



Combined Counseling/School Psychology PhD

Doctoral Student Handbook

2024-2025

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NAU NORTHERN ARIZONA
UNIVERSITY

Department of Educational Psychology



Table of Contents

Preface	Page 4
Introduction	Page 5
Missions and Values Statements	Page 6
Faculty	Page 8
Admission to the Program	Page 10
Financial Assistance	Page 13
Program Philosophy and Model	Page 17
Program Goals and Objectives	Page 19
Professional and Programmatic Competencies	Page 21
Program Requirements	Page 25
Curriculum	
Curriculum Overview	Page 27
Curriculum Plan	Page 29
Recommended Course Sequence	Page 33
Curriculum Assessment	Page 34
Comprehensive Exams	Page 34
Discipline Specific Knowledge Exams	Page 38
Qualifying Research Project	Page 40
Masters in Passing	Page 47
Practicum and Other Pre-Internship Fieldwork	Page 48
Internship	Page 56
Dissertation	Page 60
Evaluation of Program Progression	Page 72
Program Policies and Procedures	
Ethics	Page 78
Candidacy Application and Checklists	Page 78
Records Retention	Page 79
Transfer Credit	Page 79
Professional Memberships	Page 82
NAU Student Code	Page 83
Appeals	Page 83
Academic Integrity	Page 87
Research Integrity	Page 88
Accommodations	Page 89
Psych Services and Renumeration	Page 89
Program Graduate Surveys	Page 89
Statement on Electronic Information	Page 90
Student Representatives	Page 91
Student Responsibilities	Page 91
Registration and Contact Info in LOUIE	Page 92
Email	Page 92

Online Learning	.	.	.	.	.	.	.	.	Page 93
Use of Facilities and Supplies	.	.	.	.	.	.	.	.	Page 94
University Student Services	.	.	.	.	.	.	.	.	Page 94
Cline Library	.	.	.	.	.	.	.	.	Page 95
Withdrawal from the Program	.	.	.	.	.	.	.	.	Page 96
Appendices									
Program Agreement	.	.	.	.	.	.	.	.	Page 99
Combined PhD Program Checklist	.	.	.	.	.	.	.	.	Page 100
Intent to Take Exams	.	.	.	.	.	.	.	.	Page 101
QRP Plan	.	.	.	.	.	.	.	.	Page 102
Internship Checklist	.	.	.	.	.	.	.	.	Page 103
Practicum/Fieldwork Training Plan	.	.	.	.	.	.	.	.	Page 105
Faculty Contact Form for Fieldwork	.	.	.	.	.	.	.	.	Page 107
Professional Growth Plan	.	.	.	.	.	.	.	.	Page 109

Preface

This document is intended to serve as a guide for students enrolled in the Combined Counseling/School Psychology PhD Program and their faculty advisors. These guidelines and policy statements establish procedures that are current and predictable. When followed, these procedures will result in the 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 the student's faculty advisor is the best source of information for these changes. The Combined Counseling and School Psychology Doctoral Student Handbook may be modified as a result of changes that occur in our state, our institution, and in our profession. The program faculty reserves the right to make revisions and additions to this Doctoral Student Handbook to better meet the needs of our students in the program.

Students are ultimately responsible for keeping up to date with any periodic changes that are made to the Doctoral Student Handbook, which is available online on the program webpage. Students will be given reasonable notice of any policy or procedure changes. Students will be notified via email if significant changes occur that may impact their progression through the program.

The Doctoral Student Organization's Representative(s) who 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 EPS Combined Counseling/School 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 was founded in Flagstaff, Arizona in 1899 and is now located on satellite campuses throughout the state. 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 valid through 2028.

The Combined Counseling/School Psychology PhD Program was intentionally designed to lead to licensure or certification in the state of Arizona. For information regarding how the curricular requirements for this degree program align to licensure or certification requirements in *other states*, see the [NAU Professional Licensure by State webpage](#).

Students should be aware of the specific requirements for licensure including details on practicum, internship, and postdoctoral training.

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

NAU's Combined Counseling/School Psychology PhD Program received full APA accreditation in 2022 until 2031. To view the program's accreditation status, please visit the APA Office of Program Consultation and Accreditation's program search site.

Questions related to the program's accreditation 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
<https://www.apa.org/ed/accreditation/>

Missions, Vision, and Values Statements

NAU Mission and Vision

NAU transforms lives and enriches communities through high-quality academics and impactful scholarship, creative endeavors, and public service.

NAU Vision

NAU aims to be the nation's preeminent engine of opportunity, vehicle of economic mobility, and driver of social impact by delivering equitable postsecondary value in Arizona and beyond.

NAU Land Acknowledgement

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

College of Education Mission

The College of Education at Northern Arizona University prepares compassionate and competent professionals who are equipped with the knowledge and the skills to make positive differences for children, students, and adults in educational, behavioral health service settings, and communities who are committed to building empathetic, inclusive, and just environments.

Combined Counseling/School Psychology PhD Diversity Values

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, and political affiliations, as well as diverse 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: <https://nau.edu/university-policy-library/safe-working-and-learning/>

For a listing of all NAU's non-discrimination policies, visit: <https://nau.edu/ed-psych/policies-index/>

Faculty

Core Faculty

Kathy Bohan, PhD

- Clinical Professor
- Licensed Psychology and Nationally Certified School Psychologist
- Educational Psychology – School Psychology EdD - Northern Arizona University (1996)

Carlos Calderon, PhD

- Doctoral Training Director and School Psychology Coordinator
- Associate Professor
- Licensed Psychologist and Nationally Certified School Psychologist
- Educational Psychology – School Psychology PhD - Arizona State University (2012)

Marya Cota, PhD

- Assistant Clinical Professor
- Licensed Psychologist and Arizona Certified School Psychologist
- Educational Psychology – Clinical Psychology PhD - Arizona State University (1995)

Robert Horn, PhD

- Associate Doctoral Training Director
- Associate Professor
- Educational Psychology and Research PhD - University of Memphis (2004)

Jeffrey Strain, PhD

- Assistant Professor
- Licensed Psychologist
- Counseling Psychology PhD - Indiana State University (2006)

Melanie Whetstine, PhD

- Assistant Teaching Professor
- Licensed Psychologist
- Counseling Psychology PhD - Washington State University (2013)

Associated Faculty

Sara Abercrombie, PhD

- Educational Psychology Department Chair
- Professor
- Educational Psychology PhD - University of New Mexico (2011)

Austin Guida, PhD

- Assistant Professor
- Nationally Certified Counseling and Licensed Associate Counselor
- Counselor Education & Supervision PhD - University of Arizona (2022)

Shane Haberstroh, EdD

- Professor
- Licensed Professional Counselor
- Counselor Education and Supervision EdD - Texas Tech University (2002)

Alana Kennedy, PhD

- Assistant Professor
- Urban Education Policy PhD - University of Southern California (2021)

Pit Kolodinsky, PhD

- Professor
- Licensed Professional Counselor
- Counselor Education, Community Counseling PhD - Mississippi State University (1994)

Ji Eun Lee, PhD

- Associate Professor
- Educational Psychology – Learning Concentration PhD - Arizona State University (2013)

Ramona Mellott, PhD

- College of Education Dean
- Professor
- Arizona Licensed Psychologist
- Counseling Psychology PhD - University of Southern Mississippi, Hattiesburg (1991)

Administrative Leadership and Support Staff

Tessa Alexander

- Academic Program Coordinator Intermediate

Hope DeMello

- Administrative Services Assistant, Senior

Vicki Stevenson

- Administrative Services Assistant, Senior

Admission to the Program

The Combined Counseling/School Psychology PhD program is only offered at the NAU Flagstaff Mountain 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 [online application](#) by December 1st to be reviewed for admission in the subsequent academic year.

Admission decisions are made no later than 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, including the receipt of letters of recommendation. 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 by EPS faculty for potential nomination for this competitive fellowship.

Admission Application Requirements

Specific requirements details are included in the [online application](#). An overview of the requirements is listed below. Further information on the graduate admission policies can be found on the [NAU Office of Graduate and Professional Studies](#) website. Please note that there are additional requirements for [international applicants](#).

- 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
 - The program prerequisites should be satisfied from the applicant's prior education, or the student will be required to take those classes early on in their program of study. The class topics are listed below.
 - 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
- Transcripts
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent
- GRE® revised General Test (currently optional)
- 3 letters of recommendation with at least two from faculty
- Responses to specific essay prompts
 - Describe how your educational and life experiences have motivated you to pursue a PhD in Combined Counseling/School Psychology.
 - Describe your ideal career after graduation from the Combined Counseling/School Psychology program. Please include details about the people you'd like to work with and the settings where you'd like to work.
 - Please describe previous research activities in which you have participated (for example, literature review, research design, data collection, data analysis, presentations, publications).
 - Tell us about your interests regarding research with NAU faculty and describe how your interests reflect the mission of the Combined Counseling/School Psychology PhD Program.
- Interview online via Zoom.

