizona Association for School Psychologists	AASP	www.aasp-az.org
American Educational Research Association	AERA	www.aera.net
American Psychological Society	APS	www.psychologicalscience.org
Phi Delta Kappa	PDK	www.pdkintl.org
Society of Indian Psychologists	SIP	http://www.aiansip.org
National Latina/o Psychological Association	NLPA	www.nlpa.ws

Membership in certain organizations (e.g., APA) may also include membership in a relevant division. Student Affiliate Status in APA also means that you are a member of the Graduate Student Organization of APA (APAGS). This information is available with the membership application. Note that student membership in most professional organizations requires verification of student status by the signature of a faculty member who is also a member of that organization. Students will share membership information with the program annually via the *Annual Continuing Student Report* (Appendix M).

NAU Student Code

NAU Student Handbook: https://nau.edu/Student-Life/Student-Handbook/
The NAU Student Code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

Appeal and Grievance Processes

There are three appeal processes described below: department-level appeals for issues besides grade appeals, university-level appeals, and grade appeals.

Educational Psychology Departmental Procedures for appeals or grievances associated with department policy and not addressed by the university appeal process.

For disagreements, complaints, misunderstandings and grievances within the Educational Psychology Department that do not rise to University appeal or are not addressed by the University appeal process, please follow the Educational Psychology Grievance Process noted here. This appeal process is to be used by graduate students in Educational Psychology in the case of an academic matter related to policies and procedures of the EPS department, other than a grade appeal.

Students who believe they have grounds for an appeal or a grievance related to policies and procedures of the EPS department, other than a grade appeal, must first utilize the steps outlined below. Appeals/grievances will only be considered in the Fall or Spring semester. A grievance/appeal through the formal process must be initiated within the academic semester when the concern was raised.

The following procedures outline the steps of the departmental appeals/grievance process. It is expected that all of the parties involved in these steps make a good faith effort to resolve the issues before advancing to a University appeal process.

EPS Procedures

Please note that most appeals begin with Step 1 below. However, some decisions that a student wishes to appeal may occur at the program committee level (e.g., appeals that do not involve a specific faculty member or that would require an exception to departmental policy), in which case the appeal process will begin with Step 2.

1. The student who has a specific problem or grievance should first discuss the problem or grievance with the faculty member/faculty advisor where the problem originated.
    a. Once the student has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the student can demonstrate that:
        i. He/she could not reasonably have known about the new issue(s);
        ii. The new issue(s) have direct and pertinent bearing on the grievance/appeal, highlighting aspects that would otherwise be unclear.
    b. The faculty member/faculty advisor must be prepared to defend the decision or action based on departmental policy, professional standards, or sound professional judgment.
2. If the student believes that the issue was not resolved at level described in Step 1, the student shall submit a written request to the Doctoral Steering Committee.
    a. The written request must detail;
        i. Identification of the issue involved;
        ii. A description of the appeal or grievance; and
        iii. A description of the action(s) taken by the student and the faculty member/faculty advisor;
        iv. An explanation for why the previous decision was not satisfactory and requires additional level of appeal.
    b. The Doctoral Steering Committee will be provided a copy of the student's written request to the committee and responses from previous appeal levels. Other involved parties (if applicable) will be given an opportunity to submit a written statement. If the other parties (if applicable) make no written response within fourteen (14) days, the process will proceed.
    c. The Doctoral Steering Committee will render a decision in writing no later than 30 days during the academic year after receiving the appeal. This decision will include a justification for and reasons for the decision. Copies of the written decision shall be provided to the student and others who have been involved in the appeal process.

3. If a satisfactory resolution with the Doctoral Steering Committee is not achieved or if the issue involves appeal of a departmental policy, the student may appeal to the EPS Department Chair, who will attempt to reconcile the differences between the student and the faculty member/faculty advisor and/or the Doctoral Steering Committee or applicable Program Committee within two weeks of the issue being raised. The EPS Department Chair shall send a letter to the student and the instructor documenting that the meeting occurred and confirming the decision that was made.
4. If the decision rendered by the Department Chair does not resolve the complaint, the student may request in writing that the dean (or dean's designee) will convene an ad hoc committee composed of the persons listed below. The faculty member/program committee representative and the student will be given full opportunity to present their positions to this committee. The ad hoc committee shall consist of:
    a. Dean (or dean's designee) who serves as the nonvoting chair of the committee;
    b. One faculty member from the program involved;
    c. One faculty member from the College of Education outside the Educational Psychology department;
    d. A student representative from the College of Education.

    A summary of the hearing shall be kept in the office of the dean/dean's designee. A letter shall be sent to the student and involved parties indicating the decision of the committee. The decision shall be final and end any further College of Education involvement.

Students also have the option following the Program/Department Appeal Policy to bring their appeal/grievance to the University Graduate College.

NAU Procedures for Appeals or Grievances Associated with Policy

A student may bring an appeal/grievance in cases of admission decisions, issues of professional conduct evaluation, program of studies issues, and other department related matters.

For academic appeals please see the full Academic Appeal Policy, Graduate Policy Number: 100103 located in the Academic Catalog and accessible here:
https://policy.nau.edu/policy/policy.aspx?num=100103

In summary, the University Graduate Committee Hearing Panel (UGCHP) serves as the hearing body for appeals brought forth by graduate students involving certain academic issues and decisions within the purview of the Graduate College and its policies and procedures. UGCHP is a five-member panel including four (4) faculty members of the University Graduate Committee (UGC) and one (1) student member from the Graduate Student Government (GSG). The Associate Dean of the Graduate College serves as Chair.

The chairperson, in consultation with the Dean of the Graduate College, shall identify the members of the UGCHP as needed, ensuring impartiality for all parties involved in the appeal. Each member of the UGCHP shall declare that no conflict of interest exists between the member and any party involved in the appeal.

The UGCHP will hear appeals involving (but not limited to) the following:

- Dismissal from a program for academic reasons.
- Procedural matters related to admissions, academic progress, thesis and dissertation, and/or comprehensive examinations.
- Any academic issues not addressed by other university policies or procedures.

Please see NAU Policy 100319, Academic Continuation, Probation, Dismissal, and Readmission: Graduate for procedures and policies specific to program dismissals.

In every appeal, the burden of proof rests on the student to show reason why an appeal should be heard. A graduate student must initiate the appeal process no later than the end of the next regular term (Fall or Spring) following the date in which the appealable issue occurred. If an extension of time is needed during any phase of the process once the appeal process has been initiated, the party requesting the extension shall petition the Graduate College Dean and present reasons why the deadline cannot be met.

The Academic Appeal Policy, Graduate Policy Number: 100103 outlines a four step general procedure to implement the policy.

Step 1 involves the student with the grievance meeting with the faculty member to attempt to resolve the issue. Step 2 is implemented in the event that Step 1 fails.

Step 2 involves a conference with the student, faculty member and academic unit administrator.

Step 3 involves a conference with the Graduate College Associate Dean in the event that Step 2 fails.

Step 4 involves an appeal to the Graduate College Committee Hearing Panel in the event that Step 3 fails.

Details on procedures and timelines for each of these steps is described in the official policy located here: https://policy.nau.edu/policy/policy.aspx?num=100103

It is also the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: http://nau.edu/Diversity-NAU/_Forms/Safe-Working-and-Learning-Environment-Policy/

Grade Appeals

Grade Appeals for all students are explained in Policy Number: 100105 located here: https://policy.nau.edu/policy/policy.aspx?num=100105

The procedure applies to a situation where a student initiates a grade appeal request. Only the faculty member who assigned the original grade has the authority to change that grade unless the grade is appealed and the appeal is successful. In the event the faculty member is no longer with the university, the authority to change the grade, including the authority to make up an incomplete, is delegated to the academic unit's Chair, Director, or Dean.

A grade assigned by an instructor may be appealed only by following the procedures defined below. In every case, the burden of proof rests upon the student to show reason why the grade should be changed. A grade change should be granted only in instances where the instructor deviated substantially from the accepted and specified standards of proficiency of the University and/or academic department as established by the Faculty Handbook and/or College/Department Academic Policy Manual. Generally, such deviations are evidenced by a departure from the course syllabus, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class. In all instances, the instructor(s) involved must be given full opportunity to present his/her position before an action is taken.

If the grade appeal is based on an allegation or finding of an academic integrity violation, then the appeal must follow the Academic Integrity Policy procedures and is not considered a grade appeal.

The student must initiate the appeal process within the next regular term following the term in which the coursework was completed. For example, appeal of a course grade received for a fall or winter intersession term must be initiated during the following spring term; a spring or summer term grade must be initiated during the following fall term.

The Grade Appeals, All Students, Policy 100105 specifies the five steps of the appeals procedure for students to follow. Review the procedure for complete details:
https://policy.nau.edu/policy/policy.aspx?num=100105

Students Determined Unable to Meet Minimal Professional Standards

The Combined Counseling/School Psychology PhD Program considers all program requirements to be academic requirements. These academic requirements include performance in all areas of the program, i.e., in class, in research, and in clinically supervised work. Students are also rated annually on the Interpersonal and Professional Relationships. Students may not continue in the program when the competency to perform in the program or in post-graduation professional activities is or could reasonably be expected to be affected in a detrimental manner due to an apparent mental, emotional, physiological, pharmacological or substance abuse condition.

In the event that program faculty member or clinical supervisor (e.g., practicum supervisor) suspects that a student may have one or more conditions that are interfering with academic work or practicum placement responsibilities, the following steps will be taken:

1. The faculty member will meet first with the appropriate Doctoral Training Director to discuss the matter. The Doctoral Training Director will call a meeting of the student, the student's advisor, the Department Chair, and any other faculty member (e.g., practicum supervisor) to discuss the matter.
2. The steps outlined in the section on Continuation on probation with a Professional Growth Plan (PGP, see Appendix O) will be followed, which include the development of a Professional Growth Plan and notifying the student in writing with a copy of the PGP (written plan) to the Graduate College, of specific failures leading to the recommendation of probation (see Academic Continuation, Probation, Dismissal, and Readmission - Graduate Policy 100319).
3. If the student fails to meet the requirements of the PGP, the steps outlined in Consideration for Dismissal from the Combined Counseling/School Psychology, PhD program will be followed.

Academic Integrity

Academic Integrity is a key aspect of professional ethics at NAU. Students in the Combined Counseling/School Psychology PhD Program discuss issues of academic integrity during orientation, in ethics courses and in most courses that require a term paper.

The University Academic Integrity Policy, Policy Number: 100601 is located at: https://policy.nau.edu/policy/policy.aspx?num=100601

NAU regards acts of academic dishonesty as very serious offenses. These acts include, but are not limited to, plagiarism, forging an instructor's signature, stealing tests, copying from other students, or using "crib notes." If you are charged with academic dishonesty, you are subject to the Arizona Board of Regent's Code of Conduct and procedures established by NAU.

Academic integrity means honest and ethical conduct in all aspects of academic life. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Integrity is expected of every student within the NAU community in all academic undertakings, regardless of venue (including but not limited to: classroom, laboratory, internships/externships, clinical practicum, clinics, paid positions, etc.) or medium (including but not limited to: assignments, written work, data gathering, oral presentations, etc.). Academic integrity is expected not only in formal coursework settings, but also in all University relationships and interactions connected to the educational process, including the use of University resources. The reputation of the University and the value of the intellectual contributions of faculty, staff, and students depend on the assurance that every member of the academic community adheres to the very highest standards of ethical behavior. For details on the policy and procedures, please see the policy at the link provided above.

Research Integrity

Research Integrity is an aspect of ethical behavior important to psychology doctoral students in scientist-practitioner oriented programs. Research integrity may be defined as active adherence to the ethical principles and professional standards essential for the responsible practice of research. Research integrity involves examining the data with objectivity and being guided by the results rather than by preconceived notions. Research often crosses physical, social, and cultural boundaries, and as we engage in this global research environment, we need to understand these different contexts. Understanding the cultural norms and practices of other researchers and participants will allow you to conduct your research in a culturally sensitive manner as you enter these international collaborative contexts.

Responsible Conduct of Research (RCR)

RCR is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. RCR is broadly defined as the ethical and responsible practice of research in the following areas:

- Collaborative Research
- Conflicts of Interest
- Intellectual Property
- Publication Practices and Responsible Authorship
- Data Acquisition, Management, Sharing, and Ownership
- Human Subjects
- Animal Welfare
- Mentor/Trainee Responsibilities

Research Misconduct

Research Misconduct is the fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. It does not include honest error or honest differences in interpretations or judgments of the data.

For additional information and resources regarding the subjects above, see the Graduate College website on research integrity.

Request for Accommodations on Program Requirements/Examinations

Students requesting accommodations on program requirements/examination may do so through the Office of Disability Resources (DR). More information on DR services is available on their website at: http://nau.edu/Health-Services/Disability-Resources/Student-Resources/.

Accommodations are available for many reasons including accessible houses, note-taking, print matter, test taking, faculty and student support, etc. Please refer to the handbook published by DR for additional details.

Psychological Services and Remuneration

Students are, at no time while in the program, permitted to offer testing, therapy, consultation or other psychological service for private pay except where permissible such as under other licensure or certificates held by the student (i.e., Licensed Professional Counselor, Licensed Rehabilitation Counselor, Certified School Psychologist). It is illegal and unethical for any person to offer services as a psychologist or to advertise or in any way profess to be a psychologist until licensed as such by a state psychology licensing body. The exception to use of the term is the Certified School Psychologist, who is eligible for school-based service provision only.

Comprehensive Evaluation of Students

The Combined Program Policies on student performance evaluation, feedback, advisement, retention, and termination decisions align with the Graduate College Policy on Academic Continuation, Probation, Dismissal and Readmission: https://policy.nau.edu/policy/policy.aspx?num=100319

All students complete the required courses and/or demonstrate competence through competency benchmarks established in the program. Students who do not meet the required course grade have to retake the course to remediate targeted knowledge or skills. This may include an independent study and repetition of assignments to criterion, additional casework to demonstrate competence, or retaking the course. The advisor, in consultation with the Doctoral Steering Committee, reviews student's academic progress annually. The Discipline Specific Knowledge Qualifying Examinations and Comprehensive Doctoral Examinations may be repeated as described in the program policy about these examinations. The next section details the information that is used for the comprehensive evaluation and the process by which students receive feedback regarding their academic and professional progress.

Review of Students' Academic and Professional Progress

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, the Doctoral Steering Committee may review such conduct within the context of the program's evaluation processes.

Student evaluation will occur near the end of each academic year within the Doctoral Steering Committee. Continuing student evaluations will be executed within a developmental framework. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, comprehensive examinations, practica and related program requirements associated with the program's goals and objectives. Rating forms and evaluations from non-faculty field supervisors will be used to inform the committee ratings of individual students on the form level based on the student's year/progress in the program: *Readiness for Practicum Level Rating Form, Readiness for Advanced Practicum/Internship Level Rating Form,* or *Readiness for Entry to Practice Level Rating Form* as well as each semester on the *Interpersonal Professional Relationships Rating Form* (see Appendixes D, E, F, and G, respectively).

The spring semester process begins with students completing a self-evaluation regarding their progress in the program (*Annual Continuing Student Report* in Appendix M). This information is included in the review process once per year, as students generally need more time to gather these experiences. Program faculty will review each student's progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress. At the end of each academic year of study, faculty complete an *Annual Continuing Student Evaluation Form* (see Appendix L) on each student in the Combined Counseling/School Psychology PhD Program.

The Doctoral Steering Committee, along with any other individuals identified as relevant (e.g., committee chairperson who is not in the Combined Program) meet to discuss each student. During this meeting, faculty evaluate students' progress in the following domains using the appropriate form for the level that the student is within the training program (*Readiness for Practicum, Readiness for Advanced Practicum/Internship, Readiness for Entry to Practice* as well as each semester on the *Interpersonal Professional Relationships* Rating Forms):

- Clinical competence in assessment, intervention, consultation, ethical and legal behavior
- Integrating theory, research, and practice
- Competence in work with cultural and individual differences
- Professional identity as a psychologist
- Interpersonal and Professional behavior and dispositions including:
    - Receiving and implementing feedback
    - Interpersonal skills
    - Responding effectively to legal and ethical dilemmas
    - Classroom behavior
    - Timely work completion and work responsibility
- Collaborating with other professionals
- Overall academic performance
- Research skills
- Research involvement and progress

Students are evaluated with reference to their professional development and progress on two rating forms each academic year, based on their level in the program. The criteria at each level is specified in Table 1: Profession-Wide Competencies Curriculum and Assessment Map in Appendix H. At the Readiness for Practicum level students must achieve average ratings of 2.5 or better in order to be eligible to move into the first practicum experience. Readiness for Advanced Practicum/Internship ratings should progress from an average of 2 to an average of 3 during the first year of advanced practicum to the end of the doctoral practicum sequence. Readiness for Entry to Practice ratings should meet a criterion of an average of 3 or higher in the identified areas in the assessment plan. In addition to these specific rating forms, the Doctoral Steering Committee also evaluates students Interpersonal and Professional Relationships skills in depth annually on the appropriate level form to match the student's level in the program. Students should consistently achieve an average of 2.5 after their first year, and 3 in subsequent evaluations.

Annually, students formally meet with advisors to discuss their progress in the program. At that meeting, the student reviews the rating form and comments related to their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, and status on graduation requirements. Students are encouraged to discuss all feedback and any other questions they have with their advisors and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Doctoral Student Handbook.

Student progress evaluations result in one of several potential outcomes that are shared with the student in written documentation with the evaluation materials:

1) continuation with commendation
2) continuation, satisfactory progress
3) continuation with recommendations for improvement
4) continuation on probation with a Professional Growth Plan
5) consideration for dismissal

CONTINUATION ON PROBATION WITH A PROFESSIONAL GROWTH PLAN

If the Doctoral Steering Committee determines that the student requires a Professional Growth Plan, the student's advisor and the student, in consultation with the Doctoral Training Director and Department Chair, will develop a Professional Growth Plan (PGP, see Appendix O) to remediate any identified weaknesses. This PGP specifies objectives, activities to accomplish the objectives, the timeline for successfully completing the objectives, and criteria for determining that objectives are successfully completed. The student, the advisor, the Doctoral Training Director, and the Department Chair then signs the PGP. The Department will notify the student in writing with a copy of the PGP (written plan) to the Graduate College, of specific failures leading to the recommendation of probation (See Academic Continuation, Probation, Dismissal and Readmission - Graduate Policy 100319)

Once the timeline for completing the remediation objectives has passed, the advisor will meet with the student to evaluate whether the objectives were successfully met, record the progress on the Professional Growth Plan, and bring the plan to the Doctoral Training Director, the Department Chair, and the Doctoral Steering Committee. If the Advisor and the Doctoral Training Director and/or Department Chair and the Doctoral Steering Committee verify that the student has met the objectives, activities, and timelines of the PGP and may continue in the program, the finding will be recorded on the PGP and a copy of the form will be provided to the student and placed in the student's departmental file.

If the student has not completed the PGP objectives, activities, and timelines successfully, the advisor will record this finding and report to the Doctoral Training Director, the Department Chair, and the Doctoral Steering Committee who will then review and make a determination whether the student has failed to meet the requirements of the PGP. If the Advisor, the Doctoral Training Director and/or the Department Chair, and the Doctoral Steering Committee determine that the student has not met the objectives, activities, and timelines of the PGP, the student may be recommended for dismissal from the program. The finding will be recorded on the PGP and a copy of the form will be provided to the student and placed in the student's departmental file. The Graduate College will be notified in writing of the intent of the program to recommend dismissal.

CONSIDERATION FOR DISMISSAL FROM THE COMBINED COUNSELING/SCHOOL PSYCHOLOGY PHD PROGRAM

Graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements; and 3) high standards of personal conduct and behavior. To assist in maintaining such standards, any one or more of the factors listed below will result in a student being recommended to the Graduate College for dismissal from the program.

1. Possessing a grade point average less than 3.0 in NAU graduate courses during two consecutive semesters or unacceptably low grades in content courses as specified in the profession-wide, program-specific and discipline specific competencies.
2. Possessing 3 C grades*.
3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Professional Growth Plan (e.g., excessive delay in completing research requirements; Discipline Specific Knowledge Examinations (if applicable), Practica, Poor ratings on Annual Evaluation – *Readiness for Practicum, Readiness for Advanced Practicum/Internship, Readiness for Entry to Practice*) commensurate with program and university expectations.
4. Any of the following: 1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in psychology; 2) conduct unbecoming of a professional psychologist (e.g., APA guidelines); or 3) failure to comply with departmental, college, and university regulations or procedures.
5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

*All courses in the plan must be completed with A or B or Passing (P) grades.

University Policy. In addition to dismissal for poor academic performance, certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Office of Student Life, the Office of the Vice President for Research, the Office of Equity and Access, the Graduate College or any other applicable unit on campus. (For the full policy, see https://policy.nau.edu/policy/policy.aspx?num=100319)

UNIVERSITY PROCEDURES FOR DISMISSING A STUDENT FROM A GRADUATE PROGRAM (POLICY 100319)

A student may be recommended for dismissal by an academic unit for one or more of the following:

- failure to meet academic requirements outlined in this policy or within the academic unit;
- failure to meet requirements for continuation within an academic program; or
- any academic reason not addressed by other university policies or procedures.

Once a unit notifies a student of their recommendation for dismissal from a program, they will allow the student to present evidence that may influence or alter the dismissal recommendation. The student must supply this evidence within five business days of the dismissal notification, and the academic unit must review this evidence before a final recommendation is forwarded to the Graduate College. The unit has up to five business days to make their final recommendation to the Graduate College.

If the unit's decision is to uphold the dismissal recommendation, the unit must supply all review and/or informational materials submitted by the student with the final recommendation for dismissal. The recommendation for dismissal will come to the Graduate College Associate Dean from the academic unit's Chair/Director or other applicable academic unit administrator.

The Graduate College Associate Dean will review the materials and issue a decision. If a student is dismissed from the program by the Graduate College, a student may appeal this decision utilizing the process outlined in NAU's "Academic Appeal Policy and UGCHP - Graduate" (Policy Number 100103). Students will begin with "Step 3" in the process, submitting a written appeal to the Associate Dean and supplying all information requested in policy 100103. The student will also request a meeting with the Graduate College Associate Dean.

SURVEY OF PROGRAM GRADUATES

Our Program graduates are surveyed every year in order to provide data on how the Program prepared students in each profession-wide and program-specific competency. The goal of survey is to:

- identify current employment setting,
- professional activities on the job,
- job title,
- percent of time spent in key activities in current employment,
- career satisfaction,
- licensure status,
- scholarship activities including publications and presentations in professional psychology,
- specialized training received and certifications held,
- other professional achievements,
- engagement in continuing education,
- engagement in professional organizations,
- perception of the quality of the doctoral training program,
- ratings on experiences in the program in several areas including:
    - academic challenge
    - dissertation support
    - research training
    - practica experiences

- responsiveness of program director
- respect from faculty
- student-faculty relationships
- training in multicultural issues
- profession-wide competencies
- overall preparation for entry-level practice

- debt incurred for doctoral training
- ratings on quality of training to achieve each objective of the program

Aggregate survey data is to help understand the long-term outcomes of the program training.

EDUCATIONAL PSYCHOLOGY PROGRAM'S STATEMENT ON ELECTRONIC INFORMATION

Electronic sources of information are an important consideration for training programs and graduate students in health service psychology. Negative incidents have been reported in training programs and at universities in which graduate students have been adversely impacted by material posted on websites, eMails, and answering machine/voice messages. The Trainers of School Psychology Social Media Policies (2013) document notes that "some issues may include online harassment, cyber-bullying, defamation of students, faculty, or supervisors, reports of illegal behavior (i.e., drug use), reports of unethical behaviors such as multiple relationships, or disclosures of confidential student information."

When trainees post sensitive, personal, or unprofessional information on websites, eMail signatures, and answering machine/voice messages they need to be aware of the potential implications including:

1. Internship programs and employers report conducting web searches on applicants' names before inviting applicants for interviews and making offers.
2. Clients conduct web-based searches on trainees' names and finding information about them and make decisions about seeking psychological services based on what they find.
3. Legal authorities are looking at websites for evidence of illegal activities.
4. Postings to list serves or social media sites might reflect poorly on students and the program.

If students identify themselves as a graduate student in a program in Educational Psychology, then the program has some interest in how students portray themselves. Students in Educational Psychology Programs are expected to follow these guidelines:

- When using cell phone or home telephone even occasionally, for professional purposes (research, teaching, or clinical activities), the greeting must be appropriate and professional in demeanor and content.
- Students should evaluate all postings and messages before posting to consider the effect the post/message may have on the student's reputation, program reputation, and potential clients. Information that is meant to be "fun" might reflect poorly on the program and the student. Internet postings, eMails, or answering machine and voice mail messages that are viewed as "private" self-disclosure among friends may actually be very public. Additionally, online posts are permanent as they may be accessed many years later even when the user believes they have

"deleted" the posts. It is never appropriate to post messages on social media about clinical experiences.

- Students are advised to be concerned about and manage professional demeanor and presentations in blogs, personal pages, and posts in social networking media and other internet activity.

SOURCE: Trainers of School Psychologists (2013, February). Social media policies for school psychology training programs: Issues and considerations. Published by the Trainers of School Psychologists online at: http://www.trainersofschoolpsychologists.org/TSP/Links_files/Social%20Media%20TSP%20Statement%20Final.pdf

STUDENT REPRESENTATIVES

One student is elected annually by their combined program doctoral student peers to represent graduate students at Doctoral Steering Committee monthly meetings. The student representatives are allocated one vote on program decisions. Student representatives will not be present for committee discussions of student performance and Professional Growth Plan needs regarding individual students. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representative.

STUDENT RESPONSIBILITIES AND REPRESENTATION

The program assumes that all graduate students are responsible for progress in their graduate programs. Faculty expects them to show initiative and independence in all aspects of their programs. The major function of the program is to produce a competent professional psychologist who can work in applied settings as well as in research and academic settings. The curriculum, advising, program requirements, and student evaluation are all designed to ensure that this major function is achieved.

All students in the program are expected to maintain the ethical standards adopted by the American Psychological Association. Students are also expected to comply with program, departmental, college, and university policies and procedures. Failure to do so constitutes grounds for dismissal from the program.

Graduate students are also provided an opportunity to participate in setting and reviewing departmental policies and procedures through representation on the Doctoral Steering Committee. In addition, elected graduate student representatives are invited to attend (and vote) in departmental faculty meetings.

For many of the program requirements described previously in this manual, such as the intention to sit for examinations, there is a form, which must be signed by the advisor or other faculty members. There are also forms that are completed when the student meets program requirements such as the qualifying research project and dissertation prospectus defense. It is the graduate student's responsibility to see that these signed forms are placed in their file in the EPS Department office as soon as the requirement has been met. Students may review their official EPS Department file at any time by scheduling this with the EPS Department Administrative Assistant. Reviews will take place in the EPS office, as files may not be checked out.

Registration and Contact Information

Students need to become familiar with the NAU LOUIE system and PeopleSoft. All updates to addresses and telephone numbers can be made directly by the student on this system through Student Accounts self-service when logged into LOUIE. Course catalog information and schedule of classes are also available in LOUIE. Registration can be done directly by the student as well.

In order to ensure that students are accepted into required classes, pre-registration is highly recommended. Students are encouraged to pay particular attention to course prerequisites to ensure proper course sequence and to note that certain courses are only offered fall or spring semester.

E-Mail

It is important for students to check their eMail through the NAU eMail account provided by NAU. All official eMail from NAU and their faculty will be through their NAU eMail account. Google Apps for Education is the official student eMail system at Northern Arizona University. Google Apps gives students access to many exciting features that can be used to better facilitate your educational experience at NAU. Some of these apps include a fully featured, web-based office suite, a robust calendaring system, and a website development toolset.

Students will need their user ID and password in order to log into their NAU Google account. If a student is a current NAU student, faculty, or staff member or have received a grade in at least one NAU course, they are eligible for an NAU Google account (including NAU Gmail). If a student has ever had access to an NAU Google account, they can log into it after retrieving your NAU user ID and password.

If a student is a NAU alumnus and do not already have NAU Google account, they can request one here. Keep in mind that if they have attended NAU from 2009 - present they will already have an NAU Google account.

Go to the following Information Technology Services webpage to learn more about establishing your NAU eMail account. http://www.nau.edu/its/services/google/

EMails from faculty will generally be sent to a student's NAU eMail account. If a student has another eMail, account and check that more regularly, please forward all eMail from their NAU eMail account to this account.

LOUIE

LOUIE uses the "single sign-on" Central Authentication Service (CAS) for logging in. This allows students to access a variety of NAU web sites that require authentication, without having to re-type their user ID and password every time.

This also means that logging out of LOUIE will NOT log you out of all NAU web sites! If you are at a public computer (in a computer lab, a library, a cyber-cafe, etc.) or even at your home computer that other family members or roommates use, you should close all web browser windows before you leave the computer. Forgetting to close all of your web browser windows could allow someone else to access your personal information, and they could (accidentally or maliciously) change or damage your personal information.

Update your address, phone, eMail, etc. by following this path on LOUIE: Home>Student Accounts Self Service>Personal Portfolio>Tasks. Verify your social security number by clicking on demographic information. If your social security number is incorrect, please contact the Bursar Office Tax Coordinator at 928.523.9485.

DISTANCE/ONLINE/ELECTRONICALLY MEDIATED EDUCATION PROCEDURES AND PROTECTIONS

All of our doctoral courses are offered in-person on the Flagstaff campus. NAU uses the Bb Learn learning management system and faculty may choose whether and how much to use Bb Learn in their courses. For example, a professor may choose to use a blended format, where the class meets at a regularly scheduled time but twenty-five percent or more of the conventional class time is replaced with out-of-class activities, which may include use of technology. Many professors offer examinations within Bb Learn because of the ease of scoring and the immediate availability of results for students. The extent to which electronically mediated methods are used varies by professor rather than by class. Interns or practicum students in other states sometimes use Bb Learn to upload logs and forms and we will likely be requiring online submission more frequently. With Graduate College approval, dissertation committee members from outside of the university may attend proposal and defense meetings via videoconference.

NAU requires all students to have a unique user identification number and a password for entry into Bb Learn or other university websites; these websites are closed to outside users. Students are responsible for providing their complete and true identity information in any identification verification process. Students register for courses and log into courses using the same identification number and password, which are attached to payment information and photos (unless a student requests no release of identification card photo). NAU Information Technology Services track log-ins, and professors can easily find out which users are logged on, to what aspects of a class, and for how much time.

All users of the College's learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to students, staff, and faculty for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. Students are actively discouraged from sharing their passwords with others, as they are responsible for any and all users of their account. Students are responsible for all activity on their accounts. Photos used on identification cards are also used for online accounts, though students may opt out of using the photos.

Each student's performance in courses (e.g., grading) is visible only to the student and the professor or any authorized person added as a designer or co-instructor on the course. Any faculty or staff person with access to sensitive information is required to take and successfully pass an online Family Educational Rights and Privacy Act (FERPA) training. FERPA requirements are strictly maintained for all aspects of student learning, including online formats.

USE OF EDUCATIONAL PSYCHOLOGY DEPARTMENT FACILITIES AND SUPPLIES

Faculty and students may use the Department's research and clinical training facilities; however, students should follow all applicable scheduling guidelines noted in the *Doctoral Practicum Handbook* and posted in the Practicum Laboratory. Many Graduate Assistant workspaces are equipped with computers for student use. Students should not print personal documents (including class papers and dissertations) using university-supplied materials. In addition, the department does not provide letterhead, postage, or mailing supplies for students' personal use. Further, the cost of exchanging dissertation between students and faculty via mail or FedEx, etc. are the responsibility of the student.