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 criterion:

- 50% Academic Aptitude for Graduate Study (GPA and GRE scores, if used)
- 20% Essay Responses
- 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)

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 and all applicants will be informed approximately two weeks in advance

of the interview date. All faculty members present will rate the applicant on a matrix related to the questions, which focus on specific characteristics relevant to doctoral training. 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. 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 each year.

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 submit your request for an IVP Card online through the [Arizona Department of Public Safety](#). Barring any complications (e.g., criminal history), it is wise to allow at least thirty days from the start of the application to the time that the IVP Fingerprint Clearance Card is received.

Financial Assistance

Graduate Assistantships and Waivers

Doctoral students in the Combined PhD program are prioritized for departmental graduate assistantships. Assistantships are available in many departments that offer graduate programs on the Flagstaff campus as well as in support units such as Campus Living, the Academic Success Center and more. 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 [NAU Office of Graduate and Professional Studies](#) website for current information.

For information about how and when to apply for an assistantship contact the Educational Psychology main office at EPS@nau.edu. In general, applications for assistantships within the department are due in late spring and upon admission you should receive information on how to apply. Applications for assistantships across campus may be made anytime an opening is known. The [NAU Office of Graduate and Professional Studies](#) maintains a website for position postings across campus.

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.

Office of Scholarships and Financial Aid

This section describes the kinds of financial assistance available through the Office of Scholarships and Financial Aid. To be considered for federal or state aid, including loans, grants, and other need-based programs, you must:

- Be considered a degree-seeking student by NAU's Office of Graduate and Professional Studies
- Submit the FAFSA (Free Application for Federal Student Aid available online at <https://studentaid.gov/>)
- Completed and verified financial aid file with NAU's Office of Scholarships and Financial Aid; check your financial aid status online at nau.edu/louie
- Follow satisfactory academic progress credit-hour limits and deficient-hour guidelines, as outlined 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 the [Office of Scholarships and Financial Aid](#).

Location: Gammage Administration Building
Phone: 1.855.628.6333 toll free or 928.523.1551
Email: Financial.Aid@nau.edu

Scholarships

A limited number of scholarships are available through the Office of Scholarships and Financial Aid. Whether you are a new or continuing student, we encourage you to peruse the [scholarships webpage](#). Many applications are due in early spring, so please plan accordingly.

Students also can apply for COE and EPS scholarships during early spring. Students should receive an email announcement when the applications open for COE and EPS scholarships or you may check the [COE website](#) for more current details. One application is completed for all available scholarships and is submitted online. Often over \$300,000 is awarded in scholarships to graduate and undergraduate students in the College of Education.

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.

Loans

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 Scholarships and Financial Aid](#) can provide one to you with instructions about how to accept, reduce, or decline the loan.

If you have questions about these loans, contact NAU's Office of Student Financial Aid at 928-523-5626, 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 Scholarships and Financial Aid determines eligibility and awards the loan as funds become available. For questions about Perkins loan repayment or general information, please contact NAU's Bursar's Office (928-523-3122).

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.

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](#) at 928-523-4931 or via email at Veterans.Services@nau.edu. Services from their office 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, the sources of funding to support attendance to professional conferences (APA, NASP, etc.) includes Professional Development Awards from the Department of Educational Psychology, Dean's Graduate Research Travel Grants (COE) and Graduate Student Government Travel Awards.

Professional development awards are available to currently enrolled graduate students in Educational Psychology programs contingent upon the availability of funds. Applications forms are available at the EPS office or [online](#). Completed applications for EPS travel funds are accepted two times a year – October 1st and February 1st. A student may be eligible for expenses related to registration and/or travel to a conference each academic year. 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 department chair. 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 Graduate Student Government awards approximately \$60,000 annually in travel awards. This travel money is available to students traveling to present and attend conferences. Graduate Student Government Travel Awards are up to \$450 per award with greater support provided to students presenting at national or international conferences. Details and application procedures can be found [online](#).

Emergency Funds

Students can reach out to the [Lumberjack CARE Center](#), which has a team of case managers who specialize in this area. The Care Center manages several initiatives including the Lumberjack Emergency Assistance Fund (LEAF) and Louie's Cupboard. LEAF is a program where students can apply to be awarded small grants in emergency situations. If there is an emergent need for food, [Louie's Cupboard](#) is an NAU program that helps students who struggle with food insecurity. For Indigenous students, The [Office of Native American Initiatives](#) offers emergency funds to NAU students who face unexpected hardships. There are some other options available as well. Students can see if they are eligible to fill out a Cost of Attendance Appeal, which, if approved, could possibly increase their loan eligibility. Regarding emergency funding, there are a lot of factors in students' situations that can change the outcome. Email financial.aid@nau.edu to get a more personalized plan and more information.

Other Helpful Links

- [University Resources for Graduate Students](#)
- [Financing Graduate Education](#)
- [Presidential Fellowship Program](#)
- [Child Care Voucher Program](#)
- [NAU Foundation Scholarships](#)

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. 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 culturally relevant best practice, and a methodical evaluation of the effectiveness of these applications.

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.

The combined training approach promotes the optimal development of individuals, families, groups, and environmental systems using empirically supported, culturally sensitive interventions. This includes 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/Indigenous and Latinx communities)
- 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, profession-wide competencies, research, and statistics. 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 engaging in clinical training opportunities in both 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. Our low doctoral student-advisor ratio affords the opportunity to receive significant individual supervision in assessment, interventions, and research training.

Upon program completion, 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 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 competency areas.

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, considering 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. A strong dual identity in both counseling and school 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.

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 research that is informed by practice issues. 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.

Professional and Programmatic 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. Each of these areas are developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess each competency. Assessments include specific course grades, formal examinations, faculty ratings, and student projects.

Profession-Wide Competencies

Research

This competency is *achieved* by students in research methods and statistics coursework, in required attendance at once monthly research colloquia, completing a 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 the qualifying research project, in the comprehensive examination, in annual benchmark competency ratings, and the dissertation.

Ethical and Legal Standards

Ethics and legal training are ubiquitous within coursework via readings, discussions, and case studies. However, ethical issues are addressed in two specific ethics courses (EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice and Research and EPS 670 Professional Ethics, Legal Standards and Responsibilities). This competency is also 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.

Individual and Cultural Diversity

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 throughout program courses. 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.

Professional Values, Attitudes, and Behaviors

Professional identity training is ubiquitous within coursework via readings, discussions, and case studies. However, it is explicitly covered in EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice and Research. It is also integrated into research methodology, evidence-based practice, and multicultural counseling. Integration of 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.

Communications and Interpersonal Skills

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 and face-to-face supervision for psychotherapy sessions in 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

Assessment is covered in courses that directly address assessment and diagnosis, as well as in courses such as EPS 590 Substance-Related 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.

Intervention

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

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 “Readiness for Advanced Practicum/Internship Doctoral Form” stage of the benchmark competency ratings.

Consultation and Interprofessional/Interdisciplinary Skills

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.

Program Specific Competency

Cultural competence specific to working with peoples in the rural Southwestern United States (e.g., American Indians/Indigenous and Latinx communities).

This competency is addressed throughout coursework in the program. It is specifically addressed in EPS 700 Topics in Health Service Psychology: Southwestern Cultures and Rural Mental Health as well as EPS 690 Multicultural Counseling.

Program Requirements

Time Expectation and Limits

The time limits are articulated in the NAU Office of Graduate and Professional Studies [policies](#) for PhD students.

The Office of Graduate and Professional Studies requires a minimum of three full-time academic years of graduate study to earn a doctoral degree. Students typically complete the Combined Counseling/School Psychology PhD 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 master's degree 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 NAU Office of Graduate and Professional Studies then makes final decisions regarding such extensions.

Continuous Graduate Registration

Continuous enrollment for graduate students is specified by the Office of Graduate and Professional Studies policy [100326](#). 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. Read the policy for full details including how to request a leave of absence if necessary.

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

The Office of Graduate and Professional Studies policy [100407](#) requires that students 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 an 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](#).

Admission to a program may be denied or revoked for any graduate student who receives unsatisfactory grades. Even though the program requirements dictate that a student must retake a class to earn an A or a B, the maximum number of times that a student may earn a C and retake a class is 6 units. More than that will trigger academic probation from the Office of Graduate and Professional studies meaning 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 (PGP) to address the situation.

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, NAU recognizes them with the notation “with distinction” on their transcript.

Doctoral Student Organization and Research Colloquia

The Doctoral Student Organization (DSO) is a student-led, faculty sponsored NAU student group that provides an avenue for students to learn/review relevant program and professional information, obtain student feedback, and address concerns regarding the program. 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 is reviewed by the program faculty and changes beneficial to the program and students are implemented.

The DSO in collaboration with faculty organize a monthly research colloquium which 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. Students are expected to attend colloquia for the first three years and also present their qualifying research projects (QRP) in this forum within their first 2-3 years.