Computer Labs for general student use are located in the Chemistry, Engineering, Business Administration, Eastburn Education, Design and Technology and Old Student Union buildings. These computer labs generally allow for printing and charging to the student's university bursar account. Within the College of Education, there is a PC Lounge Lab on the second floor. It includes nine student workstations furnished with Dell 380s with 20-inch monitors. There is one HP 9050 printer that allows printing at 10 cents per page. This is available any time the building is open. The COE also has a MAC/PC Hybrid Teaching Lab and a PC Teaching Lab. These are located in room 189 and 185 respectively. While these are designed with priority for classes, they are open to faculty and students when classes are not in session.

The hybrid Mac/PC lab includes:

- 24 student stations
- 21.5-inch wide screen dual boot Intel iMacs
- Mac side: Mountain Lion 10.8
- Win side: Windows 7
- one teacher dual boot Intel iMac station with SMART Board
- two portable SMART Board carts with dual boot Mac Pros
- one teacher dual boot Intel iMac station with Smart E70 TV
- one HP 8150 printer (pages printed cost 10¢ per page which is billed to your bursar account)

The PC lab includes:

- 28 student stations
- Dell (AIO) All in One 9030 with mouse & touch screens
- Dell 23-inch touch screen
- Windows 8
- one teacher station with SMART Board
- one HP 4050 printer (pages printed cost 10¢ per page which is billed to your bursar account)

University Student Services

The university offers many student services to support student life on campus. Some of these services include medical health and wellness, counseling, recreation, disability services, parking and campus shuttles, multicultural and inclusion services, library, and student learning centers. Campus medical services offers an on-campus clinic that provides students, faculty, and staff with convenient and quality healthcare. Medical Services offers both primary and urgent care. A pharmacy, radiology, and labs are available onsite as well. Campus recreation offers indoor and outdoor recreation facilities as well as outdoor adventure courses and outdoor equipment rental.

- Student Learning Center: http://nau.edu/SSI/student-learning-centers/
- Campus Medical Services: http://nau.edu/Medical-Services/
- Campus Counseling Services: http://nau.edu/counseling-services/
- Inclusion and Multicultural Services: http://nau.edu/ims/
- Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services: http://nau.edu/LGBTQA/
- Campus Recreation Services: http://nau.edu/Campus-Recreation/
- Campus Housing and housing partnership information can be found here: http://nau.edu/Residence-Life/Housing-Options/Residence-Halls/
- Disability Resource Services can be found here: http://nau.edu/disability-resources/
- Parking and Campus Shuttle Information can be found here: http://nau.edu/parking-shuttle-services/

Cline Library Services Information

Campus Library Services can be explored here: http://library.nau.edu/

Cline Library is committed to:

- Providing a physical environment for intellectual discovery, collaborative research projects, and computing, and an equally rich online learning environment that is fully accessible to students, faculty and staff regardless of location.
- Aligning its efforts to institutional and college initiatives and priorities while responding to the rapidly changing expectations of students and faculty.
- Providing what students need to successfully meet a variety of learning experiences and coursework requirements and exceed the expectations that move them forward to graduation.

Resources

- The Library has more than 900,000 volumes, including over 460,000 books and over 180,000 e-books. Other formats include government documents, maps, microforms, sound recordings, films and other media, and bound periodical volumes.
- Access to over 135 databases and to the articles in over 63,000 e-journals and newspapers including those that are key databases in professional psychology and health service professions.

- Special Collections and Archives holds 20 million unique items focused on the Colorado Plateau and Northern Arizona. Over 110,000 are accessible in the online Colorado Plateau Archives, which includes digital content from partners such as the Arizona Historical Society/Flagstaff, Hopi Cultural Preservation Office, and Navajo Nation Museum.
- The Cline Library website provides access to library materials, services, and information about the building.
- OpenKnowledge@NAU, an institutional repository, will gather NAU teaching, research and creative output in a central, open location.

SERVICES

- Library services for students and faculty of:
    - NAU's Mountain Campus and Extended Campus.
    - The Phoenix Biomedical Campus, where NAU and University of Arizona jointly operate a library whose staff includes an NAU librarian.
- Document Delivery Services (free to NAU users) borrows or obtains items not in our collections.
- Research assistance and consultations via text, live chat, eMail, phone or in person.
- Borrow Laptops & Equipment (including digital cameras, audio recorders, external hard drives, camcorders, external DVD drives, headphones and energy meters) available for student checkout.

FACILITY

- Open 116.5 hours per week, including until 2 a.m. five nights a week for Fall and Spring semesters and extended hours (including 24-hour days) during End of Term and Finals weeks.
- Largest computing lab on campus.
    - Robust wireless network available to NAU and public users throughout the building.
    - Seven technology-rich media studios for production, practice, viewing, assistive technology and more in a larger open iMac studio.
    - A variety of computing options available to NAU users, including energy-saving virtual desktop computers, Mac desktop computers, PC desktop computers and lending laptops. In addition, PC desktops available to community users.
    - Assistive technology equipment.
    - Six scanning stations that export scanned images from books, microforms and more directly to eMail, printers, USB and home drives, and other options.
    - Printers (color and black and white) connected to the campus-wide ITS Printing service.
- Some furnishings feature wood and granite salvaged during library projects for library reuse.
- Energy-saving features including a plumbing system with low-flow faucets and toilets to reduce water use, an optimized heating and cooling system, and an energy-reducing lighting system.

Spaces

- Study rooms: 17 group and 10 individual study rooms available for student checkout. Limited number of carrels available to graduate students and faculty.
- Designated spaces for quiet study, quiet computing, and silent study.
  - *Quiet study*: 20 quiet study desks, including 10 with computers, on second floor, and an additional 50 quiet study seats at tables on third floor.
  - *Silent study*: 36 desks and 16 seats at tables, all on third floor.
- First floor computing area with seating for 122 and 56 adjustable height workstations.
- Open media lab with seating for 58 users, 25 adjustable height workstations, and an integrated help desk.
- 400-seat Assembly Hall for classes and events.
- Advanced technology 70-seat Learning Studio designed to increase engagement and learning for students while supporting "flipped classroom" and other teaching methods for faculty.
- Scholars' Corner Café offers beverages and light snacks during the academic year.

Financial Assistance

We have two broad categories of financial assistance available to graduate students at NAU. The first is awarded on the basis of academic merit or your ability to perform specific services; you apply for these assistantships and waivers through your department of study. The second is based on your demonstrated financial need, and you apply through the Office of Student Financial Aid. Doctoral Students in the Combined PhD program in counseling/school psychology are prioritized for departmental graduate assistantships.

Graduate Assistantships

Assistantships are available in most departments that offer graduate programs. As a graduate assistant, you receive a stipend, tuition waiver, and normally work twenty hours per week. You must also be enrolled as a full-time graduate student, meaning that you take at least nine credit hours each term. Additional benefits are available to graduate assistants; consult the Graduate College website at http://www.nau.edu/GradCol/Financing/ for current information.

For information about how to apply for an assistantship and when, contact the Educational Psychology Department. In general, applications for assistantships within the department are made at the time of your application or when admission is accepted. Applications for assistantships across campus may be made anytime an opening is known. The Graduate College maintains a website for position postings across campus: https://nau.edu/GradCol/Financing/Openings/

The following links are also helpful for understanding and applying for financial aid:

- University resources for Graduate Students: https://nau.edu/GradCol/Student-Resources/
- Financing Graduate Education: https://nau.edu/GradCol/Financing/

- Information on Presidential Fellowship Program: https://nau.edu/GradCol/Financing/Presidential-Fellowship-Program/
- Child Care Voucher Program: https://nau.edu/Student-Life/Childcare-Voucher-Program/
- NAU College Scholarships: http://nau.edu/COE/Scholarships/
- Information on specific scholarships for Graduate Students in the College of Education: http://nau.edu/COE/Scholarships/Graduate/

Graduate assistantships are also available in support units at NAU, such as Residence Life, the Gateway Student Success Center, the Institute for Human Development, and others. You can get a list of these assistantships from NAU's Graduate College or by contacting these units directly to determine availability.

Assistantships and Waivers

Waivers of resident tuition are available to Arizona residents, and waivers of the nonresident portion of tuition are available to nonresidents of Arizona. Apply for these waivers through the Educational Psychology Department.

Other Financial Assistance

This section describes the kinds of financial assistance available through the Office of Student Financial Aid:

- scholarships
- grants
- employment programs
- loan programs
- veterans educational benefits

To be considered for federal or state aid, including loans and other need-based programs, you must be considered a degree-seeking student by NAU's Graduate College, and

- submit the FAFSA (Free Application for Federal Student Aid available online at www.fafsa.ed.gov) to the federal processor
- have a completed and verified financial aid file with NAU's Office of Student Financial Aid; check your financial aid status online at www.nau.edu/louie
- follow satisfactory academic progress credit-hour limits and deficient-hour guidelines, as outlined in the brochure describing satisfactory academic progress, in your award packet, or at http://nau.edu/finaid/aid-management/satisfactory-academic-progress/

For more information about need-based financial aid, employment programs, or to obtain FAFSA applications, please contact any of these Office of Student Financial Aid locations: NAU-Flagstaff (main office) Gammage Administration Building, third floor, 1.855.628.6333 toll free.

You can also visit our web site at http://nau.edu/FinAid/ or send eMail to Financial.Aid@nau.edu, or send faxes to 928.523.1551.

Scholarships, Grants, Employment, Loans, and Veterans Benefits

Scholarships

A limited number of scholarships are available through the Office of Student Financial Aid. Whether you are a new or continuing student, we encourage you to fill out our Scholarship Interest Form, which is available at www.nau.edu/finaid/scholarship. This is not an application form, but allows NAU's Office of Student Financial Aid to search for additional scholarships for you. This form is in effect throughout your attendance at NAU, and you can update it at any time.

While there is no deadline for doing so, we recommend you complete or update this form by March each year because most scholarships are awarded in the spring for the following year. Additionally, some NAU departments use the Scholarship Interest Form as their official application for scholarships offered.

Because some scholarships are need-based, you should file a Free Application for Federal Student Aid (FAFSA) as well.

Students also can apply for COE and EPS scholarships during early spring. There are two ways to find out about scholarships. You will receive and eMail announcement when the applications open for COE and EPS scholarships. One application is completed for all available scholarships and is submitted online. Please check the COE (coe.nau.edu) webpage for deadlines and application forms and current listings of all available scholarships.

Scholarships that are available to doctoral students within the college include (please check website for full and new listings):

- Clarence E. Fishburn Scholarship
- Craig W. Sidles Educational Psychology Scholarship
- Gillenwater Special Education Scholarships
- Ida Belle McGill Memorial Scholarship
- Jerry Petersen Doctoral Student Dissertation Scholarship
- Lawrence V. Grinnell Educational Psychology Memorial Scholarship
- Meagan Lee Danielson School Psychology Scholarship
- Persis Fuller Educational Psychology Scholarship

Grants

Grants may be awarded to Arizona residents who are full-time students. Priority is given to students who demonstrate high financial need, based on FAFSA results. The Free Application for Federal Student Aid is the standard financial aid application and is available online at www.fafsa.ed.gov or through NAU's Office of Student Financial Aid locations.

EMPLOYMENT

Employment opportunities are offered at NAU and elsewhere for students wishing to meet a portion of their educational expenses through working, which may provide invaluable work experience as well as income. We encourage you to pursue employment opportunities on your own and through NAU-contracted employers.

Student wage positions are available campus-wide in Flagstaff for NAU students enrolled at least half time, regardless of financial need. Prospective employers have the necessary employment applications.

The Federal Work Study Program is a need-based employment program for full-time students. NAU lists employment opportunities available on the Flagstaff campus and arranges jobs in qualifying agencies such as the Museum of Northern Arizona and Coconino National Forest.

LOANS

You may also want to consider the following loan programs.

Federal Direct Student Loans are low-interest, need-based and non-need-based loans offered by the federal government. The interest rates are variable and are adjusted each July 1.

To accept and receive a student loan, you must sign a master promissory note, which is a legal document of considerable significance. Just one master promissory note is in effect for ten years, regardless of what institution(s) you attend. If you have signed a master promissory note previously, either at NAU or at another school, you do not have to sign another one for student loans for ten years. The onus lies with you to keep track of how much you have borrowed each year. If you have not previously signed a master promissory note, NAU's Office of Student Financial Aid mails one to you with instructions about how to accept, reduce, or decline the loan. You can find additional information at www.nau.edu/finaid/loans.

If you have questions about these loans, contact NAU's Office of Student Financial Aid at 928.523.LOAN (523.5626), or you may call the U.S. Department of Education's Federal Direct Loan customer service line at 800.848.0979. Remember that you may not borrow more than NAU's annual cost of attendance minus other financial aid and resources; please consider employment and only borrow what you need.

The Federal Perkins Loan is a low-interest (five percent), need-based educational loan with limited availability. The Office of Student Financial Aid determines eligibility and awards the loan as funds become available. For award information, contact the Office of Student Financial Aid. For questions about Perkins loan repayment or general information, please contact NAU's Bursar's Office (928.523.3122).

VETERANS BENEFITS

If you are eligible or wish to find out if you are eligible for veteran benefits, contact NAU's Office of Veteran Services (Gammage Administration Building in Flagstaff). You can write to us at Office of Veteran Services, NAU, PO Box 4110, Flagstaff, AZ 86011-4110. You can also call us at 928.523.4931, eMail Veterans.Services@nau.edu, or visit our website at www.nau.edu/finaid/Vets/

Services include assistance in applying for all veteran education benefits, educational counseling, tutorial assistance, and various referral services.

SUPPORT TO ATTEND PROFESSIONAL CONFERENCES AND PRESENT RESEARCH

Generally, four sources of funding to support attendance to professional conferences such as APA, NASP, ACA, etc. includes Professional Development Awards from the Department of Educational Psychology, Dean's Graduate Research Travel Grants (COE), Graduate Student Government Travel Awards, and the Office of the Provost – University College Student Travel Awards.

Professional development awards are available to admitted and currently enrolled graduate students in Educational Psychology programs contingent upon the availability of funds. Applications forms are available at the EPS office or on our forms website: http://nau.edu/COE/Ed-Psych/Student-Resources/Forms/

Completed applications are accepted two times a year –October 1st or February 1st at the Educational Psychology office at Box 5774, Flagstaff, AZ 86011. **LATE APPLICATIONS WILL NOT BE ACCEPTED.** A student may be eligible for expenses related to registration and/or travel to a conference up to $200.00 during an academic year.

Students are also encouraged to seek other sources of funding through the Office of Grants and Contracts (http://www4.nau.edu/ovp/internalfunding.htm) or at their place of work (e.g., School District). *Preference will be given to those students who are presenting at conferences*. Only completed applications along with some documentation (e.g., conference brochure) or proof of acceptance for presentations/posters and a letter of support from an EPS faculty member or faculty advisor will be reviewed. Support letters from faculty can be emailed to the Dept. Chair at Robert.Horn@nau.edu. All travel must be completed by the end of a fiscal year (June 30th).

Dean's Graduate Research Travel Grants (COE) applications must be submitted at least one month prior to the conference travel and must be for the purposes of presenting at a professional convention. The application can be found here: https://nau.edu/coe/student-resources/travel-and-research-grants/

Graduate Student Government Travel Awards range from $75 to $200 dollars per award. Details and application procedures can be found here: http://nau.edu/Student-Orgs/Graduate-Student-Government/Travel-Program/

The Office of the Provost – University College Student Travel Award allows for reimbursement of travel, lodging, and conference registration as specified on the website: http://nau.edu/undergraduate-research/student-travel-awards/

APPENDIX A: USEFUL WEB LINKS

When completing or revising the POS, the following documents may be useful:

EPS Course Offerings by Semester - provides an overview of courses offered each term

Program of Study Work Sheet - useful for translating the program of studies into a semester by semester plan

NAU Graduate Catalog can be accessed online at http://catalog.nau.edu/

The following websites may also be useful when crafting the program of studies:

Combined Counseling/School Psychology, PHD Academic Catalog Listing - provides a list of required courses with links to course descriptions

Academic Catalog Policies - transfer credit, timelines, doctoral requirements, residency, and other policies

Program of Study is housed on the Graduate College site: https://nau.edu/GradCol/Degrees-and-Programs/Programs-of-Study-Page/

Academic recruitment and admissions, including general recruitment/admissions and recruitment of students who are diverse.

Graduate Admission Policy:https://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/

Eligibility for Graduate Study at NAU:https://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/#Eligibility-Graduate-Study

Graduate Recruitment at NAU: https://nau.edu/GradCol/Graduate-Recruitment-Resources/

Administrative and financial assistance

University resources for Graduate Students: https://nau.edu/GradCol/Student-Resources/

Financing Graduate Education: https://nau.edu/GradCol/Financing/

Information on Presidential Fellowship Program: https://nau.edu/GradCol/Financing/Presidential-Fellowship-Program/

Child Care Voucher Program: https://nau.edu/Student-Life/Childcare-Voucher-Program/

NAU College Scholarships: http://nau.edu/COE/Scholarships/

Information on specific scholarships for Graduate Students in the College of Education: http://nau.edu/COE/Scholarships/Graduate/

Student Services

Student Learning Center: http://nau.edu/SSI/student-learning-centers/

Campus Medical Services: http://nau.edu/Medical-Services/

Campus Counseling Services: http://nau.edu/counseling-services/

Inclusion and Multicultural Services: http://nau.edu/ims/

Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services: http://nau.edu/LGBTQA/

Campus Recreation Services: http://nau.edu/Campus-Recreation/

Campus Housing and housing partnership information can be found here: http://nau.edu/Residence-Life/Housing-Options/Residence-Halls/

Disability Resource Services can be found here: http://nau.edu/disability-resources/

Parking and Campus Shuttle Information can be found here: http://nau.edu/parking-shuttle-services/

Student performance evaluation, feedback, advisement, retention, and termination decisions

Graduate College Policy on Academic Continuation, Probation, Dismissal and Readmission: https://policy.nau.edu/policy/policy.aspx?num=100319

University Due process and grievance procedures

NAU Student Handbook: https://nau.edu/Student-Life/Student-Handbook/

Academic Appeal Policy for Non Grade Related appeals: https://policy.nau.edu/policy/policy.aspx?num=100103

Grade Appeal Policy: https://policy.nau.edu/policy/policy.aspx?num=100105

Academic Integrity Policy: https://policy.nau.edu/policy/policy.aspx?num=100601

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

Checklist for Doctoral Students

Combined Counseling/School Psychology, PhD

____ 1. Complete the program of study with your advisor by the first two weeks of the term.
If requesting to transfer graduate credit, bring graduate transcripts and syllabi.

____ 2. Complete Discipline-Specific Knowledge examinations, if required.

____ 3. Join a professional psychology association (e.g., APA, NASP).

____ 4. Become an active member of the COE Doctoral Student Organization, and participate in Research Colloquia

____ 5. Achieve a passing score on the Qualifying Research Project and presentation at the Doctoral Research Colloquia by the end of the second year in the program.

____ 6. Choose a dissertation chair and work with the chair to complete the Dissertation Proposal Summary and choose a dissertation committee.
Recommendation of Dissertation Committee form goes to the Graduate College.

____ 7. Write and defend the dissertation prospectus.

____ 8. Schedule and take comprehensive examinations. Use the Intent to take Discipline Specific Knowledge (DSK) / Doctoral Comprehensive Examination form.

____ 9. Apply for Doctoral Candidacy using the Candidacy Application for Doctoral Degree.

___ 10. Submit dissertation electronically to Graduate College Electronic Thesis & Dissertation Coordinator for a format check by the deadline.

____ 11. Schedule, announce to College, and defend the dissertation by the semester deadline.
Dissertation Defense Scheduling form goes to the Graduate College at least 10 working days prior to the defense date.

____ 12. Submit final dissertation to Graduate College via the NAU ETD website by the deadline.

____ 13. Get approval from advisor and apply for internship.

____ 14. Apply for graduation on the Graduate College website by the deadline of the semester prior to completion of graduation requirements.

____ 15. Complete internship.

____ 16. Collaborate with dissertation chair and the Graduate College to participate in the graduation ceremony.

Students and Advisors should refer to the Combined Counseling/School Psychology Doctoral Student Handbook and the Graduate College's Checklist for Doctoral Students for additional details.

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

Practicum and Supervision Training Plan

Combined Counseling/School Psychology, PhD

Student Name (Last, First, MI): _____ NAU ID: _____

Address: _____

Phone Number (include area code): _____ Email: _____

NAU Faculty Supervisor Name: _____ Faculty Supervisor Phone Number: _____

NAU Faculty Supervisor Email: _____

NAU Faculty Supervisor Degree/License: _____

Name of Practicum Site and Address:

_____

On-Site Supervisor's Name: _____ On-Site Supervisor Phone Number: _____

On-Site Supervisor Email: _____ On-Site Supervisor Degree/License: _____

Course Enrolled: _____ Semester/Year Enrolled: _____ Credit Hours: _____

Course Title: _____ Practicum Experience Dates: _____

1. Student Learning Outcomes: Following this practicum experience, the student will know and be able to:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. Clinical Experiences - Total Hours (Practicum; Fieldwork): _____
   Include all experiences and percent of time devoted to each experience (e.g., Psychotherapy, Psychological Assessment, Report Writing, Consultation, etc.)

   a. _____

   b. _____

   c. _____

   d. _____

3. Supervision and Evaluation Plan (must include at least two hour of direct observation that inform midpoint and final evaluations; also specify points of contact between on-site supervisor, faculty supervisor and student for off-campus experiences): _____

_____

_____

_____

_____

_____

Ethics training must be provided throughout each practicum experience (Student initials____; On-site supervisor initials: _____)

_____ _____

Student Signature and Date Supervising Faculty Signature and Date

_____ _____

On-Site Supervisor and Date Training Director Signature and Date

General Guidelines for Practicum and Supervision Training Plan

Practicum Experiences

All practicum experiences are supervised professional experiences that are faculty-directed, organized, sequential series of supervised experiences that increase in complexity and followed required coursework for each experience and ultimately prepares a student for internship. At least 25% of the total supervised experience for practicum should be direct client contact hours. A minimum of 40 hours is required for every three credits of practicum credit. Additional direct hours beyond 40 hours is ideal. Students must seek a variety of direct experiences including individual and group counseling, assessment, and participate in case consultation, staff meetings and didactic training. Students completing the EPS 740/741 Doctoral Practicum are required to also provide supervision to master-level trainees (20 hours required).

Supervision

External practicum experiences are typically done under the supervision of a full-time licensed NAU faculty member, usually in conjunction with a licensed on-site supervisor. The experience is arranged directly between the student, the supervising faculty member and the onsite supervisor. No release time or payment is available to the faculty member for providing this experience. If a qualified part-time faculty member has agreed to provide the supervision, an email message or telephone call needs to be made by the faculty member to the training director indicating willingness to serve as the university supervisor. The student requesting this option must submit a written contract outlining the parameters and the goals, activities, and methods of evaluation for the practicum experience. **A minimum of two hours of contemporaneous supervision is required for every 20 hours of supervised experience**. One of these supervised hours may be group supervision. **At least two hours of visual observation** are required via in-person observation, live video-streaming, or video recording (audio recording alone is not sufficient).

Procedure

The written contract must include goals, objectives, activities, supervision plan, and evaluation methods, along with number of hours expected for each activity. A rule of thumb for off-campus experiences is that students participating in one semester of full time experience (e.g. 40 hours per week) should register for 6 credit hours and students registering for 20 hours per week for one semester should register for 3 credit hours. The plan needs to be approved by the supervising faculty member and the on-site supervisor, then submitted for approval to the Training Director who will give the original to the Chair of the department which will be on file in the department office. After these steps are completed, a permission number will be provided by the Chair so that the student can register for the class.

Evaluation

The student will facilitate meetings between the student, the on-site supervisor, and the faculty supervisor for off-site practicum experiences as specified in the plan. The student will also keep logs (please use logs [school or agency] provided by NAU) of all practicum activities signed by the on-site supervisor and submit the logs for weekly review by the faculty supervisor. The student will submit to the on-site and faculty supervisor's self-evaluations at the midpoint and end of the fieldwork experience. The on-site supervisor will submit a midpoint and final evaluation, which must be informed by direct observation, to the faculty supervisor. At the end of the semester the supervising faculty submits the logs and evaluations and will indicate the grade to the Chair who will assign the grade. The grade is typically a Pass/Fail. All written material submitted by the student will be kept in the student file for the duration of the program and at least three years post-graduation.

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Readiness for Practicum Level Rating Form

Demographics

Trainee Name: _____

Name of Placement(s): _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by if not directly under your supervision? _____

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed

Year in Doctoral Program: _____

This evaluation form is used to guide the evaluation of doctoral students in the combined program in counseling/school psychology **prior to going into practicum** placements.

It will be used for summative evaluation at the end of the first year of training in the program.

This form is adapted from the *Benchmark Evaluation System* published by the American Psychological Association (2011 and revised in 2012) here:
http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx/?tab=1

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Understands professional values; honest, responsible	0	1	2	3	4	[N/O]
1B. Deportment						
Understands how to conduct oneself in a professional manner	0	1	2	3	4	[N/O]
1C. Accountability						
Accountable and reliable	0	1	2	3	4	[N/O]
1D. Concern for the Welfare of Others						
Demonstrates awareness of the need to uphold and protect the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) **and Context**						
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	0	1	2	3	4	[N/O]
2E. Applications for Rural Southwest Populations						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to diverse individuals from the rural southwest.	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates awareness of the importance of applying an ethical decision model to practice	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Displays ethical attitudes and values	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Displays interpersonal skills	0	1	2	3	4	[N/O]
5B. Affective Skills						
Displays affective skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Displays critical scientific thinking	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Understands the scientific foundation of professional practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Participates effectively in scientific endeavors when available	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Demonstrates knowledge of measurement across domains of functioning and practice settings	0	1	2	3	4	[N/O]
9D. Diagnosis						
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Demonstrates awareness of models of report writing and progress notes	0	1	2	3	4	[N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Displays basic understanding of the relationship between assessment and intervention	0	1	2	3	4	[N/O]
10B. Skills						
Displays basic helping skills	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Demonstrates basic knowledge of intervention strategies	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

V. EDUCATION

12. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
12A. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision	0	1	2	3	4	[N/O]
12C. Skills Development						
Displays interpersonal skills of communication and openness to feedback	0	1	2	3	4	[N/O]

VI. SYSTEMS

13. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
13B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Cooperates with others	0	1	2	3	4	[N/O]
13D. Respectful and Productive Relationships with Individuals from Other Professions						
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	0	1	2	3	4	[N/O]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	0	1	2	3	4	[N/O]
14B. Systems Change						
Understands the differences between individual and institutional level interventions and system's level change	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Did the student meet average of 2.5 or greater to advanced practicum?

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training? Provide clarification or justification as needed.
- If applicable, is the trainee ready to move to the next level of training?

	Signature	Date
Student Signature:		
Advisor Signature:		

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Readiness for Advanced Practicum/Internship Level Rating Form

Demographics

Trainee Name: _____

Name of Placement(s): _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by if not directly under your supervision? _____

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed

Year in Doctoral Program: _____

This evaluation form is used to guide the evaluation of doctoral students in the combined program in counseling/school psychology **prior to going into advanced/practicum or internship** placements.

This form is adapted from the *Benchmark Evaluation System* published by the American Psychological Association (2011 and revised in 2012) here:
http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx/?tab=1

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	0	1	2	3	4	[N/O]
1B. Deportment						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Acts to understand and safeguard the welfare of others	0	1	2	3	4	[N/O]
11E. Professional Identity						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) **and Context**						
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]

Not at All/Slightly 0	Somewhat 1	Moderately 2	Mostly 3	Very 4	No Opportunity [N/O]

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2E. Applications for Rural Southwest Populations						
Applies knowledge, sensitivity, and understanding regarding issues related to diverse individuals from the rural southwest in order to work effectively with these individuals in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Integrates own moral principles/ethical values in professional conduct	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays broadened self-awareness; utilizes self- monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Effectively participates in supervision	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0	1	2	3	4	[N/O]
5B. Affective Skills						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Values and applies scientific methods to professional practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Selects assessment measures with attention to issues of reliability and validity	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Selects appropriate assessment measures to answer diagnostic question	0	1	2	3	4	[N/O]
9D. Diagnosis						
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering data to inform clinical decision-making	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	0	1	2	3	4	[N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Implements evidence-based interventions	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2	3	4	[N/O]

V. EDUCATION

12. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
12A. Expectations and Roles						
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2	3	4	[N/O]
12B. Processes and Procedures						
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2	3	4	[N/O]
12C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2	3	4	[N/O]
12D. Supervisory Practices						
Provides helpful supervisory input in peer and group supervision	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity
0	1	2	3	4	[N/O]

VI. SYSTEMS

13. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
13A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0	1	2	3	4	[N/O]
13B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0	1	2	3	4	[N/O]
13C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	0	1	2	3	4	[N/O]
13D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	0	1	2	3	4	[N/O]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	0	1	2	3	4	[N/O]
14B. Systems Change						
Promotes change to enhance the functioning of individuals	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Did the student meet average of 2 or greater to advance to doctoral practicum or advanced field work?

OR

Did the student meet average of 3 or greater to internship? y/n

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training? Provide clarification or justification as needed.
- If applicable, is the trainee ready to move to the next level of training?

	Signature	Date
Student Signature:		
Advisor Signature:		

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Readiness for Entry to Practice Level Rating Form

Demographics

Trainee Name: _____

Name of Placement(s): _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by if not directly under your supervision? _____

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed

Year in Doctoral Program: _____

This **summative** evaluation form is used to guide the evaluation of doctoral students in the combined program in counseling/school psychology prior to entry to practice.

This form is adapted from the *Benchmark Evaluation System* published by the American Psychological Association (2011 and revised in 2012) here:
http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx/?tab=1

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Monitors and independently resolves situations that challenge professional values and integrity	0	1	2	3	4	[N/O]
1B. Deportment						
Conducts self in a professional manner across settings and situations	0	1	2	3	4	[N/O]
1C. Accountability						
Independently accepts personal responsibility across settings and contexts	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Independently acts to safeguard the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) **and Context**						
Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	0	1	2	3	4	[N/O]
2E. Applications for Rural Southwest Populations						
Applies knowledge, skills, and attitudes regarding individuals from the rural southwest to professional work	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Independently utilizes an ethical decision-making model in professional work	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Independently integrates ethical and legal standards with all competencies	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Independently seeks supervision when needed	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	0	1	2	3	4	[N/O]
5B. Affective Skills						
Manages difficult communication; possesses advanced interpersonal skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Independently applies scientific methods to practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Independently applies knowledge and understanding of scientific foundations to practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Generates knowledge	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Applies scientific methods of evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice	0	1	2	3	4	[N/O]
9D. Diagnosis						
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	0	1	2	3	4	[N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Independently plans interventions; case conceptualizations and intervention plans are specific to case and context	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	0	1	2	3	4	[N/O]

Not at All/Slightly 0	Somewhat 1	Moderately 2	Mostly 3	Very 4

10C. Intervention Implementation						
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	0	1	2	3	4	[N/O]
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	0	1	2	3	4	[N/O]

V. EDUCATION

12. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
12A. Expectations and Roles						
Understands the ethical, legal, and contextual issues of the supervisor role	0	1	2	3	4	[N/O]
12B. Processes and Procedures						
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	0	1	2	3	4	[N/O]
12C. Skills Development						
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	0	1	2	3	4	[N/O]
12D. Supervisory Practices						
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	0	1	2	3	4	[N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

VI. SYSTEMS

13. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
13A. Knowledge of the Shared and Distinctive Contributions of Other Professions						
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals	0	1	2	3	4	[N/O]
13B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning	0	1	2	3	4	[N/O]
13C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	0	1	2	3	4	[N/O]
13D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships over time despite differences	0	1	2	3	4	[N/O]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Intervenes with client to promote action on factors impacting development and functioning	0	1	2	3	4	[N/O]
14B. Systems Change						
Promotes change at the level of institutions, community, or society	0	1	2	3	4	[N/O]

Overall Assessment of Trainee's Current Level of Competence

Did the student meet average of 3 or greater for entry to practice?