Professional Development

NAU’s professional development requirement ([policy 100805](#)) provides doctoral students the benefit and opportunity to engage in and contribute to the full spectrum of educational and professional opportunities within their program and across the university.

These activities extend beyond the required coursework and may include but are not limited to attending and presenting at professional conferences; participation and active engagement in presentations of scholarly work, seminars, and events; assisting and engaging in various funding efforts to support research, scholarship, and creative work.

A minimum of 1 unit of credit or 45 clock hours of professional development activities is required between matriculation in the program and admission to candidacy.

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 throughout the program of study. 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 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 which are embedded in fieldwork and other courses.

Assessment courses and helping skills courses build over the curriculum and sequenced experiences. This early training and experiential sequence lead to preparedness for initial practicum experiences with real clients in the second year of the program 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 by searching for, reading, and synthesizing research to develop a comprehensive review, 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.

Additionally, students must successfully complete discipline-specific knowledge courses at NAU in the areas of tests and measurement, human development, biological, cognitive, social, and affective bases of behavior, individual differences and psychopathology, research/statistics, and psychometrics. Students wishing to transfer in courses in these areas must get the course approved for transfer or waiver and demonstrate graduate-level competence through successful completion of the discipline-specific knowledge (DSK) examinations.

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 is assessed through benchmark evaluations and key examinations. Successful completion of these milestones allows students to move on to next stages in the program. For example, successful completion of the doctoral comprehensive examinations qualifies a student to proceed with the capstone research dissertation project, internship, and be admitted to candidacy. Further details on assessment will be covered in that section below.

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 and Latinx peoples and integrated healthcare, trains students to consider the role of culture and environment in mental and emotional health in assessment and intervention.

The program's commitment to diversity 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 and Latinx communities in rural areas of the Southwest. In addition to this course, a significant number of courses within the curriculum incorporate knowledge and awareness of 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, and EPS 708 Social Bases of Behavior.

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.

Curriculum Plan

As a reminder, the necessary coursework for this plan is only available at the NAU Flagstaff campus. The official [program of study](#) (POS) form is housed on the NAU Office of Graduate and Professional Studies site. The Combined Counseling/School Psychology PhD program requires 123 units. Students should adhere to the course load policy ([10324](#)), which states students should not enroll in more than 16 units per fall and spring semesters without a term overload approved. The 123 units is detailed below. Please note that each course is 3 units unless otherwise specified.

1. 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 723 Health Psychology

2. 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)

Southwest Cultures and Rural Mental Health (1 unit)

Internship Preparation (1 unit)

2. Assessment (18 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 (40 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 (2 units required)
EPS 796 Doctoral Internship (2 units)

3. 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)

4. Electives (6 units required) Advisor Approval Required

- a. Sampling of electives below

Educational Psychology Electives

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, Health Psychology, Assessment and Diagnosis of Autism Spectrum Disorder, Stereotyping and Prejudice, Counselor Self-Care and Wellness, and Counseling and Spirituality. 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 610 - Child Psychology

Child development from the prenatal period to adolescence: emotional, intellectual, social, cultural, and perceptual factors.

EPS 611 - Adolescent Psychology

Adolescent development with emphasis on physiological, emotional, intellectual, social, and cultural factors.

EPS 612 - Adult Psychology

Adult psychology approached through a systems perspective of development theory; focus on adults within family and career contexts.

EPS 685 Graduate Research

Department consent required.

EPS 693 - School Psychology Certification Internship

Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. Instructor's consent required.

EPS 739 Directed Readings

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

Educational Research Electives

EDR 725 Qualitative Research

Theoretical and methodological issues related to qualitative research in education, tools for analysis. Letter grade only.

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.

Prerequisites

There are 6 program prerequisites. These could be satisfied by prior coursework if approved or can be taken at the beginning of the program.

- EPS 606 – Applied Behavior Management
- EPS 580 – Human or Lifespan Development
- EPS 525 – Psychological or Educational Statistics
- EDR 610 – Research Methods
- ESE 548 – Special Education
- EPS 661 – Group Counseling/Group Dynamics

Please be aware that some courses may have prerequisites that students must also take. Course prerequisites are listed on the POS form. Students may also review the online catalog for selected courses where prerequisites are required.

Note on School Psychology Certification/Licensure Option

State departments of education and the National Association of School Psychologists typically have 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.

Course Sequence

The recommended course sequence will vary depending on each student’s prior coursework (if applicable), admission term, and planned program length. This is because some courses are offered every other year, and student could choose to do a 5- or 6-year plan.

An example of a 5-year plan for a student coming in with a bachelor’s degree in an odd fall admission term is listed below. To see the other options, please go to the [Combined Counseling/School Psychology webpage](#) and open the master planning tool under the “Program of Study” tab.

	Summer	Fall	Winter	Spring
Year 1	ESE 548 EPS 525 EPS 664	EPS 601 EPS 604 EPS 673 EPS 680 EPS 700 (2 units)	EPS 606	EPS 660 EPS 670 EPS 674 EPS 737 EPS 738
Year 2	EDR 610 EPS 625	EPS 675 EPS 678 EPS 681 EPS 767		EPS 580 or 615* EPS 607 EPS 661 EPS 690 EPS 692
Year 3	EPS 620 EPS 669	EPS 615 or 580* EPS 669 EPS 723 EPS 725 EPS 740/741		EPS 609 EPS 640 EPS 706 EPS 726 EPS 740/741
Year 4	EPS 590	EPS 621 EPS 622 EPS 700 EPS 799 Elective		EPS 708 EPS 712 EPS 799 Elective
Year 5		EPS 796 EPS 799		EPS 796

**Please note that this example is from October 2024 and is subject to change.

Curriculum Assessment

The Combined Counseling/School Psychology PhD Program is designed to develop the profession-wide competencies and discipline-specific knowledge areas 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.

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. These assessments are detailed here.

Comprehensive Examinations

There are three (3) content areas for the Combined Counseling/School Psychology PhD program's doctoral comprehensive examinations, and they are independently assessed on a PASS / FAIL grading system:

- Research and Statistics
- Counseling Psychology
- School Psychology

Specific policies regarding examination preparation, format, and grading will be determined by the specific Comprehensive Examination Area Committees and affirmed by the Educational Psychology's Doctoral Steering Committee. There are three (3) area committees that are appointed by the Educational Psychology Department Chair. Each committee will consist of at least two (2) EPS faculty members who serve as the writers and graders for the examination.

Doctoral Comprehensive Examination Procedures

Students, in consultation with their academic advisor, must complete the “Intent to Complete DSK Qualifying Examination/Doctoral Comprehensive Examination” form for the semester they will be taking the examination. The form is then forwarded to the doctoral training director for review/approval and then submitted to the EPS Department. Students may complete all examinations at once or separate the examinations into different semesters.

Examinations will be given in three (3) separate content areas and taken by all students. The comprehensive examinations will be given each fall and spring semester and will be distributed across a single week (the week prior to the semester start) according to the following typical schedule:

- Monday – Research and Statistics – 4-hour written examination
- Wednesday – Counseling Psychology – 4-hour written examination
- Friday – School Psychology – 4-hour written examination

The Research and Statistics Comprehensive Examination must be passed before a student can defend the dissertation prospectus.

All three (3) comprehensive examinations must be passed before the student is eligible to apply for candidacy.

The student is required to take and pass all three (3) comprehensive examinations before applying for internship.

Research and Statistics Doctoral Comprehensive Examination

This is an intensive examination designed to test a 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. The examination content is organized into the following five (5) areas: (1) research and statistics application with a data set for analysis and interpretation, (2) definitions, (3) compare and contrast, (3) research and statistical application with study examples and study example research methods and statistical recommendations, and (4) article interpretation.

Prior to the taking of the Research and Statistics Comprehensive Examination, it is expected that the student has successfully completed:

- EPS 625 Intermediate Statistics
- EPS 725 Multivariate Statistics I
- EPS 726 Multivariate Statistics II
- EPS 767 Research Paradigms

It is recommended that students have also successfully completed EPS 664 Tests and Measurements, and it would be helpful to have completed their qualifying research project (QRP).

Counseling Psychology Doctoral Comprehensive Examination

All students are expected to demonstrate integration of skills with applied case scenarios in counseling psychology. Areas assessed include culturally competent evaluation, assessment, and diagnosis; ethics and professional and legal standards; and evidence-based treatment planning, with an emphasis on culturally effective approaches and integrated healthcare consultation/collaboration.