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected by the program at this point in training? Provide clarification or justification as needed.
- If applicable, is the trainee ready to move to the next level of training?

	Signature	Date
Student Signature:		
Advisor Signature:		

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

INTERPERSONAL PROFESSIONAL RELATIONSHIPS COMPETENCY

Rating Form

Demographics

Trainee Name: _____

Date Evaluation Completed: _____

Name of Person Completing Form: _____

Who was this person supervised by in practicum if not directly under your supervision? _____

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed

Year in Doctoral Program: _____

Intern (Yes or No) _____

This evaluation form is used to guide evaluation of doctoral students in the Combined Counseling/School Psychology program **in April of each academic year, unless otherwise necessary**.

This form is adapted from the *Benchmark Evaluation System* published by the American Psychological Association (2011 and revised in 2012) here:
http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx/?tab=1

Select the column corresponding to the training level of the person being assessed.

Rate items in that column by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Interpersonal Professional Relationships - Establishes, develops, and maintains effective interpersonal, professional relationships with clients[1], supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees and facilitate client progress)

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Empathy, Compassion, & Desire to be Helpful		
Expresses desire to help others 0 1 2 3 4 [N/O] **Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself** 0 1 2 3 4 [N/O] **Demonstrates empathic listening, behavior, and attitude** Examples: accurately reflects others' feelings 0 1 2 3 4 [N/O]	**Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities** Examples: empathy promotes a positive therapeutic relationship; clients express feeling supported 0 1 2 3 4 [N/O] **Demonstrates compassion for others who are dissimilar from oneself** 0 1 2 3 4 [N/O]	**Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging and/or novel situations** 0 1 2 3 4 [N/O] **Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness** 0 1 2 3 4 [N/O]

[1] "Clients" refers to individuals, couples, families, and/or groups

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2. Experience & Use of Affect		
Demonstrates awareness of inner emotional experience Examples: notices and expresses feelings 0 1 2 3 4 [N/O] **Demonstrates emotional maturity** Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect 0 1 2 3 4 [N/O]	**Attends to own emotional reactions/clinical intuition in interpersonal relationships** Examples: uses emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships 0 1 2 3 4 [N/O]	**Uses good clinical judgment regarding how to use affective reactions effectively in complex, challenging and/or novel situations** Examples: uses affective reactions in the service of resolving disagreements or fostering growth in others 0 1 2 3 4 [N/O]
3. Tolerates Affect		
Demonstrates general capacity for affect tolerance, including effectively managing own affect Examples: demonstrates comfort with others' affect; measured vs. impulsive reaction to own feelings; manages stress 0 1 2 3 4 [N/O] **Tolerates ambiguity and uncertainty** Examples: is flexible when things don't go according to plan 0 1 2 3 4 [N/O]	**Demonstrates affect tolerance in professional relationships, contexts, and settings** Examples: maintains affective equilibrium and focus on therapeutic task in face of client distress 0 1 2 3 4 [N/O]	**Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations** Examples: tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues; works flexibly with patients' intense affects which could destabilize the therapeutic relationship 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Effective Boundary Management		
Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's own interests and the client's therapeutic interests 0 1 2 3 4 [N/O]	**Demonstrates appropriate use of self-disclosure** Examples: uses self-disclosure as a technique in treatment, shares countertransference reactions with supervisor, shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning 0 1 2 3 4 [N/O] **Establishes and maintains appropriate professional boundaries** Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for client; can identify and appropriately respond to questions from clients, including typical conversational questions and intrusive questions 0 1 2 3 4 [N/O]	**Demonstrates appropriate and effective boundary management in complex, challenging, and or novel situations with others** Examples: maintains professional demeanor with clients who test the limits; proactively understands multiple roles of self and others and the boundary implications 0 1 2 3 4 [N/O]
5. Recognizes Effects of Self on Others		
Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others 0 1 2 3 4 [N/O]	**Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts** Examples: seeks feedback on ways that behaviors may affect others; considers how one's gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in professional contexts and understands how that may influence therapy and supervision 0 1 2 3 4 [N/O]	**Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts, and responds accordingly so as to further professional goals** Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional situations and anticipates potential conflicts due to those effects; open to supervisor's feedback about these issues 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6. Respectful Interactions with Others [Across Difference]		
Shows honesty and integrity; values ethical behavior Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff 0 1 2 3 4 [N/O] **Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc.** Examples: actively participates in course discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives; able to modify own beliefs/biases 0 1 2 3 4 [N/O] **Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States** 0 1 2 3 4 [N/O]	**Demonstrates respectful, open engagement with diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and demonstrates adaptation to context** Examples: seeks supervision for how to adapt treatment approach based on diversity considerations; demonstrates awareness of conflicting identities for clients and works to adapt treatment approaches flexibly 0 1 2 3 4 [N/O]	**Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others** Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7. Demonstrates Effective Interpersonal Skills in Challenging Situations		
Open-minded Examples: acknowledges others' opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs 0 1 2 3 4 [N/O] **Tolerates interpersonal conflict** Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions 0 1 2 3 4 [N/O] **Addresses problematic interpersonal situations using verbal and nonverbal skills** Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies or ways to handle problematic encounters 0 1 2 3 4 [N/O]	**Actively addresses problematic interpersonal situations using verbal and nonverbal skills** Examples: addresses and works with patients to resolve strains or ruptures in the therapeutic alliance; initiates discussion regarding disagreements with colleagues or supervisors and does so in a timely manner; efforts to resolve disagreements do not escalate negative affect among the parties involved; effectively articulates differences and possible options to resolve; seeks guidance from appropriate persons 0 1 2 3 4 [N/O] **Seeks clarification in challenging interpersonal communications** Examples: uses active listening and reflection 0 1 2 3 4 [N/O] **Acknowledges own role in difficult interactions** Examples: makes self-statements reflecting on behavior 0 1 2 3 4 [N/O] **Demonstrates understanding of different viewpoints in challenging interactions** Examples: actively and accurately reflects others' perspectives 0 1 2 3 4 [N/O]	**Effectively negotiates conflictual, difficult, and complex professional relationships including those with individuals and groups that differ significantly from oneself** Examples: actively seeks others' opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of a problematic interaction as opposed to just the content of the interaction 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8. Open to Providing & Receiving Feedback		
Demonstrates willingness to admit errors Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly 0 1 2 3 4 [N/O] **Listens to and acknowledges feedback from others** Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others' ideas and perspectives on own ideas and work; open to feedback 0 1 2 3 4 [N/O]	**Accepts and implements feedback from others in a non-defensive manner** Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn't compatible with one's stance or other reasons feedback won't work; listens to suggestions from supervisor and adapts professional behavior in accord with supervisory feedback; welcomes feedback graciously 0 1 2 3 4 [N/O] **Provides feedback to others in an empathic, supportive, non-critical fashion** Examples: provides feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provides effective feedback to clients regarding outcome of assessment 0 1 2 3 4 [N/O]	**Evaluates, negotiates, and implements feedback from others** Examples: engages supervisor in discussion of technique choice; raises questions and concerns about supervision and supervisor's approach as needed; acknowledges value of feedback even if incompatible with one's own views and discusses reasons for incompatibility non-defensively 0 1 2 3 4 [N/O]
9. Cooperation & Collaboration		
Demonstrates ability to cooperate with others Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self accomplishments; adopts a group identity in working tasks rather than an individual identity 0 1 2 3 4 [N/O]	**Consults with and collaborates with others** Examples: evaluates need for and engages in consultation with allied professionals in the service of clients; intervenes with external systems on behalf of clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way 0 1 2 3 4 [N/O]	**Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others** Examples: effectively relates to other professionals in accordance with their unique patient care roles; maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications 0 1 2 3 4 [N/O]	**Communicates clearly using verbal, nonverbal, and written skills in a professional context** Examples: communication is understandable, consistent across expressive modalities; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material 0 1 2 3 4 [N/O] **Demonstrates clear understanding and use of professional language** Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others' case reports 0 1 2 3 4 [N/O]	**Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated, and demonstrate thorough grasp of professional language and concepts** Examples: uses appropriate professional language when dialoguing with other healthcare providers; prepares sophisticated and compelling case reports; treatment summaries are concise, yet comprehensive 0 1 2 3 4 [N/O]

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
0	1	2	3	4

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11. Awareness of & Commitment to Interpersonal Competence		
Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field Examples: reviews Benchmarks document 0 1 2 3 4 [N/O] **Demonstrates general awareness of own level of interpersonal professional competence** Examples: self ratings generally congruent with ratings by instructors and supervisors 0 1 2 3 4 [N/O]	**Uses available resources to improve and extend interpersonal skills** Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use 0 1 2 3 4 [N/O]	**Demonstrates clear awareness of own level of interpersonal professional competence and limitations** Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities 0 1 2 3 4 [N/O] **Demonstrates commitment to ongoing growth and development of interpersonal professional competence** Examples: actively participates in competency evaluation process and discussions regarding competencies 0 1 2 3 4 [N/O]

Overall Assessment of Trainee's Current Level of Competence

	Signature	Date
Student Signature:		
Advisor Signature:		

This document provides:

1. an Overview of the Curriculum and Assessment Map and Progression and Transition points in the Combined Counseling/School Psychology Ph.D. Program in for Candidate Assessment and Program Evaluation TABLE A
2. a Detailed Transition Points and Criteria Sequentially TABLE B
3. a Detailed Map of Program Goals/Objectives, Curriculum, APA Profession-Wide Competencies, and APA Discipline Specific Knowledge TABLE C
4. a Detailed View of Discipline Specific Knowledge Linked Courses and Program Assessment Plan TABLE D

Table A: Overview of Curriculum and Assessment Map and Progression and Transition Points

	Admissions	Profession-Wide and Program Specific Competencies	Discipline Specific Knowledge	Doctoral Practicum	Doctoral Internship	Completion
Candidate Assessment	**Competitive Admission Criteria:** 50%: Academic Aptitude for Graduate Study Competitive GRE/ GPA (3.0 or higher on 4.0 scale) 20%: essay responses (autobiographical and professional interest questions) 5%: work related experience (relevant paid and volunteer work) 10%: potential to contribute to profession and program (recommendations; professional activities) 15%: candidate fit to program (fit to mission, congruency of interests, professional characteristics) 25% allotted to interview for invited applicants (total application score reconfigured with interview points) **Admission status:** *students wishing to achieve state certification for school-based practice must complete an internship in the schools consistent with state and NASP requirements for certification	**Course Grades: B or better** Research Must earn As and Bs or Passing EPS 625, 725, 726, 767, Research Colloquia Ethics and Legal Standards Must earn As and Bs or Passing EPS 670, 675, 692, 740, 741 Professional Values, Attitudes, & Behaviors Must earn As and Bs EPS 604, 700 Individual and Cultural Diversity must earn As and Bs or Passing ESE 548, EPS 604, 675, 690, 692, 700, 740, 741 Communications & Interpersonal Skills must earn As and Bs or Passing EPS 660, 675, 692, 700, 740, 741 Assessment must earn As and Bs or Passing EPS 590, 620, 669, 673, 674, 680, 737, 738,	**Course Grades: B or better** History & Systems of Psychology EPS 706 Affective Aspects of Behavior EPS 609 Biological Aspects of Behavior EPS 640 Cognitive Aspects of Behavior EPS 609, 712 Developmental Aspects of Behavior EPS 640 Social Aspects of Behavior EPS 708 Research Methods EPS 767 Quantitative Methods EPS 625, 725, 726 Psychometrics EPS 664 Pass Discipline Specific Knowledge Qualifying Exams at 80% or better if applicable for transfer credit or course waiver	**Course Grades: B or better** Successfully complete core courses and initial practica in school and counseling psychology. May be taking other foundations courses concurrently with practicum *Choose combined (1 of each) or focused doctoral practica (2 of one) Counseling Psych Pass EPS 740 Counseling Psychology Doctoral Practicum (see requirements) School Psych Specialization Pass EPS 741 School Psychology Doctoral Practicum (see requirements) Pass *Readiness for Advanced Practicum/Internship* Benchmark at 3s or better after doctoral practica Pass Doctoral Comprehensive Exams at 70% or better (year 3 or 4) Recommended to complete Dissertation Proposal/ Prospectus (following comprehensive written exams)	Log a minimum of 1500-2000 hours of internship including 1 hour for each 20 hours/week of supervision; maintain proportion of direct service at 25% or greater Pass EPS 796 Doctoral Internship (prefer APPIC or APA internships) Defend dissertation Pass *Readiness for Entry to Practice* Benchmark with 3s or better by end of Internship	School Psychology Specialization Praxis Exam (students meeting school psychology credential criteria) All Candidates Prepare for EPPP

	Admissions	Profession-Wide and Program Specific Competencies	Discipline Specific Knowledge	Doctoral Practicum	Doctoral Internship	Completion
		Intervention must earn As and Bs or Passing EPS 590, 604, 606, 607 621, 622, 660, 669, 675, 678, 681, 690, 692 Supervision must earn As and Bs or Passing EPS 740, 741 Consultation & Interprofessional/Interdisciplinary Skills must earn As and Bs or Passing EPS 675, 692, 678, 700, 740, 741 **Readiness for Clinical Practice** Pass *Readiness for Practicum* Benchmark at end of first year course sequence prior to EPS 675, 692 at 2.5 or better Pass *Readiness for Advanced Practicum/Internship* Benchmark at 2s or better after beginning practica (EPS 675, 692) Completion of Qualifying Research Project by end of second year **Program Specific Competency** Advocacy and Social Justice must earn As and Bs in EPS 700, 604, 607, 690, 675, 692, 740, 741				

Table A: *continued*

	Admissions	Profession-Wide Competencies	Discipline Specific Knowledge	Doctoral Practicum	Doctoral Internship	Completion
Program Evaluation	Review admission qualifications annual report & publication of application and admissions data on program website Review effectiveness of diverse student recruitment and retention practices (Beginning of Fall term)	Review Candidates' Course Grades and determine rates meeting criteria for each course Review Candidates' Evaluation of Courses/Instructors Review Pass rates for *Readiness for Practicum* Benchmark at 2.5 or better at end of first year course sequence prior to EPS 675, 692 (end year 1) Review Qualifying Research Project quality and outcomes (end year 2) Review Pass rates for *Readiness for Advanced Practicum/Internship* Benchmark at 2s or better after initial practica (EPS 675, 692 – end year 2) Review conference presentations and publications Review Pass Rates for Doctoral Comprehensive Exam results (year 3 or 4)	Review Course Grades to determine B or better	Review Pass Rates for Candidates' Course Grades Pass *Readiness for Advanced Practicum/Internship* Benchmark at 3s or better after doctoral practica Review Dissertation Prospectus Defense data (timelines and success)	Review Candidates' Midpoint and Final Doctoral Internship Evaluations Review Pass rates for *Readiness for Entry to Practice* Benchmark with 3s or better by end of Internship	School Psychology Specialization Review Praxis Exam reports for students meeting school psychology credential criteria All Candidates Review EPPP and licensure results Program self-assessment results Graduation Reports Review Alumni Survey (every 2 yrs) Review Employer Surveys (every 2 yrs) Dissertation publication outcomes

Table B: Detailed Transition Points and Criteria Sequentially

Stage	Time-frame	Content Knowledge	Professional Knowledge and Skills	Dispositions/Interpersonal Skills
Admission to Program	Prior to first Semester	GPA/GRE Applicant Interview	Essay responses Work experience Applicant Interview	Recommendation letters Applicant Interview
Admission to Practica in School Psychology and Counseling Psychology	Mid to End of first year	Course Grades criteria met with courses addressing *profession-wide competencies* at B or better or passing and courses addressing *discipline specific knowledge* at B or better Recommend completing all Discipline Specific Knowledge Qualifying Exams if transferring credits for areas or course waiver Competency Benchmark *Readiness for Practicum* Ratings completed by faculty at the end of the year one course sequence	Competency Benchmark *Readiness for Practicum* Ratings completed by faculty at the end of the year one course sequence	Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Practicum* level Meet criteria on Competency Benchmark tool, *Readiness for Practicum.* Ratings completed by faculty at the end of year one on section five: *Relationships* items 5A, 5B, and 5C.
Initial practica and Admission to Doctoral Practicum	Second Year - Beginning of Third – Seventh Semester transition point to doc practica	Course Grades criteria met with courses addressing *profession-wide competencies* at B or better or passing and courses addressing *discipline specific knowledge* at B or better Competency Benchmark *Readiness for Advanced Practicum/Internship* Ratings completed by faculty at the end of initial practica experiences	Completion of EPS 675: School Psychology Practicum or equivalent for admission to EPS 741: Doctoral Practicum in School Psychology and Supervision Completion of EPS 692: Counseling Practicum or equivalent for admission to EPS 740: Doctoral Practicum in Counseling Psychology and Supervision Ratings on Final Evaluations by Site Supervisor on course specific evaluations in EPS 675: School Psychology Practicum and EPS 692: Counseling Practicum informs Competency Benchmark Ratings Competency Benchmark *Readiness for Advanced Practicum/Internship* Ratings completed by faculty at the end of initial practica experiences	Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Advanced Practicum/Internship* level Meet criteria on Competency Benchmark tool, *Readiness for Advanced Practicum/Internship.* Ratings completed by faculty at the end of year one on section five: *Relationships* items 5A, 5B, and 5C. Repeated each year between doctoral practicum and internship

Table B: *continued*

Stage	Time-frame	Content Knowledge	Professional Knowledge and Skills	Dispositions/Interpersonal Skills
Completion of QRP, end of second year		Completing and passing QRP paper and presentation	Independent ability to formulate and conduct other scholarly activity	Meets criteria on Qualifying Research Project and Presentation Scoring Rubric
Completion of doctoral practica To Admission to Doctoral Internship (EPS 796)	End of Second Year to After Doctoral Practicum	Passing grades in all coursework with B or better Pass EPS 741: Doctoral Practicum in School Psychology and Supervision and/or EPS 740: Doctoral Practicum in Counseling Psychology and Supervision totaling 6 credits: Doctoral Practicum	Passing grades in all coursework with B or better Pass EPS 740: Doctoral Practicum in Counseling Psychology and Supervision and/or 741: Doctoral Practicum in School Psychology and Supervision at 6 credits: Doctoral Practicum Ratings on Final Evaluations by Site Supervisor on course specific evaluations in EPS 740: Doctoral Practicum in Counseling Psychology and Supervision and EPS 741: Doctoral Practicum in School Psychology and Supervision informs Competency Benchmark Ratings	Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Advanced Practicum/Internship* level Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Advanced Practicum/Internship* level
Admission to candidacy	During/ After doctoral practicum to After successful defense of dissertation prospectus	Passing grade in Doctoral Comprehensive Exam in Research/Statistics	Passing grades in all course work with B or better Passing grade in Doctoral Comprehensive Exams (School Psychology and Counseling Psychology)	Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Advanced Practicum/Internship* level Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Advanced Practicum/Internship* level
Completion of Program	After successful dissertation defense & internship	Competency Benchmark *Readiness for Entry to Practice* Ratings completed by faculty at the end of doctoral internship	Pass EPS 796: Doctoral Internship Competency Benchmark *Readiness for Entry to Practice* Ratings completed by faculty at the end of doctoral internship Successful Defense of Dissertation	Meet criteria on Faculty rating on items 1-11 of the *Interpersonal and Professional Relationships* at *Readiness for Entry to Practice* level (end of internship) Competency Benchmark tool *Readiness for Entry to Practice* Ratings completed by faculty/field supervisors at the end of doctoral internship (EPS 796) on section five: Relationships items 5A, 5B, and 5C

TABLE C: Map of Program Goals/Objectives, Curriculum, APA Profession-Wide Competencies, and APA Discipline Specific Knowledge

NAU Goals and Objectives		APA Profession- Wide Competencies Associated with NAU Goals and Objectives	APA Discipline -Specific Knowledge Associated with NAU Goals and Objectives: ***These are foundational for all practice and research domains***
Goal #1	**Goal 1:** Graduates will demonstrate ethical behavior and a commitment to professional standards of practice, including multicultural awareness, knowledge, skills, and social justice principles.	*(ii) Ethical and legal standards* *(iii) Individual and cultural diversity* *(iv) Professional values, attitudes, and behaviors* *(v) Communications and interpersonal skills*	1. *History and Systems of Psychology* 2. *Affective Aspects of Behavior* 3. *Biological Aspects of Behavior* 4. *Social Aspects of Behavior* 5. *Developmental Aspects of Behavior* 6. *Cognitive Aspects of Behavior*
Objective 1 for Goal #1	**Objective 1:** Graduates will demonstrate ethical behavior that adheres to professional standards and legal guidelines for psychologists.	*(ii) Ethical and legal standards* *(v) Communications and interpersonal skills*	1. *History and Systems of Psychology*
Program's Curriculum	• EPS 604 Introduction to School Psychology: History and Current Trends • EPS 670 Professional Ethics, Legal Standards, and Responsibilities • EPS 675 School Psychology Practicum • EPS 692 Counseling Practicum • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice, and Research • EPS 706 History and Systems of Psychology • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision • EPS 796 Doctoral Internship		

Objective 2 for Goal #1	**Objective 2:** Graduates will skills in self-assessment of competence and self-care.	*(iv) Professional values, attitudes, and behaviors* *(v) Communications and interpersonal skills*	*1. History and Systems of Psychology* *2. Affective Aspects of Behavior* *3. Biological Aspects of Behavior* *4. Social Aspects of Behavior* *5. Developmental Aspects of Behavior* 6. *Cognitive Aspects of Behavior*
Program's Curriculum	• EPS 604 Introduction to School Psychology: History and Current Trends • EPS 609 Cognition and Affect • EPS 640 Biological Bases of Development and Behavior • EPS 675 School Psychology Practicum • EPS 680 Psychopathology and Diagnosis • EPS 692 Counseling Practicum • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research • EPS 706 History and Systems of Psychology • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision • EPS 796 Doctoral Internship		
Objective 3 for Goal #1	**Objective 3:** Graduates will demonstrate competent delivery of psychological services to diverse populations, particularly those located in the rural Southwest.	*(iii) Individual and cultural diversity*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* 5. *Cognitive Aspects of Behavior*
Program's Curriculum	• EPS 604 Introduction to School Psychology: History and Current Trends • EPS 609 Cognition and Affect • EPS 675 School Psychology Practicum • EPS 680 Psychopathology and Diagnosis • EPS 690 Multicultural Counseling • EPS 692 Counseling Practicum • EPS 700 Topics in Health Service Psychology: Southwest Cultures and Rural Mental Health • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision • EPS 796 Doctoral Internship		

Objective 4 for Goal #1	**Objective 4:** Graduates will demonstrate effective social justice advocacy methods.	*(iv) Professional values, attitudes, and behaviors*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* 5. *Cognitive Aspects of Behavior*
Program's Curriculum	• EPS 604 Introduction to School Psychology: History and Current Trends • EPS 607 School-based Intervention • EPS 609 Cognition and Affect • EPS 675 School Psychology Practicum • EPS 680 Psychopathology and Diagnosis • EPS 690 Multicultural Counseling • EPS 692 Counseling Practicum • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision		
Goal #2	**Goal 2:** Graduates will demonstrate entry-level practice skills and strongly identify as psychologists.	*(iv) Professional values, attitudes, and behaviors* *(vi) Assessment* *(vii) Intervention* *(ix) Consultation and interprofessional /interdisciplinary skills* *(viii) Supervision*	
Objective 1 for Goal #2	**Objective 5:** Graduates will demonstrate evidence-based assessment, diagnosis, and treatment skills.	*(vi) Assessment* *(vii) Intervention*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* *5. Cognitive Aspects of Behavior* *6. Psychometrics*

Program's Curriculum	• EPS 590 Substance-related and Addictive Disorders • EPS 601 Theories of Counseling • EPS 607 School-based Intervention • EPS 609 Cognition and Affect • EPS 620 Vocational Counseling and Career Development • EPS 621 Marital Counseling and Family Systems • EPS 622 Child and Adolescent Counseling • EPS 660 Counseling Processes • EPS 664 Tests and Measurements • EPS 669 Topics in Crisis, Trauma, and Disaster Counseling • EPS 673 Intellectual and Cognitive Assessment • EPS 674 Psychoeducational Assessment • EPS 675 School Psychology Practicum • EPS 680 Psychopathology and Diagnosis • EPS 681 Evidence-based Counseling Techniques • EPS 690 Multicultural Counseling • EPS 692 Counseling Practicum • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 737 Psychological Assessment • EPS 738 School-based Psychosocial Assessments and Interventions • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision • EPS 796 Doctoral Internship		
Objective 2 for Goal #2	**Objective 6:** Graduates will apply consultation and collaboration skills in interdisciplinary settings, taking into account the unique needs of systems located in the rural Southwest.	*(ix) Consultation and interprofessional/* *interdisciplinary skills*	1. *Affective Aspects of Behavior* 2. *Biological Aspects of Behavior* 3. *Social Aspects of Behavior* 4. *Developmental Aspects of Behavior* 5. *Cognitive Aspects of Behavior*
Program's Curriculum	• EPS 604 Introduction to School Psychology: History and Current Trends • EPS 609 Cognition and Affect • EPS 678 School-based Consultation and Collaboration • EPS 680 Psychopathology and Diagnosis • EPS 700 Topics in Health Service Psychology: Integrated Healthcare • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum in School Psychology and Supervision		

Program's Curriculum	**Objective 7:** Graduates will demonstrate supervision knowledge and skills.	*(viii) Supervision*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* 5. *Cognitive Aspects of Behavior*
Program's Curriculum	• EPS 609 Cognition and Affect • EPS 680 Psychopathology and Diagnosis • EPS 708 Social Bases of Behavior • EPS 710 Personality • EPS 712 Foundations of Learning • EPS 740 Doctoral Practicum in Counseling Psychology and Supervision • EPS 741 Doctoral Practicum and Supervision in School Psychology		
Objective 4 for Goal #2 **Program's Curriculum**	**Objective 8:** Graduates will demonstrate critical thinking about issues and practices central to professional psychology and regularly participate in professional conferences and workshops.	*(iv) Professional values, attitudes, and behaviors*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* *5. Cognitive Aspects of Behavior* *6. Research Methods* *7. Quantitative Methods* 8. *Psychometrics*
Program's Curriculum	• EPS 590 Substance-related and Addictive Disorders • EPS 601 Theories of Counseling • EPS 604 Introduction to School Psychology: History and Current Trends • EPS 609 Cognition and Affect • EPS 607 School-based Intervention • EPS 620 Vocational Counseling and Career Development • EPS 621 Marital Counseling and Family Systems • EPS 622 Child and Adolescent Counseling • EPS 625 Intermediate Statistics • EPS 660 Counseling Processes • EPS 664 Tests and Measurements • EPS 669 Topics in Crisis, Trauma, and Disaster Counseling • EPS 670 Professional Ethics, Legal Standards, and Responsibilities • EPS 680 Psychopathology and Diagnosis • EPS 681 Evidence-based Counseling Techniques • EPS 690 Multicultural Counseling • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research • EPS 708 Social Bases of Psychology • EPS 710 Personality • EPS 712 Foundations in Learning • EPS 725 Multivariate Statistics I		

	• EPS 726 Multivariate Statistics II • EPS 767 Research Paradigms		
Goal #3	**Goal 3:** Graduates will effectively apply scientific theory and research methods to the practice of Counseling and School Psychology.	*(i) Research* *(vii) Intervention*	*1. Research Methods* *2. Quantitative Methods* 3. *Psychometrics*
Objective 1 for Goal #3	**Objective 9:** Graduates will apply critical thinking and analytical skills to evaluate existing research for use in psychological practice.	*(i) Research*	*1. Affective Aspects of Behavior* *2. Biological Aspects of Behavior* *3. Social Aspects of Behavior* *4. Developmental Aspects of Behavior* *5. Cognitive Aspects of Behavior* *6. Research Methods* *7. Quantitative Methods* *8. Psychometrics*
Program's Curriculum	• EPS 590 Substance-related and Addictive Disorders • EPS 601 Theories of Counseling • EPS 604 Introduction to School Psychology: History and Current Trends • EPS 609 Cognition and Affect • EPS 607 School-based Intervention • EPS 620 Vocational Counseling and Career Development • EPS 621 Marital Counseling and Family Systems • EPS 622 Child and Adolescent Counseling • EPS 625 Intermediate Statistics • EPS 660 Counseling Processes • EPS 664 Tests and Measurements • EPS 669 Topics in Crisis, Trauma, and Disaster Counseling • EPS 670 Professional Ethics, Legal Standards, and Responsibilities • EPS 680 Psychopathology and Diagnosis • EPS 681 Evidence-based Counseling Techniques • EPS 690 Multicultural Counseling • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research • EPS 708 Social Bases of Psychology • EPS 710 Personality • EPS 712 Foundations in Learning • EPS 725 Multivariate Statistics I • EPS 726 Multivariate Statistics II • EPS 767 Research Paradigms		

Objective 2 for Goal #3	**Objective 10:** Graduates will demonstrate ability to evaluate the effectiveness of treatment approaches.	*(i) Research* *(vii) Intervention*	*1. Research Methods* *2. Quantitative Methods* 3. *Psychometrics*
Program's Curriculum	• EPS 607 School-based Intervention • EPS 625 Intermediate Statistics • EPS 664 Tests and Measurements • EPS 681 Evidence-based Counseling Techniques • EPS 725 Intermediate Statistics I • EPS 726 Intermediate Statistics II • EPS 767 Research Paradigms		
Objective 3 for Goal #3	**Objective 11:** Graduates will generate research that advances the knowledge and practice of psychology.	*(i) Research*	*1. Research Methods* 2. *Quantitative Methods*
Program's Curriculum	• EPS 625 Intermediate Statistics • EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research • EPS 725 Multivariate Statistics I • EPS 726 Multivariate Statistics II • EPS 767 Research Paradigms • EPS 799 Dissertation		

TABLE D: Discipline Specific Knowledge Linked Courses and Associated Program Assessment Plan

Discipline-Specific Knowledge Area	Required Academic/Training Activities	Outcome Measures	Criterion
Category 1: Acquired in Graduate program			
History & Systems of Psychology	EPS 706 History and Systems of Psychology	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
Affective Aspects of Behavior	EPS 609 Cognition and Affect	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
Biological Aspects of Behavior	EPS 640 Biological Bases of Development and Behavior	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
Cognitive Aspects of Behavior	EPS 609 Cognition and Affect EPS 712 Foundations of Learning	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
Developmental Aspects of Behavior	EPS 640 Biological Bases of Development and Behavior	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
Social Aspects of Behavior	EPS 708 Social Bases of Behavior	Course grade° DSK Qualifying Exam area for transfer credit eligibility	Course grade of "B" or better 80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit

TABLE D: continued

Category 2: Acquired in Graduate program			
Research Methods	EPS 767 Research Paradigms	Course grade°	Course grade of "B" or better
		DSK Qualifying Exam area for transfer credit eligibility	80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
		Comprehensive Written Examination	70% or better grade on Comprehensive Written Examination
		Dissertation	Pass Defense
Quantitative Methods	EPS 625 Intermediate Statistics EPS 725 Multivariate Statistics I EPS 726 Multivariate Statistics II	Course grade°	Course grade of "B" or better
		DSK Qualifying Exam area for transfer credit eligibility	80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
		Comprehensive Written Examination	70% or better grade on Comprehensive Written Examination
		Dissertation	Pass Defense
Psychometrics	EPS 664 Tests and Measurement	Course grade°	Course grade of "B" or better
		DSK Qualifying Exam area for transfer credit eligibility	80% or better grade on Discipline Specific Knowledge Qualifying Exam area if transferring course credit
		Comprehensive Written Examination	70% or better grade on Comprehensive Written Examination

APPENDIX I: INTENT TO TAKE DSK QUALIFYING EXAMINATIONS / DOCTORAL COMPREHENSIVE EXAMINATION FORM

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

INTENT TO TAKE DISCIPLINE SPECIFIC KNOWLEDGE (DSK) EXAMINATIONS / DOCTORAL COMPREHENSIVE EXAMINATIONS

I, Last Name, First Name plan to take the Choose an item. examinations in the Semester & Year.