Prior to taking the Counseling Psychology Comprehensive Examination, it is expected that the student has successfully completed:

- EPS 601 Theories of Counseling
- EPS 620 Vocational Counseling and Career Development
- EPS 660 Counseling Processes
- EPS 670 Professional Ethics, Legal Standards, and Responsibilities
- EPS 680 Psychopathology and Diagnosis
- EPS 692 Counseling Practicum
- EPS 737 Psychological Assessment

It is recommended that students have also successfully completed:

- EPS 590 Substance-related and Addictive Disorders
- EPS 669 Topics in Crisis, Trauma, and Disaster Counseling
- EPS 681 Evidence-based Counseling Techniques
- EPS 690 Multicultural Counseling
- EPS 723 Health Psychology

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.

Prior to taking the School Psychology Comprehensive Examination, it is expected that the student has successfully completed:

- EPS 604 Introduction to School Psychology: History and Current Trends
- EPS 670 Professional Ethics, Legal Standards, & Responsibilities
- EPS 673 Intellectual and Cognitive Assessment
- EPS 674 Psychoeducational Assessment
- EPS 675 School Psychology Practicum
- EPS 678 Psychological Consultation, Collaboration, and Supervision in School-based Settings
- EPS 738 School-Based Psychosocial Assessments and Interventions

It is recommended that students have also successfully completed:

- EPS 607 School-based Interventions
- EPS 669 Topics in Crisis, Trauma, and Disaster Counseling (School Focus)

Evaluation of Answer Criteria for Each Section of the Examination

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

1. Identify the degree that the answer is technically correct – that is, the degree to which the student answers the questions correctly.
2. Determine if the answer is comprehensively expressed – that is, the degree to which the students answer the questions both comprehensively and completely.
3. Identify the extent that the answer is organized and clear – that is, the degree to which the student organizes and expresses responses clearly using logic, reason, and/or a sound basis to substantiate an answer.

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, to determine the overall outcome of the examination. Responses that satisfactorily conform to the above criteria will be awarded a PASS.

Answers will be regarded as “unsatisfactory” when they reflect technical errors, are vague or generalized, poorly organized, illogical, unreasonable, unclear, and/or are not sufficiently comprehensive. This will result in a FAIL.

Method to Determine Disposition

Upon receipt of the comprehensive examinations, which are coded for anonymity rather than using student names, each evaluator individually reads the questions assessing each response based upon guiding rubrics. Upon completing the reading of each examination, independent of the other evaluator(s), the assessment for each of the questions, sections, and for the overall examination are evaluated.

A **Pass/Fail** determination is based on a student's performance relative to the expected evaluation criteria noted above. The evaluators may then meet to discuss the examination to come to a consensus of Pass or Fail. Each student is considered individually (independent of other examination takers), and the recommendation is then forwarded to the Educational Psychology Department Chair. If evaluators cannot come to an agreement (consensus) about a Pass or Fail decision following independent scoring, an additional evaluator will review the examination in question and will render their decision to the EPS Department Chair. In addition to an overall Pass or Fail finding, information is presented to each student relative to their performance (strengths/weaknesses) in each section of the examination.

On rare occasions, the committee may recommend an in-person meeting with the student to clarify information on a single section within the applicable comprehensive examination before making a final decision on a Pass/Fail.

If a student receives a FAIL for any of the examinations on the first administration, the student may retake that examination or examinations at a future scheduled examination date. It is strongly recommended that the student meet with their academic advisor to establish a strategy to prepare for the next attempt.

If a student fails an examination a second time, a remediation plan will be put in place. It will be prepared by the student and their academic advisor and then presented to the doctoral training director and doctoral steering committee for approval. The remediation plan could include, but is not limited to:

- Consultation with the academic advisor to establish a strategy to prepare for the next attempt.
- Retaking an applicable course (or courses) where the deficit occurred (e.g., Ethics).

If a student fails an examination a third time, the Doctoral Steering Committee will consider actions that could include dismissal of the student from the program. Further details on the consideration for dismissal from the Combined Counseling/School Psychology PhD Program are included in the program policies and procedures later in this handbook.

Discipline Specific Knowledge (DSK) Qualifying Examinations

Discipline-specific knowledge (DSK) 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.

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 credit for some DSK coursework (see transfer credit section). The following procedure is applied to determine that the student possesses the foundational knowledge and competence in a transfer credit request:

1. Student’s petition for transfer credit of a course is submitted to the advisor with the syllabi for each course under consideration.
2. The advisor, in consultation with the professor who teaches the NAU course and 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.
3. If the submitted transfer credit course syllabus is determined to be sufficiently similar to the NAU syllabus, then the student will be invited to apply to take the DSK exam(s) in that specific content area(s). This will enable the program to assess knowledge in the specific content area(s).

The DSK exams are multiple-choice examinations on each of the 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 is individually scheduled by the student with the doctoral training director and is administered in a controlled environment during the academic year.

Students map out their anticipated DSK Exams 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 will be sent to all students via the student listserv. Students must complete the DSK portion of the form at the start of the semester in which the examination is to be taken.

The form specifies which DSK exams 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 Canvas. Each examination is designed to be completed in approximately one hour. Instructions on examination completion are included in the Canvas course shell. Students are notified of examination results within one week.

Outcomes of DSK Qualifying Examination results include the following:

1. A student may earn a passing grade of 80% or higher on the corresponding DSK Qualifying Examination representing the level of competence established by the program. The student will be able to proceed with transferring the course for credit.
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 their 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 completing an independent study course to strengthen and demonstrate knowledge base.

Qualifying Research Project (QRP)

The research requirements in the Combined Counseling/School Psychology PhD program include two benchmark projects: 1) Qualifying Research Project (QRP), and 2) Dissertation research serving as the capstone research project (see section on dissertation for more details).

Early in their program (i.e., first year), the doctoral student shall start their QRP. The student will collaborate with a faculty research mentor to develop and implement a research project. The outcome of the QRP will be a paper submitted to their research mentor and one other faculty member (usually the student's advisor if advisor is not the research mentor) and a presentation at the research colloquium. Students are also expected to submit their work for publication or conference presentation. The first reader (primary research mentor) should be a full-time research-active member of the EPS Faculty. The student must consult with, and receive approval from, the training director if they are requesting the primary mentor to be outside EPS. The training director may consult with the doctoral steering committee, if necessary. The second reader can be a research-active faculty mentor from EPS or outside the EPS department. At a minimum, one of the QRP faculty mentors must be a research-active EPS faculty member.

The QRP is intended to involve the student in research in a field closely related to the aims and objectives of the Combined Counseling/School Psychology PhD program. 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 systematic 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, QRPs may vary widely in form and content. For example, acceptable projects might focus on:

- Designing and administering interviews and coding the data
- Analyzing archival data
- Expansion or replication of prior research
- Developing and piloting an instrument
- Conducting a pilot study
- Conducting a systematic literature review
- Carrying out a quasi-experimental study
- Completing a meta-analysis
- Designing a study and submitting a grant

QRP Procedures

A QRP Plan form must be turned into the EPS Department at the end of the student's first fall term. This plan will outline the project, name the mentor(s), and will be countersigned by the mentor(s) and the doctoral training director.

The QRP will be presented at the research colloquia, typically no later than the end of the second year. A copy of the completed QRP paper must be submitted two weeks before the presentation to the faculty research mentor and second reader who will evaluate the quality of the paper based on items A to I on the QRP rubric at the end of this section. If the paper is scored in the acceptable range, the student will present the paper at the research colloquia where it will be evaluated by at least three faculty members using items J, K, and L on the rubric below.

Students must score at least an average of 3 in each category on the paper and presentation. If a student receives a 1 on any category, this will prompt a remediation plan to be determined by the doctoral steering committee. Students who score below a 3 average 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.

A more simplified look at the procedures for QRPs is below:



1. Project Plan

- a. Pick a faculty research mentor (see guidelines above)
- b. Develop a plan that can be completed in about a year

2. Complete Project

- a. Schedule time each week to work on project until complete

3. Paper

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

4. Colloquia Presentation

- a. Once the paper is acceptably rated (average score of 3 on Selected Items A-I; no scores of 1), it is presented at the research colloquia
- b. The date is scheduled by the Doctoral Steering Committee
- c. Presentations must be successfully completed (average score of 3 on Items J-L; no scores of 1), should be no later than the end of year two in the doctoral program

5. Publication

- a. Work with faculty research mentor to submit work for publication and/or conference presentation

QRP Scoring Rubric:

Inadequate (1)	Minimally Developed (2)	Moderately Developed (3)	Very Well Developed (4)
A. Student identified and summarized the problem or question to be investigated			
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.			
Review of relevant knowledge is significantly lacking.	Adequate variety of sources.	Primary sources used to discover what is already known about the issue or problem.	Thorough and relevant literature review.
Sources are secondary rather than primary sources.	Mostly primary sources.	Some relevant aspects of the problem may be overlooked or unexplored.	Excellent variety of sources.
Inadequate variety of sources.	Theory is mentioned but relevance is not adequately explained.	Has mostly covered theory and previous research but fails to fully integrate the two.	Blends theory and research and explains areas of theory that have been studied and the effectiveness of the studies.
Major issues are not included.	Accurately identifies what is already known about the issue or problem.	Clear connections are established between the information and the question.	Clear links between what is known and the question(s) to be studied.
Factual errors and inconsistencies are evident.	Discussion omits important aspects of the issue or problem.	Most of the information is factually correct.	Information is factually correct.
Theory is not explained.			
Previous research is not reviewed.			
C. Analyzed/synthesized literature effectively.			
Vague discussion of detail.	Minimal discussion of detail.	Adequate discussion of detail.	Excellent discussion of types of research and the quality of studies.
Lack of insight or integration of information.	Little insight or analysis employed.	Most gaps in research are identified.	Gaps in research carefully identified with new insights offered.
Gaps in research are not identified.	Obvious gaps in research are reported from previous research.	Most gaps in theory are identified.	Gaps in theory are carefully identified with new insights offered and integrated with research findings.
Relevance to theories not explained.	Obvious gaps in theory identified in literature are reported.	Summaries of information are adequate but may lack original thought.	Skillful summaries draw conclusions in novel and accurate ways.
Inadequate conclusions.	Conventional or underdeveloped conclusions.		
D. Inferences led clearly to the hypothesis(es)/research question(s).			
Makes unsupported inferences.	Makes supportable and reasoned inferences from previous research.	Makes sound inferences from previous research.	Draws sound conclusions.
	Inferences do not convincingly lead to hypothesis(es) or question(s).	Communicates a mostly logical path from the data to the hypotheses/questions.	Makes sound inferences from previous research.
			Communicates a compelling and logical path from existing data

	Key steps missing.	Some minor steps may be missing.	to hypotheses/ questions. All steps included.
E. Designed appropriate methods for data collection analysis.			
<p>Research plan provided will not answer the question(s).</p> <p>Research plan does not control for relevant variables.</p> <p>Methodology is not adequate for question(s) such that accuracy of data would be in doubt.</p> <p>Limits or implications of the method are not recognized.</p> <p>Serious safety or ethical issues are present.</p>	<p>Research design minimally answers the question, controls for relevant variables, and is safe and ethical.</p> <p>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.</p> <p>Identifies some but not all relevant constraints.</p>	<p>Research design moderately answers the question, controls for relevant variables, and is safe and ethical.</p> <p>Data collection is carefully planned with adequate precision and statistical power.</p> <p>Any flaws are relatively minor or excusable due to practical constraints.</p> <p>Consideration of methodological consequences and limits are inadequate or incomplete.</p> <p>Would benefit from consideration of a pilot study.</p>	<p>Research design fully answers the question, controls for relevant variables, and is safe and ethical.</p> <p>Data collection is carefully planned with adequate precision and statistical power.</p> <p>Flaws are not apparent.</p> <p>Plans pilot work or other methods to refine the study.</p> <p>Considers possible criticisms of the design and addresses them.</p>
F. Effectively analyzed data.			
<p>Analysis of data is inadequate or was not a good fit for the data.</p> <p>Link between analyses and the question is not made.</p> <p>Assumptions made during the analysis and alternative interpretations are not identified.</p>	<p>Analysis of data is an effective fit for data but may be incomplete.</p> <p>Link between analyses and the question is underdeveloped.</p> <p>Assumptions made during the analysis and alternative interpretations are not identified.</p>	<p>Analyzed data via graphs, statistics, and curve fitting as mostly appropriate.</p> <p>Link between analyses and the question is made.</p> <p>Assumptions made during the analysis or alternative interpretations were identified but may be incomplete or contain inaccuracies.</p>	<p>Analyzed data via graphs, statistics, and curve fitting as appropriate.</p> <p>Link between analyses and the question is convincingly made.</p> <p>Identifies assumptions.</p> <p>Considers alternative interpretations of the data and, if possible, carries out supplemental analysis that will add clarity to interpretations.</p>

G. Drew sound inferences and conclusions from data.			
<p>Draws unsupported conclusions from data analysis.</p> <p>No demonstration of adequate understanding of the relationship between theory and the data.</p> <p>Limits and implications of the study are not reported.</p>	<p>Draws reasonable conclusions from the data but does not connect the conclusions to the data.</p> <p>Demonstrates unclear or inadequate understanding of the relationship between theory and the study.</p> <p>Either limits or implications are not reported.</p>	<p>Draws sound conclusions from the data and communicates a logical path from the data to the conclusions.</p> <p>Demonstrates adequate understanding of the relationship between theory and the study.</p> <p>Limits and implications of the study are minimally explored or are rigid and formulaic.</p>	<p>Draws sound and comprehensive conclusions from the data and communicates a logical path from the data to the conclusions.</p> <p>Demonstrates excellent understanding of the relationship between theory and the study.</p> <p>Reports advanced explanation of the limits of the conclusions and implications of the study's conclusions.</p> <p>Identifies how assumptions may influence understanding of conclusions.</p>
H. Reflected on own work to assure that conclusions are justified.			
<p>Lacks an error analysis.</p> <p>Has not considered alternative approaches to studying the data or alternative conclusions.</p> <p>Has not considered possible criticism of the methodology used.</p>	<p>Prepared an error analysis, as appropriate.</p> <p>Has not considered completely alternative approaches to studying the data or alternative conclusions.</p> <p>Has not considered possible criticism of the methodology used.</p>	<p>Prepared an error analysis, as appropriate.</p> <p>Has critiqued the process of data collection and analysis.</p>	<p>Prepared an error analysis, as appropriate.</p> <p>Has critiqued the process of data collection and analysis.</p> <p>Explained why alternative approaches to the study or alternative interpretations of the data were rejected.</p>
I. Suggested steps for further inquiry.			
<p>Has not considered implications of the current work for future investigations.</p>	<p>Has proposed some logical steps for further investigation in a formulaic or incomplete way.</p>	<p>Identified questions that remain unanswered.</p> <p>Proposed next logical steps for continued inquiry into the question or area of study.</p>	<p>Identified questions that remain unanswered.</p> <p>Proposed next logical steps for continued inquiry into the question or area of study.</p> <p>Identifies, without overreaching, how the conclusions might apply to new or</p>

			different situations | the area of study or other areas of study.
J. Presentation: Clarity, Cohesion, and Relevance of Presentation			
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			
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 did not 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 did not 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			
No visual aids used.	Slides were used but added little to clarify content.	Slides were used but were too many for the timeframe.	Slides were well designed, clear, legible,

	Slide information was unclear.	Moved through slides too quickly.	easy to read, and concise.
	Slides were not fully explained.	Some slides were not well-explained.	Slides were organized and presented in a sequence that built the audience understanding.
	Most of the slides were too text-heavy.	A few slides were too text-heavy or hard to read.	All slides were well-explained.
		Some slides were poorly organized.	

Masters in Passing

Students in the Combined Counseling/School Psychology PhD program have the ability to earn a masters in passing degree with the same name (Combined Counseling/School Psychology MS). This may be particularly beneficial for post-baccalaureate students who enter the PhD program to gain a credential that may allow them the opportunity to teach certain undergraduate courses.

This degree is not a standalone degree and is only awarded to students in the Combined Counseling/School Psychology PhD program who have met the requirements which total 40 units of coursework listed below.

- Counseling/School Psychology Specialization (37 units)
 - EPS 601 – Theories of Counseling
 - EPS 604 – Introduction to School Psychology: History & Current Trends
 - EPS 660 – Counseling Processes
 - EPS 664 – Tests and Measurements
 - EPS 670 – Professional Ethics, Legal Standards, and Responsibilities
 - EPS 673 – Intellectual and Cognitive Assessment
 - EPS 674 – Psychoeducational Assessment
 - EPS 675 – School Psychology Practicum
 - EPS 692 – Counseling Practicum
 - EPS 690 – Multicultural Counseling
 - EPS 738 – School-based Psychosocial Assessments and Intervention
- Research Block (3 units)
 - EPS 625

Practicum and Other Pre-Internship Fieldwork

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 experiences that increase in complexity, and 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. Those students wishing to pursue a school psychology doctoral internship and certification for school psychology must complete an additional semester of EPS 741 Doctoral Practicum in School Psychology and Supervision. Students who seek certification in school psychology are also required to do an EPS 796 Doctoral Internship in school psychology consisting of at least 600 hours in a school-based setting. Similarly, students wishing to pursue a counseling psychology internship must complete EPS 740 Doctoral Practicum in Counseling Psychology and Supervision.

This is the minimum required experience for every student enrolled in the doctoral program. We believe it will provide all students, regardless of ultimate career choice, with the necessary foundational knowledge to understand counseling and school psychology practice and be able to interface with schools and other health service agencies knowledgeably.

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" with their practicum supervisor prior to the start of *any* practicum or fieldwork experience. The doctoral training director must approve this form. This form, logs, and all evaluations must be given to the EPS office to save in the student's file. These documents are essential for later verification towards licensure.