DSK Examinations are offered through Bb Learn and must be taken at specified dates in September, October, and November of a Fall term and/or February, March, and April of a Spring term. I plan to take the following examinations and have specified the months below:

Specify which DSK Examination(s)	***Specify Month***	***Specify Semester/Year***
History and Systems of Psychology		
Affective Aspects of Behavior		
Cognitive Aspects of Behavior		
Biological Aspects of Behavior		
Developmental Aspects of Behavior		
Social Aspects of Behavior		
Research Methods/Statistics		
Psychometrics		

Doctoral Comprehensive Examinations are given each Fall and Spring semester, and are distributed across a single week according to the following schedule:

- Monday – Research and Statistics
- Wednesday – Counseling Psychology
- Friday – School Psychology

I will have completed the necessary preparation for the exam. Thank you for your consideration of this request.

_____ _____ _____
(Student's signature) (Date) NAU Email Address

_____ _____
(Advisor's signature) (Date)

_____ _____
(Training Director signature) (Date)

Note: This signed form should be turned in to the Educational Psychology Department Office at least **three (3) weeks prior** to the scheduled date of the examination.

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

QUALIFYING RESEARCH PROJECT PLAN

Doctoral Student Name: _____ Date: _____

Doctoral Student Signature: _____

Faculty Supervisor Signature: _____

Doctoral Training Director Signature: _____

Brief Description of Research Experience:

____

Timeline, Steps, and Outcome:

Describe Project Steps:	To Be Completed By:	Initials of Faculty Research Mentor When Completed:
Outcomes/End Product to be Evaluated (no later than the end spring term of the second year):		
Please indicate where the project is accepted for publication or presentation:		

Note: A grade of "I" (Incomplete) will be assigned pending completion of the Qualifying Research Project.

APPENDIX K: QUALIFYING RESEARCH PROJECT AND PRESENTATION SCORING RUBRIC

Projects vary in content. Please circle the categories to be evaluated.

A. Student identified and summarized the problem or question to be investigated

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Question identified is too broad or vague to be adequately investigated.	☐ Has identified an adequate topic to be studied but lacks a clearly stated hypothesis. ☐ Previous research is organized as a report of the literature without effectively establishing a hypothesis.	☐ Used available literature to identify a question to be studied. ☐ Has clearly stated a hypothesis that stems from the literature. ☐ Complexities and nuances of the question are not identified.	☐ Uses available literature to identify a question to be studied. ☐ Has clearly stated a hypothesis that stems from the literature. ☐ Identified complexities and nuances of the study. ☐ Broke the question into a series of steps that will lead to the questions to be addressed in the study.

B. Identified existing, relevant knowledge and views.

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Review of relevant knowledge is significantly lacking. ☐ Sources are secondary rather than primary sources. ☐ Inadequate variety of sources. ☐ Major issues are not included. ☐ Factual errors and inconsistencies are evident ☐ Theory is not explained. ☐ Previous research is not reviewed.	☐ Adequate variety of sources. ☐ Mostly primary sources. ☐ Theory is mentioned but relevance is not adequately explained. ☐ Accurately identifies what is already known about the issue or problem. ☐ Discussion omits important aspects of the issue or problem.	☐ Primary sources used to discover what is already known about the issue or problem. ☐ Some relevant aspects of the problem may be overlooked or unexplored. Has mostly covered theory and previous research but fails to fully integrate the two. ☐ Clear connections are established between the information and the question. ☐ Most of the information is factually correct.	☐ Thorough and relevant literature review. ☐ Excellent variety of sources. ☐ Blends theory and research and explains areas of theory that have been studied and the effectiveness of the studies. ☐ Clear links between what is known and the question(s) to be studied. ☐ Information is factually correct.

C. Analyzed/synthesized literature effectively.

1. *Inadequate*	2. *Minimally Developed*	3. *Moderately Developed*	4. *Very Well Developed*
☐ Vague discussion of detail. ☐ Lack of insight or integration of information. ☐ Gaps in research are not identified. ☐ Relevance to theories not explained. ☐ Inadequate conclusions.	☐ Minimal discussion of detail. ☐ Little insight or analysis employed. ☐ Obvious gaps in research are reported from previous research. ☐ Obvious gaps in theory identified in literature are reported. ☐ Conventional or underdeveloped conclusions.	☐ Adequate discussion of detail. ☐ Most gaps in research are identified. ☐ Most gaps in theory are identified. ☐ Summaries of information are adequate but may lack original thought.	☐ Excellent discussion of types of research and the quality of studies. ☐ Gaps in research carefully identified with new insights offered. ☐ Gaps in theory are carefully identified with new insights offered and integrated with research findings. ☐ Skillful summaries draw conclusions in novel and accurate ways.

D. Inferences led clearly to the hypothesis(es)/research question(s).

1. *Inadequate*	2. *Minimally Developed*	3. *Moderately Developed*	4. *Very Well Developed*
☐ Makes unsupported inferences.	☐ Makes supportable and reasoned inferences from previous research. ☐ Inferences do not convincingly lead to hypothesis(es) or question(s). ☐ Key steps missing.	☐ Makes sound inferences from previous research. ☐ Communicates a mostly logical path from the data to the hypotheses/questions. ☐ Some minor steps may be missing.	☐ Draws sound conclusions. ☐ Makes sound inferences from previous research. ☐ Communicates a compelling and logical path from existing data to hypotheses/questions. ☐ All steps included.

E. Designed appropriate methods for data collection analysis.

1. *Inadequate*	2. *Minimally Developed*	3. *Moderately Developed*	4. *Very Well Developed*
☐ Research plan provided will not answer the question(s). ☐ Research plan does not control for relevant variables. ☐ Methodology is not adequate for question(s) such that accuracy of data would be in doubt.	☐ Research design minimally answers the question, controls for relevant variables, and is safe and ethical. ☐ Design contains obvious and remediable flaws. For example, quantity of data to be collected is insufficient for statistical significance or there is no check for interrater reliability.	☐ Research design moderately answers the question, controls for relevant variables, and is safe and ethical. ☐ Data collection is carefully planned with adequate precision and statistical power. ☐ Any flaws are relatively minor or excusable due to practical constraints.	☐ Research design fully answers the question, controls for relevant variables, and is safe and ethical. ☐ Data collection is carefully planned with adequate precision and statistical power. ☐ Flaws are not apparent. ☐ Plans pilot work or other methods to refine the study.

☐ Limits or implications of the method are not recognized. ☐ Serious safety or ethical issues are present.	☐ Identifies some but not all relevant constraints.	☐ Consideration of methodological consequences and limits are inadequate or incomplete. ☐ Would benefit from consideration of a pilot study.	☐ Considers possible criticisms of the design and addresses them.

F. Effectively analyzed data.

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Analysis of data is inadequate or was not a good fit for the data. ☐ Link between analyses and the question is not made. ☐ Assumptions made during the analysis and alternative interpretations are not identified.	☐ Analysis of data is an effective fit for data but may be incomplete. ☐ Link between analyses and the question is underdeveloped. ☐ Assumptions made during the analysis and alternative interpretations are not identified.	☐ Analyzed data via graphs, statistics, and curve fitting as mostly appropriate. ☐ Link between analyses and the question is made. ☐ Assumptions made during the analysis or alternative interpretations were identified but may be incomplete or contain inaccuracies.	☐ Analyzed data via graphs, statistics, and curve fitting as appropriate. ☐ Link between analyses and the question is convincingly made. ☐ Identifies assumptions. ☐ Considers alternative interpretations of the data and, if possible, carries out supplemental analysis that will add clarity to interpretations.

G. Drew sound inferences and conclusions from data.

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Draws unsupported conclusions from data analysis. ☐ No demonstration of adequate understanding of the relationship between theory and the data. ☐ Limits and implications of the study are not reported.	☐ Draws reasonable conclusions from the data but does not connect the conclusions to the data. ☐ Demonstrates unclear or inadequate understanding of the relationship between theory and the study. ☐ Either limits or implications are not reported.	☐ Draws sound conclusions from the data and communicates a logical path from the data to the conclusions. ☐ Demonstrates adequate understanding of the relationship between theory and the study. ☐ Limits and implications of the study are minimally explored or are rigid and formulaic.	☐ Draws sound and comprehensive conclusions from the data and communicates a logical path from the data to the conclusions. ☐ Demonstrates excellent understanding of the relationship between theory and the study. ☐ Reports advanced explanation of the limits of the conclusions and implications of the study's conclusions. ☐ Identifies how assumptions may influence understanding of conclusions.

H. Reflected on own work to assure that conclusions are justified.

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Lacks an error analysis. ☐ Has not considered alternative approaches to studying the data or alternative conclusions. ☐ Has not considered possible criticism of the methodology used.	☐ Prepared an error analysis, as appropriate. ☐ Has not considered completely alternative approaches to studying the data or alternative conclusions. ☐ Has not considered possible criticism of the methodology used.	☐ Prepared an error analysis, as appropriate. ☐ Has critiqued the process of data collection and analysis.	☐ Prepared an error analysis, as appropriate. ☐ Has critiqued the process of data collection and analysis. ☐ Explained why alternative approaches to the study or alternative interpretations of the data were rejected.

I. Suggested steps for further inquiry.

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Has not considered implications of the current work for future investigations.	☐ Has proposed some logical steps for further investigation in a formulaic of incomplete way.	☐ Identified questions that remain unanswered. ☐ Proposed next logical steps for continued inquiry into the question or area of study.	☐ Identified questions that remain unanswered. ☐ Proposed next logical steps for continued inquiry into the question or area of study. ☐ Identifies, without overreaching, how the conclusions might apply to new or different situations I the area of study or other areas of study.

J. Presentation: Clarity, Cohesion, and Relevance of Presentation

1. Inadequate	*2. Minimally Developed*	*3. Moderately Developed*	*4. Very Well Developed*
☐ Addressed one or two areas: ☐ Background knowledge ☐ Research goals ☐ Results ☐ Significance and impact ☐ Two or more areas covered but inadequately explained.	☐ Addressed three areas: ☐ Background knowledge ☐ Research goals ☐ Results ☐ Significance and impact ☐ Three or more areas covered but inadequately explained.	☐ All areas were addressed with some minor flaws or lack of clarity.	☐ Background knowledge was effectively explained. ☐ Research goals clearly identified. ☐ Results clearly communicated. ☐ Significance and impact effectively explained.

K. Presentation: Communication Style			
1. Inadequate	***2. Minimally Developed***	***3. Moderately Developed***	***4. Very Well Developed***
☐ Body language, eye contact, and voice projection were consistently ineffective. ☐ Reliance on notes and/or reading from the slides was distracting to listeners. ☐ Communication used excessive discipline-specific jargon. ☐ Communication style was too elementary for an audience of doctoral students from a variety of disciplines. ☐ Did not allow for audience questions.	☐ Some aspects of body language, eye contact, and voice projection were effective but others were not. ☐ Excessive reliance on notes and/or reading from the slides but not too distracting. ☐ Some use of discipline-specific jargon but didn't take away from audience understanding. ☐ Communication style was inconsistently effective for an audience of doctoral students from a variety of disciplines. ☐ Invited questions but failed more than once to answer the questions posed.	☐ Some aspects of body language, eye contact, and voice projection were effective consistently with 1-3 instances of poor awkward use of body or voice. ☐ Some reliance on notes and/or reading from the slides but not too distracting. ☐ Minimal use of discipline-specific jargon but didn't take away from audience understanding. ☐ Communication style was mostly effective for an audience of doctoral students from a variety of disciplines. ☐ Invited questions but struggled to clearly answer the questions posed.	☐ Consistently displayed effective body language, eye contact, and voice projection. ☐ Did not rely on notes and/or reading from the slides. ☐ Avoided use of discipline-specific jargon or explained it fully. ☐ Communication style was consistently effective for an audience of doctoral students from a variety of disciplines. ☐ Invited questions and effectively answered them.

L. Presentation: Slides Content and Talking Points Presented orally			
1. Inadequate	***2. Minimally Developed***	***3. Moderately Developed***	***4. Very Well Developed***
☐ No visual aids used.	☐ Slides were used but added little to clarify content. ☐ Slide information was unclear. ☐ Slides were not fully explained. ☐ Most of the slides were too text-heavy.	☐ Slides were used but were too many for the timeframe. ☐ Moved through slides too quickly. ☐ *Some* slides were not well-explained. ☐ *A few* slides were too text-heavy or hard to read. ☐ *Some* slides were poorly organized.	☐ Slides were well designed, clear, legible, easy to read, and concise. ☐ Slides were organized and presented in a sequence that built the audience understanding. ☐ All slides were well-explained.

TOTAL: ____/____

(compute percentage of earned points) _____

1 scores? Yes No

Please circle: PASS (average or 3s with no 1s) FAIL (lower than 3 average or 1s)

Students must score at least an average of 3 and no 1 scores on the project and presentation. Students who score below a 3 average or who score 1s in any category will be required to revise and resubmit their projects (or portions of the project) or re-do the presentation for re-evaluation. Remediation plans will include additional training or other resources, as needed.

Feedback on areas to improve and resources for improvement:

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

Combined Counseling/School Psychology PhD Program

Annual Continuing Student Evaluation Form

At the end of each academic year of study following a student's admission to the Combined Counseling/School Psychology PhD program, the Doctoral Steering Committee, along with the student's input through the *Annual Continuing Student Report Form*, and the completion of the applicable *Readiness form(s)* by the student's advisor, will evaluate the student's progress in the program based upon the criteria identified below. Additional evaluations may be conducted if necessary. Students are encouraged to discuss all feedback and any other questions they have with their advisors, and if they disagree with the evaluation, students have the option to follow the Appeal and Grievance Processes found in the Doctoral Student Handbook.

Student progress evaluations result in one of several potential outcomes that are shared with the student in written documentation with the evaluation materials. For more information, consult the Doctoral Student Handbook.

Name (Last, First): _____ **Date:** Click here to enter a date.

Year in Program: _____ **Year Started Program:** _____ **(semester/year)**

Advisor' Name: _____

Benchmarks (check all that apply)	**Completion Date/Comments on Progress**
Program of Study ☐	
Completed Discipline-Specific Knowledge Examinations (if required) ☐	
Becoming Professionally Active-Joining a professional psychology association (e.g., APA, NASP) ☐	
Become an active member of the COE Doctoral Student Organization ☐	
Participation in the Research Colloquia ☐	

Qualifying Research Project	☐	
Achieve a passing score on the Qualifying Research Project and presentation at the Doctoral Research Colloquia by the end of the second year in the program.	☐	
Submitted research for publication/presentation at conference (highly recommended)	☐	
Choosing a Dissertation Chair	☐	
Choosing a Dissertation Committee	☐	
Dissertation Proposal Summary	☐	
Comprehensive Examinations	☐	
Write and Defend Research Prospectus	☐	
Doctoral Candidacy	☐	
Complete Dissertation/Submit Dissertation Electronically to Grad College	☐	
Apply for Internship	☐	
Completed Internship	☐	

Grades Earned

A "3.0" average maintained? Choose an item.
Comments: Click here to enter text.

Any "C" or lower coursework? Choose an item.
Comments: Click here to enter text.

Professional Competency Rating Forms Completed (check all that were completed and attach to evaluation)	**Indicate Average Rating**
☐ **NAU Interpersonal Professional Relationships Rating Form**	
☐ **NAU Readiness for Advanced Practicum Internship Level Rating Form**	
☐ **NAU Readiness for Entry to Practice Level Rating Form**	

☐ **NAU Readiness for Practicum Level Rating Form**	

Overall Strengths based on all evaluation measures:

Overall Weaknesses based on all evaluation measures:

Disposition of this Review:

☐ Results of this evaluation, completed on Click here to enter a date., suggest that the student is on track with the competencies/skills/activities at this point in the training program. The committee recommends continuation and readiness to move to the next level of training if applicable for the student at this time.

☐ Results of this evaluation, completed on Click here to enter a date., suggest that the student is on track with the competencies/skills/activities at this point in the training program. The committee recommends readiness to move to the next level of training and continuation for the Student at this time with qualifications as noted.

☐ Results of this evaluation, completed on Click here to enter a date., suggest that the student is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends a *Professional Growth Plan* at this time.

☐ Results of this evaluation, completed on Click here to enter a date., suggest that the student is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends dismissal from the program at this time.

Professional Growth Plan developed: Choose an item.

If Yes, Please attach the Professional Growth Plan.

Student Response:

Student Signature	Date	Faculty Advisor Signature	Date
Doctoral Training Director Signature	Date	Department Chair Signature	Date

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

Combined Counseling/School Psychology PhD Program
Annual Continuing Student Report

Process for Completion of the Review: As the student approaches the end of each year of study, the student will be directed to complete the Annual Continuing Student Report in Qualtrics. This information will be used for annual student progress review by the Doctoral Steering Committee, program evaluation and reporting, and a copy will be maintained in the student file. Please note that some items may not apply to you at this stage in your program, you may leave them blank.

PART 1: Program Status to be completed by student

Name (Last, First, MI): _____ **Year in Program:** _____

Year Started Program: _____ **Advisor's Name:** _____

Date of Review: Click here to enter a date.

Total earned credits towards Ph.D. degree: _____

Are you on target with your Program of Studies? Choose an item.
If no, explain why: Click here to enter text.

Cumulative GPA: _____ (must be 3.0 or higher)

Current Funding: Check all that apply:

Student Loans _____

Scholarship _____

Graduate Assistantship _____

Hourly Work at University _____

Outside employment _____

None _____

PART 2: Program Activities to be completed by student

List Courses completed and grades obtained this year, also include courses in progress:

Summer _____ Course	**Grade**	**Fall _____ Course**	**Grade**	**Spring _____ Course**	**Grade**
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Field-Based Experiences during this evaluation period (leave blank if no field experiences):

School-Based Practicum Site #1 District: _____ Name of School _____

Course _____ Grade Level: Choose an item.

School-Based Supervisor: _____

Semester/Year Started and Ended: _____

Number of Hours Completed (to date): _____

Anticipated hours by end of site experience: _____

School-Based Practicum Site #2 District: _____ Name of School _____

Course _____ Grade Level: Choose an item.

School-Based Supervisor: _____

Semester/Year Started and Ended: _____

Number of Hours Completed (to date): _____

Anticipated hours by end of site experience: _____

Health Service Psychology Practicum site: _____

Course: _____ Client Population: _____

Semester/Year started and ended: _____

Number of hours completed to date: _____

Anticipated hours by end of site experience: _____

Health Service Psychology Practicum site: _____

Course: _____ Client Population: _____

Semester/Year started and ended: _____

Number of hours completed to date: _____

Anticipated hours by end of site experience: _____

Internship Site/District: _____ Name of School(s): _____

Type of Setting: _____

Course _____ Grade Level: Choose an item.

Internship work plan: Choose an item.

Funded: Choose an item.

Site Supervisor: _____

Year Started and Ended: _____

Number of Hours Completed (to date): _____

APPIC or APA-accredited site: Choose an item.

Professional Activities during this evaluation period:

Member of Professional Organization: Choose an item.

If YES, check all that apply: ☐ AASP ☐ NASP ☐ AzPA ☐ APA ☐ APA Division 16 ☐ APA Division 17 ☐ CEC ☐ AERA ☐ Other:_____

Number of Oral and/or Poster Presentations at conferences: _____

Number of regional/state conferences attended: _____

If YES, list all conferences attended: _____

Number of national conferences attended: _____

If YES, list all conferences attended: _____

Teaching Experience (at the college or university level): Choose an item.

If yes, list courses taught: _____

Awards:

List awards received, date and from whom: _____

Research Experiences during this evaluation period:

Involved in faculty research: Choose an item.

Faculty Research Mentor: _____

Conducted student-initiated research in which an IRB was submitted: Choose an item.

Applied for grants for student research: _____

Received grants for student research: _____

Research Publications (include in press and published work): citations _____

Research Presentations (include presented work and work that has been accepted, include month and year of conference): citations _____

Number of Research Colloquia attended: _____

Presented at Research Colloquia: yes/no

Qualifying Research Project

What is the status of your qualifying research project? Check all that apply:

met with faculty, _____

applied to IRB, _____

started literature review manuscript, _____

completed literature review manuscript, _____

collected data, _____

analyzed data, _____

presented at a COE Research Colloquia _____

Comments/Description of Qualifying Research Project progress: _____

Dissertation Research Progress

Topic identified? Yes/no Topic: _____

Literature Review done: yes/no

Dissertation Chair/Mentor secured: yes/no, who? _____

Dissertation Committee secured: yes/no, who? _____

Proposal Meeting Scheduled: yes/no, when? _____

Prospectus Meeting Scheduled: yes/no, when? _____

IRB filed: yes/no, when? _____

Data collection in progress: yes/no, when? _____

Oral Defense Scheduled: yes/no, when? _____

Community Service this evaluation period:

Active members of:

☐ COE Doctoral Student Organization

☐ Graduate Student Government

☐ University Committee _____

Leadership Activities: Officer in an organization: type in title and organization _____

Volunteer Activities in Community (unpaid volunteer work): _____

PLEASE TYPE YOUR NAME HERE

AS AN ELECTRONIC SIGNATURE FOR THE COMPLETION OF THE DOCUMENT:

Click here to enter text.

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

EPS 796: DOCTORAL INTERNSHIP CHECKLIST

Student Name: _____

Semester/Year: _____

Prior to Applying to Internship

- ☐ Students are encouraged to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) match. The Match has four basic steps: (1) Register for the Match. APPIC match registration opens in **July** and students have until **December 1** to register for the AAPI Online Application process. Cost is about $130 to register and gain access to the list of participating programs. (2) Submit Applications. Once registered, application deadlines for internship sites vary so check specific sites early! **A list of participating internship sites will be available on the Match website by October 1.** Fees to applicants for use of the AAPI Online will be an additional $51.50 to submit the first application and $26 for each of the next 2-15 submissions; (3) Enter and certify a Rank Order List. **Rank Order Lists are due in the first week of February**; (4) Receive the results. Unmatched students may participate in Phase II of the Match.
- ☐ Review the process at: https://appic.org/Match/About-The-APPIC-Match and other resources such as: http://www.cpa.ca/documents/Internship_workbook.pdf (190 pages--a comprehensive guide but a little dated) that can be found on the Match website.
- ☐ Students must have passed comprehensive examinations before submitting applications to internship sites. Students applying via the APPIC Match process may begin applications early in the fall term and will receive approval to submit the applications once comprehensive examinations have been successfully completed. Students applying to non-APPIC sites may submit applications only after comprehensive examinations are successfully completed. If comprehensive examinations are not successfully completed, students must withdraw from the internship application process until examinations have been successfully completed. (EXCEPTION: Students entering the doctoral program in Fall 2014 or earlier, may submit a request to the Doctoral Training Director to apply for internship after successfully completing preliminary examinations in the fall. If approved, students must successfully complete comprehensive examinations during the spring term prior to beginning internship.)
- ☐ Students wishing to be eligible for school-based practice certifications in addition to licensure must complete an internship that includes at least 600 hours in a school-based setting for which the primary purpose is the education of PK-12 students.
- ☐ Check your program of study with your advisor to ensure that all other coursework will be completed prior to going on internship.
- ☐ Obtain approval signatures to pursue internship from your advisor, the training director, and the department chair (or designee).

_____ has been approved to submit internship applications in _____/_____
Student Name Term/Year

Advisor's Signature	Advisor's Name Printed	Date
Training Director's Signature	Training Director's Name Printed	Date
Dept. Chair's Signature	Dept. Chair's Name Printed	Date

- ☐ Make an initial list of potential internship sites and review their requirements.
- ☐ Depending on where you want to interview, travel costs can add up to thousands of dollars. Start saving money consistent with where you hope to interview.
- ☐ Accrue supervised practicum experiences in different settings.
    - The median doctoral hours for all applicants combined was 602 for intervention and 164 for assessment (based upon 2015 APPC survey statistics). This number does not take into account master-level hours or differences in degree type (e.g., school psychology has higher assessment hours).
    - Be a responsive and responsible practicum student to accrue letters of recommendation from your supervisors.
    - Try to get both assessment and intervention experience.
    - Participate in sites consistent with Internship goals.
    - Work with a wide variety of clients of different ethnicities, ages, sexual orientations, ability levels, and religions.
    - Work on succinctly describing case examples including diagnosis and reasoning for treatment approaches.
- ☐ Contact the EPS Doctoral Training Director to discuss internship site ideas and make sure you are getting the right types of practicum experiences. <u>You must work closely with the Doctoral Training Director because the NAU Educational Psychology Department has the authority to determine your eligibility for participation in the Match and which training sites you are permitted to include on your Rank Order List.</u>

<u>During the Application Process</u>

- ☐ Submit approval signatures to pursue internship (see above).
- ☐ Register for the APPIC Match. **Students choosing not to participate in the Match** are responsible for identifying and contacting potential internship sites and scheduling interviews. Those not participating in the Match must contact the Educational Psychology Doctoral Training Director to obtain required forms and to request assistance with identifying suitable sites.

- ☐ **In August,** approach faculty and supervisors to write letters of recommendation according to the requirements of internship sites.
- ☐ **No later than October**, order an official copy of your transcripts from the Registrar's Office to be sent directly to APPIC. Each non-APPIC site may require a separate official transcript so start early to avoid missing deadlines.
- ☐ **Attend Internship application orientation session in September.** An email announcement will be dispersed at the beginning of the term.
- ☐ Write applications. It's best to start with the application for the internship you want the most and then adjust it for other sites.
- ☐ The Doctoral Training Director and at least one other faculty must review your first application essay and you must revise it accordingly before submission. You may consult with the training director on subsequent applications as you deem necessary.

I have reviewed _____'s doctoral internship application and it has been revised accordingly.

_____	_____	_____
Faculty Signature	Faculty Name Printed	Date
_____	_____	_____
Training Director's Signature	Training Director's Name Printed	Date

- ☐ **In November-January,** participate in in-person, web-based, and telephone mock interviews. An email announcement will be dispersed at the beginning of the term.
    - Invitations for interviews begin arriving in November with the bulk in December to give you time to schedule travel, usually in January. Make sure your schedule is flexible to allow for interviews in January.

Before Starting Internship

- ☐ Write your prospectus and get it approved (highly recommended but not required).
- ☐ Plan and execute any required move to the internship location (if applicable).
- ☐ The EPS Doctoral Training Director signs all contracts for both Match and non-Match sites and must receive a signed copy. Match contracts usually arrive in **July**. Non-Match contract arrival varies.

FOR NON-APPIC MATCH INTERNSHIPS: You must also submit to the EPS Doctoral Training Director:

- ☐ Current copy of the resume or vita for **every** listed supervisor
- ☐ Proof of insurance for supervisors to EPS Doctoral Training Director
- ☐ Copy of credentials showing current licensure or certification status for **every** listed supervisor
- ☐ Proof of insurance for student

At the Beginning of Internship

- ☐ All interns must ensure that the Doctoral Training Director has a copy of the signed internship contract prior to beginning to accrue internship hours

- ☐ Non-Match interns must set up an initial meeting between the student, the internship supervisor, and the EPS Doctoral Training Director to discuss objectives to be accomplished.
- ☐ Non-Match interns are supervised primarily by the on-site supervisor with a minimum of two hours per week of supervision (an hour of supervision per 20 hours of work). Each site must have access to at least two trained and licensed doctoral level supervisors, preferably with a minimum of three years of experience. For doctoral students in school psychology, the supervisor must also be a certified school psychologist.

Midpoint of Internship– Non-Match Interns Only

- ☐ All interns: *Student Evaluation Form* with Midpoint filled out. Non-APPIC interns must use NAU's form.
- ☐ Suggested: *Internship Monthly Narrative Log Forms* – Months 1-6 (may come in handy if different states require different categories—e.g., ages/ethnicities etc. of client vs. type of disorder vs. individual/group approach)
    - **(Change week numbers on forms as needed)**
- ☐ Non-APPIC Interns: *Internship Monthly Hourly Log Form* – Months 1-6
    - **(Change week numbers on forms as needed)**
- ☐ Non-APPIC Interns: Set up a midpoint telephone conference between yourself, the agency supervisor, and the EPS Doctoral Training Director

Completing Internship

- ☐ All interns: All client files and additional agency paperwork must be completed to agency supervisor's standards
- ☐ All Interns: *Intern Performance Evaluation* with Final filled out. Non-APPIC interns must use NAU's form.
- ☐ All interns: Certificate or letter of internship completion
- ☐ Suggested: *Internship Monthly Narrative Log Forms* – Months 6-12 (may come in handy if different states require different categories—e.g., ages/ethnicities etc. of client vs. type of disorder vs. individual/group approach)
    - **(Change week numbers on forms as needed)**
- ☐ Non-APPIC Interns: *Internship Monthly Hourly Log Form* – Months 6-12
    - **(Change week numbers on forms as needed)**
- ☐ Non-APPIC Interns: *Intern Evaluation of Training Experience*
- ☐ Non-APPIC Interns: Faculty Supervisor Contact Form (EPS Doctoral Training Director's responsibility)

Grade (P/F): _____

Faculty Supervisor Signature: _____

Date: _____

NORTHERN ARIZONA UNIVERSITY

College of Education
Department of Educational Psychology

Professional Growth Plan (PGP)

Student Name (Last, First, MI): _____

Program Name: Choose an item. Year in Program: _____

Advisor: _____ Evaluation Date: Click here to enter a date.

Objective 1: _____

Activities to Accomplish the Objective: _____

Timeline for Completing Activities: _____

Criteria for Successfully Completing the Objective: _____

Objective 2: _____

Activities to Accomplish the Objective: _____

Timeline for Completing Activities: _____

Criteria for Successfully Completing the Objective: _____

_____ _____ _____
Signature of Advisor **Signature of Student** **Date**

Date PGP Successfully Completed: _____

Student Signature: _____

Advisor Signature: _____

Coordinator/Director Signature: _____

Chair Signature: _____