EPS 692 Counseling Practicum

This practicum is primarily fulfilled in the program's practicum clinic, although required group counseling experiences may occur either in the clinic, in community mental health settings, or school-based settings based on the student's interest and based on appropriate opportunities. This practicum

provides initial counseling experiences with real clients. This course must be passed 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 a minimum and maximum of 10 hours are group counseling. Group counseling services may be provided in the practicum clinic in conjunction with supervision from the practicum clinic supervisor. However, groups are often completed in a community-based setting as a co-therapist with an appropriately credentialed professional.

Practicum clinic 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 with parental/guardian consent provided. Clients represent diversity in the NAU and Flagstaff communities, including substantial numbers of clients that identify as LGBTQIA+, ethnic minority, non-traditional, international, and returning students from a variety of socioeconomic and religious or spiritual backgrounds.

Students may experience intake, career assessment and counseling, crisis risk assessment, psychoeducation, 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 clinic. In all 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 clinic 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. All sessions completed in the practicum clinic are video recorded for supervision purposes. 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 clinic and all the associated forms for use in the clinic 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 completed in a school-based setting with a certified practitioner as a field supervisor. Students are placed by faculty and may require travel around the state. 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.

Doctoral 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 & Supervision

This practicum may be done in the practicum clinic or in a community-based setting. This practicum requires 150 hours of experience of which at least 60 hours must involve direct service (40 hours of direct client service and 20 hours of supervision provided to a student from EPS 692 Counseling Practicum). Additional activities include participating in individual and group supervision with the practicum clinic 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, 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.

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 of all practicum activities signed by the on-site supervisor and submit the logs for weekly review by the faculty supervisor. 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 reviews the logs and evaluations and will assign the final grade. The grade is typically a Pass/Fail (Pass = 80% or greater; Fail = Less than 80%).

EPS 741 Doctoral Practicum in School Psychology & 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 in the IHD clinic in the College of Education building.

The 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 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 the local district's separate public day school for students with emotional disability or at the alternative middle or high school.

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.

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 of all practicum activities signed by the on-site supervisor and submit the logs for weekly review by the faculty supervisor. 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 reviews the logs and evaluations and will assign the final grade. The grade is typically a Pass/Fail (Pass = 80% or greater; Fail = Less than 80%).

Other Pre-Internship 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, who is a state licensed psychologist, 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. 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.

The number of hours of field experience varies based on student needs and goals. 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.

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.

Practicum students completing their clinical practicum experiences in the practicum clinic are observed by the university supervisor either live, via live video feed, or via video recording at least two hours during the placement. Students completing their experiences externally are observed by site supervisors. Supervisors also responsible for at least two hours of direct

observation as well as direct supervision and this is verified by faculty supervisors at midpoint and final evaluation meetings.

Readiness for Practicum, Advanced Practicum, and Entry to Practice Evaluations

In addition to review of progress in courses, students are evaluated annually in relation to their readiness for various levels of fieldwork. These evaluations are included in the student's overall annual evaluation. Examples of these evaluations will be included in the annual evaluation section under policies and procedures.

Requirements for Using Pre-internship Hours Toward Licensure

Students who wish to apply pre-internship practicum or fieldwork hour toward licensure (e.g., in lieu of all or part of postdoctoral hours) must comply with the AZ state statute (ARS 32-2071) for supervised pre-internship experiences:

- A written training plan plus a midterm and final evaluations are required (see attached documents).
- At least 50% of the Fieldwork experience must be in psychological service-related activities. Psychological service-related activities may include treatment, assessment, interviews, report writing, case presentations, seminars on applied issues providing co-therapy, group supervision and consultations.
 - At least 25% of the supervised pre-internship professional experiences must be devoted to face-to-face patient-client contact.
 - At least one hour of regularly scheduled contemporaneous supervision per ten hours of supervised pre-internship professional experience (1:10 ratio).
 - At least 50% of the supervision must be in-person individual supervision and 50% can be in-person group supervision.
 - At least 75% of the supervision must be by a psychologist who is licensed to practice psychology at the independent level.
- Not more than 25% of the supervision shall be by a licensed mental health professional, a psychology intern currently under the supervision of a licensed psychologist or an individual completing a postdoctoral supervised experience currently under the supervision of a licensed psychologist.
- At least two hours of direct observation via in-person observation, live video streaming or video recording are required and must be documented. Audio recording alone is not sufficient.

Steps for Students and Paperwork Checklist

- Ask the Doctoral Training Director (DTD) for a list of sites with which the university is affiliated. If you want to do fieldwork or practicum in a setting that is not on the list, discuss the site with the DTD up to one year prior to the intended start of the fieldwork experience. NAU must have an affiliation agreement with the site. Development of a new affiliation agreement may take weeks and can push back the start date for your experience.
- Send an email to the EPS department office administrative staff requesting to register for one unit of EPS 608 Fieldwork with your faculty supervisor. The DTD will assist you in connecting with a Faculty Supervisor.
- Collaborate with your site supervisor to complete the Training Plan Form which must be signed by the Faculty Supervisor and the DTD.
- Schedule an appointment at the start of fieldwork/practicum for your faculty supervisor, your site supervisor, and you to have an initial meeting. Often, scheduling the meeting during supervision time at the site works best for everyone.
 - At that meeting, expectations and questions about the experience will be discussed.
 - Appointments for the middle and final meetings should be scheduled during the first meeting.
- Documents that must be submitted to your Faculty Supervisor for your department file include:
 - From Site Supervisor
 - Training Plan
 - Clinical Evaluation Form (to be used at midterm and final points, so two will be turned in by the end of the experience)
 - From Student
 - Fieldwork-Practicum Log (Time2Track)
 - Student Evaluation of Training Experience
 - From Faculty Supervisor
 - Faculty Supervisor Contact Form—requires three visits between faculty supervisor, student, and site supervisor at the beginning, midpoint, and end of the training experience.

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] hours) supervised professional work. Internship placements occur in a variety of agency and institutional settings.

The program adheres to the standards of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for defining acceptable pre-doctoral internships in psychology. 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](#) 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 and accept internship placements in training agencies accredited by the APA. This will most likely require that students apply to sites across the United States and be prepared to relocate for the internship. The doctoral training director must confirm or ensure an affiliation agreement between the internship site and the university in advance of the student signing an internship agreement. Any exceptions to this policy must be approved in advance by the Doctoral Steering Committee.

Non-APA Internships

The Doctoral Steering Committee must approve any exceptions to the program policy to apply to non-APA 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 confirm or ensure an affiliation agreement between the site and the university in advance of a training plan being initiated. It is best to use the

training plan provided by the Combined Counseling/School Psychology program. However, a comparable internship training plan required by the site may be used but must follow all requirements of Arizona state law (Arizona Revised Statutes § 32-2071 et seq.) as well as program standards designed to address adequacy and quality of these training experiences. These include:

- a. The nature and appropriateness of the training activities - Activities must be congruent with either the Counseling Psychology or the School Psychology track and include at least three different professional psychology areas of training (e.g., psychological evaluations, counseling, consultation, evidence-based treatment, etc.)
- b. The site must provide didactic elements.
- c. At least monthly opportunities for interactions with other trainees at a similar level must be a part of the training.
- d. Frequency and quality of supervision which includes at least one hour of direct face-to-face supervision for every 20 hours of supervised professional experiences.
- e. Credentials of the supervisors: Two doctoral level licensed psychologists.
- f. Evaluation forms must be approved in advance by the training director, or the evaluation form provided by the program must be used at a minimum of two evaluation periods (usually midterm and final) and sent to the training direction.
- g. The intern must achieve competency with ratings of "3" (equivalent of B grade) or above.
- h. Documentation of student evaluations are maintained in the student files.
- i. Copies of the internship logs and evaluations will be maintained by the site as well as the program following the retention schedule.

Copies of supervisor(s) credentials (e.g., current proof of licensure) must be provided to the department. The amount of any stipend must be specified, as well as 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 may not receive fees from any client, on behalf of any client, or from any third-party payer. Activity logs, mid-term and final evaluations, and a certificate or letter indicating successful internship completion must be submitted to the doctoral training director before a grade for EPS 796 Doctoral Internship will be recorded on the transcript. Additional forms to document supervision are included in the supporting materials.

The Clinical Evaluation Form for Practicum/Internship/Fieldwork (Counseling or School Psychology) is used for evaluations during non-APA-accredited internships. In addition, the doctoral training director will schedule meetings with

the site supervisor at least once in the Fall semester and once in the Spring semester to review training experiences and intern performance.

Eligibility to Apply for 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 passed.
2. Doctoral Comprehensive Examinations passed.
3. A or B or Passing (P) grades achieved in all courses.
4. Dissertation proposal summary approved by dissertation committee.
5. Students must have accrued a minimum of 600 practicum hours. For students entering with a clinically oriented master's or EdS 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 and internship).
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)

Internship Credits

Students must enroll in EPS 796 Doctoral Internship during the Fall and Spring semesters (for a minimum total of 2 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 regarding schedules of communication with programs. Ideally, the doctoral training director will be in contact 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 midterm and 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.

Dissertation

As articulated by the NAU Office of Graduate and Professional Studies, the purpose of preparing a doctoral dissertation is to give graduate students experience in conducting 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.

Combined Counseling/School Psychology PhD students must complete a minimum of nine (9) hours of EPS 799 Dissertation for their degree. Students may end up taking additional units because they must register for a minimum of one (1) dissertation credit hour each fall or spring semester while they are working on their dissertation, including the semester in which they plan to defend their final dissertation.

The Department of Educational Psychology requires that students follow the guidelines in this document, as well as those set by the NAU Office of Graduate and Professional Studies (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 data for their dissertation that has not been specifically collected for dissertation research. The aim of the dissertation is the demonstration of experience in research, which means careful selection of a relevant problem, planning of a methodology, and carefully controlled data collection and analysis.

Dissertation Steps Overview

During the second year in the doctoral program, students should begin planning their doctoral dissertation study. Students should discuss potential doctoral dissertation ideas with their advisor, other faculty members, and student colleagues. This is also the appropriate time to begin identifying a dissertation chair (or co-chairs). The dissertation chair collaborates with the student to form the dissertation committee based upon the needs of the dissertation project. By the end of the third semester, students should have a single dissertation topic in mind and should prepare the Preliminary Dissertation Summary (PDS) with their dissertation chair. This step will be finalized during the PDS Conference with the dissertation committee members with the goal of formally establishing the committee and getting input on the project before the prospectus is written.

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 the dissertation committee. A dissertation committee cannot formally approve a dissertation prospectus until the research comprehensive examination is passed. The successful defense of the dissertation prospectus is one of the requirements for candidacy.

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 internship.

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

Dissertation Committee Membership

Students should work with their program advisor to select a dissertation chair. The dissertation chair can be the student's program advisor if that is agreed upon by the student and advisor. The student's program advisor may also just serve as a member of the dissertation committee or not at all. Students may wish to consider other EPS faculty members who may have specific interest and expertise in the area in which they wish to investigate.

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 dissertation prospectuses during 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 their dissertation chair(s), students should choose a dissertation committee. It is the student's responsibility to ask faculty members to serve on their dissertation committee. The 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 research-active faculty member from the Educational Psychology Department. Faculty members must have been a member on one successfully defended dissertation and served as a co-chair on one successfully defended dissertation prior to serving as a chair on a dissertation. Exceptions can be addressed by the doctoral steering committee.

- In addition to the Chair (or one of the Co-Chairs), at least one other Committee Member MUST be a full-time research-active faculty member from the Educational Psychology Department.
- One Committee Member MUST be from outside the Educational Psychology Department.
- Committee Members MUST hold an earned doctorate and have relevant expertise to the dissertation project.
- In consultation with the Dissertation Chair (or Co-Chairs), a student MAY add a fifth member to their Dissertation Committee.

The Preliminary Dissertation Summary (PDS) Step

After a student identifies their dissertation committee, they will begin working on the Preliminary Dissertation Summary (PDS) with their dissertation chair(s) during a preliminary conference and then present it to their dissertation committee.

During the preliminary conference, the student and dissertation chair 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 their dissertation chair, should refine the dissertation topic into a workable research project and prepare a PDS to present to the dissertation committee. This summary is similar to, but not as detailed as, the dissertation prospectus.

The dissertation chair determines the exact layout and content of the PDS, but it SHOULD be written in APA format, and contain (at a minimum):

- A working title (ideally no more than 15 words)
- (Optionally) the student 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 PDS 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. When the student and chair believe that the summary is complete, it is the student's responsibility to approach the potential committee members with the PDS on the planned dissertation and ask those individuals for feedback on the project and their willingness to serve on the student's dissertation committee. The student should set a tentative meeting date with the committee members at least one week after sending the PDS. 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.
3. Set a tentative prospectus defense date.

Following the PDS meeting, the dissertation chair completes the Recommendation of Dissertation Committee form from the NAU Office of Graduate and Professional Studies' forms website and forwards it to the Educational Psychology Department Chair for signature. The form is then forwarded to the Dean of the NAU Office of Graduate and Professional Studies requesting formal appointment of the Dissertation Committee. Once the formal dissertation committee approval has been received from the NAU Office of Graduate and Professional Studies, a courtesy copy should be provided to the student's program advisor.

The student then proceeds with the prospectus development based on the feedback received from 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 PDS 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, 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, will call for the dissertation prospectus oral defense meeting with all dissertation committee members.

The dissertation prospectus must be a scholarly work in near perfect form represented in current APA format with all references and delivered to the dissertation committee one month in advance or a minimum of two weeks (10 working days) before an oral defense of the paper. The dissertation prospectus is delivered as an electronic copy unless a committee member requests a hard 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 defense.

It is 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 should be present in the same room. With the approval of the dissertation chair, committee members may attend the entire defense electronically (e.g., Zoom or Skype).

The student will make a conference-style slide presentation 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 the completed and signed (or with emailed approvals attached) Dissertation Defense Form 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 crucial 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.

Dissertation Prospectus Outline

The dissertation prospectus and the final dissertation should follow the format and guidelines (see Checklist for Proper Document Format on the NAU Office of Graduate and Professional Studies dissertation website) specified by the NAU Office of Graduate and Professional Studies 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 the dissertation and should be directed by the dissertation chair in conjunction with the NAU Office of Graduate and Professional Studies 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 student conducts the dissertation research project with the guidance of their dissertation chair. There may be some style difference in how 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 Office of Graduate and Professional Studies are the primary guides. Each student should discuss such matters with their chair prior to completing any major work on the dissertation. The student must be willing to provide multiple drafts of chapters to their chair and must be available for regular conferences with the chair and/or any designated member(s) of their committee.

After all chapters of the dissertation have the approval of the dissertation chair, 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 four weeks). The dissertation copy is delivered electronically unless a committee member requests a hard copy. 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 their responsibility to bring the problem(s) to the attention of the dissertation chair and, if necessary, to the Vice Provost of the NAU Office of Graduate and Professional Studies. The dissertation chair 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 by signing the Dissertation Defense Scheduling Form. 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. 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.

Student 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 NAU Office of Graduate and Professional Studies 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. Students enrolled in EPS 799, will also see a course titled "[Dissertation Format Course](#)" in canvas. This course will appear beginning the first term students enroll in EPS 799 but should only be completed in the term they plan to defend in. This must be completed prior to scheduling the dissertation defense. Refer to the Checklist for Proper Document Format from the NAU Office of Graduate and Professional Studies Graduate College for guidelines on formatting.

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 Office of Graduate and Professional Studies 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 the dissertation chair in conjunction with the NAU Office of Graduate and Professional Studies 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, 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 NAU Office of Graduate and Professional Studies 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 NAU Office of Graduate and Professional Studies, as outlined in the Dissertation Defense Scheduling Form. The NAU Office of Graduate and Professional Studies will assign a University Graduate Committee Representative to monitor the dissertation oral defense. After which, the NAU Office of Graduate and Professional Studies 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 NAU Office of Graduate and Professional Studies 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 will act in their place. The guidelines established by the NAU Office of Graduate and Professional Studies 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 must send an email announcement to the college and post a flyer in visible locations 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 Office of Graduate and Professional Studies' 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 Vice Provost of the NAU Office of Graduate and Professional Studies.

The format of the dissertation defense meeting will be outlined and conducted by the dissertation chair:

- 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 public presentation outlining the study and its relevance with a conference-style slide 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) will ask all guests to leave the room when committee questioning begins.
- At the conclusion of the questioning period, the candidate is asked to leave the room, and the committee discusses the student's performance on the oral examination.
- The UGC Representative (or the Chair if no UGC Representative is present) will conduct a secret ballot vote.
 - A two-thirds majority of the appointed committee is required for the student to pass (i.e., 3 passes for a 4-member committee, and 4 passes 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. A copy of this form should be sent to the EPS office.

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 NAU Office of Graduate and Professional Studies 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 Office of Graduate and Professional Studies 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 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. A copy of this form should be sent to the EPS office.

NOTE: This form **MUST** be submitted by the dissertation chair and will not be accepted if submitted by the student.

If the student does not pass the dissertation defense due to 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. Whether or not a formal vote is taken during the scheduled examination/defense,

this will be considered a first examination/defense, and the student will have one additional opportunity to pass the oral examination/defense.

NOTE: A total of two attempts (counting the first failed attempt) are allowed for successful completion of a doctoral degree.

Submitting the Final Copy of the Doctoral Dissertation

As requirements are subject to change, always check the NAU Office of Graduate and Professional Studies website for the most up-to-date dates and guidelines.

Students should submit their corrected final copy of their dissertation with their dissertation chair's approval electronically to the NAU ETD website. The student will receive an email stating that the document has been approved. Students should retain a copy of that email for confirmation of submission.

- The electronic submission **MUST** be made **NO LATER** than two (2) days prior to the graduation date (see the NAU Office of Graduate and Professional Studies Graduate College Calendar for specific dates).
- The dissertation should not be submitted prior to the semester in which the student plans to graduate.

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

The Educational Psychology Department does not require students to provide bound copies of their dissertations. However, the student may opt to do so, and those copies can be ordered as part of the electronic submission process.

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 NAU Office of Graduate and Professional Studies. 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.

NOTE: Until a student's dissertation is complete, and their degree is conferred, it is unethical to use an official title to say ABD (all but dissertation) after their name. Students should continue to use words like trainee, intern, or extern as appropriate.

Evaluation of Program Progression

The Combined Counseling/School Psychology PhD program policies on student performance evaluation, feedback, advisement, retention, and termination decisions align with the [NAU Office of Graduate and Professional Studies Policy on Academic Continuation, Probation, Dismissal and Readmission](#) (100319).

Individual Coursework

Students who do not meet the required course grade for a given course 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.

Comprehensive Evaluation of Students

The advisor, in consultation with the Doctoral Steering Committee, reviews student's academic progress annually. 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. Examples of the evaluation tools used are linked below.

NOTE: These policies are 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'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. Continuing student evaluations will be executed within a developmental framework. Faculty, training staff, and supervisors will evaluate student 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.

The process begins with students completing a [self-evaluation](#) regarding their progress in the 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's progress so that the student's advisor has an accurate understanding of how to evaluate the student based on the following:

- 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

The student's faculty advisor will review each student's progress toward completing program requirements and professional development and then complete a comprehensive annual evaluation that includes a readiness form (depending on year of student) and interpersonal professional relationships rating form. Students will receive 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.

Details on the Readiness and Interpersonal Relationships Forms

Students are evaluated at the end of their first year with the [Readiness for Practicum](#) rubric. Students must achieve average ratings of 2.5 in all categories 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 after the second year of study. Students must achieve average ratings of 2 on all areas on the Readiness for Advanced Practicum/Internship in the second year and maintain 3s in all areas on the Interpersonal Professional Relationships ratings to move forward to Doctoral Practicum. Beginning the third year in the program, students must achieve minimum average ratings of 3 on both to move forward to internship.

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.

Evaluation Results

Annually, students formally meet with advisors to discuss their progress in the program. At that meeting, the student reviews the rating forms 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 later in the policies and procedures section.

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

- Results of this evaluation 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 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 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 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.

Continuation on Probation with a Professional Growth Plan

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). Beyond the program requirements, a student 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.

If the Doctoral Steering Committee determines that a student requires a Professional Growth Plan (PGP), the student's advisor and the student, in consultation with the doctoral training director and department chair, will develop a PGP 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) and send to the NAU Office of Graduate and Professional Studies, informing them of specific failures leading to the recommendation of probation. See Academic Continuation, Probation, Dismissal and Readmission - Graduate Policy 100319 for more details.

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 PGP, 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 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 NAU Office of Graduate and Professional Studies will be notified in writing of the intent of the program to recommend dismissal.

Consideration for Dismissal from the 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 NAU Office of Graduate and Professional Studies for dismissal from the program:

- 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 and discipline specific competencies.

- Possessing 3 C grades*.
- Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in a Professional Growth Plan commensurate with program and university expectations.
- Any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in psychology.
- Conduct unbecoming of a professional psychologist (e.g., APA guidelines).
- Failure to comply with departmental, college, and university regulations or procedures.
- 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. Up to two courses with C grades may be retaken.

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 NAU Office of Graduate and Professional Studies or any other applicable unit on campus. See policy 100319 for more details.

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
- 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 NAU Office of Graduate and Professional Studies. The unit has up to five business days to make their final recommendation to the NAU Office of Graduate and Professional Studies.

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 NAU Office of Graduate and Professional Studies Vice Provost from the academic unit's chair/director or other applicable academic unit administrator. The vice provost will review the materials and issue a decision. If a student is dismissed from the program by the NAU Office of Graduate and Professional Studies, a student may appeal this decision utilizing the process outlined in NAU's [Academic Appeal Policy and UGCHP - Graduate Policy \(100103\)](#). Students will begin with "Step 3" in the process, submitting a written appeal to the vice provost and supplying all information requested. The student will also request a meeting with the NAU Office of Graduate and Professional Studies Vice Provost.

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 handbook is reviewed in EPS 700 (Professional Identity, Standards, Practice, and Research).

Ethical Standards and Professional Behavior

The program adheres to and requires that students act in accordance with the American Psychological Association's (APA; 2017) 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 egregious 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.

Candidacy Application and Checklists

Doctoral students must submit an [application for candidacy](#) after successfully:

1. completing all coursework in their program of study, except their dissertation
2. passing the doctoral comprehensive examinations
3. defending the dissertation prospectus.

The NAU Office of Graduate and Professional Studies provides a checklist on their forms webpage that describes steps students must take to complete their doctoral program.

The department provides a program specific checklist for students who have been admitted into the Combined Counseling/School Psychology PhD program. See the appendices to get a copy of this.

Records Retention Schedule

The Arizona State Library, Archive and Public Records has the sole authority to set retention periods, including the authority to modify, extend or decrease records retention period. The full policy is available on their [website](#) under Higher Education (GS-1049) at the following link:

Although records for credentialing purposes are not specifically addressed under the state's public records policy, the program has adopted the policy for regional accreditation reports that requires maintenance of records for 10 years beyond the degree conferral date on students' transcripts. For more information regarding your academic record, please contact the academic department at eps@nau.edu.

Please be sure to retain copies of all syllabi, practicum forms, signed logs and evaluations as you may need these documents throughout your professional career.

Transfer Credits

The Combined Counseling/School Psychology PhD program conforms to the [NAU Office of Graduate and Professional Studies Transfer Policy \(100336\)](#).

A majority of credits for completion of a doctoral degree must be completed at NAU so the maximum transfer credits can only add up to 50% of the total credits for the program. 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 NAU Office of Graduate and Professional Studies policy noted above, including completion of the Petition for Transfer Credit form that requires advisor, department chair/training director, and NAU Office of Graduate and Professional Studies approval.

Course Transfer Guide

The doctoral steering committee has determined which courses are transferrable or not. These determinations were made considering the combined nature of the course and the specific requirements for successful completion of program milestones. If a transferrable course is marked as a DSK course, a student must

follow the DSK examination policies to attain transfer credit. Questions about the below lists should be directed to the student's faculty advisor.

Courses that cannot be transferred:

- EPS 680 Psychopathology and Diagnosis
- EPS 670 Professional Ethics, Legal Standards, & Responsibilities
- EPS 737 Psychological Assessment
- EPS 681 Evidence-based Counseling Techniques
- EPS 725 Multivariate Statistics
- EPS 726 Multivariate Statistics II
- EPS 767 Research Paradigms
- EPS 700 Topics in Health Service Psychology
- EPS 740 Doctoral Practicum in Counseling Psychology and Supervision
- EPS 741 Doctoral Practicum in School Psychology and Supervision
- EPS 796 Doctoral Internship
- EPS 799 Dissertation

MAY be transferred if are deemed equivalent and meet specific qualifications:

- EPS 660 Counseling Processes – must be closely scrutinized for practice hours and content quality and quantity to qualify for transfer
- EPS 692 Counseling Practicum – must be scrutinized for hours (quality & quantity must be similar to NAU)
- EPS 590 Substance-related and Addictive Disorders – primarily diagnosis and evidence-based practices for substance abuse
- EPS 669 Topics in Crisis, Trauma, and Disaster Counseling (Counseling Focus) – must have had suicide assessment, active practice, and evaluation of skill
- EPS 723 Health Psychology – must address primary care referrals
- EPS 664 Tests and Measurements – must include how to review and interpret standardized tests and evaluate validity and reliability (**DSK course**)
- EPS 673 Intellectual and Cognitive Assessment – must submit psychoeducational report for review; consider familiarity with different methods of eligibility; must have administered and formally observed with children/students
- EPS 674 Psychoeducational Assessment – must submit psychoeducational report for review; consider familiarity with different methods of eligibility; must have administered & formally observed with children/students
- EPS 607 School-based Interventions—need to know FBAs
- EPS 625 Psychological or Educational Statistics—highly recommended to take at NAU and highly scrutinized that content matches ours

- EPS 690 Multicultural Counseling – must be similarly broad (cannot focus on one or two areas only)
- EPS 692 Counseling Practicum - See current practicum coordinator for details on what would be required to be deemed equivalent.
- EPS 675 School Psychology Practicum - See current practicum coordinator for details on what would be required to be deemed equivalent.
- EPS 640 Biological Bases of Development and Behavior – must include equal parts development and biological bases **(DSK course)**
- EPS 609 Cognition and Affect - See current lead instructor for details on what would be required to be deemed equivalent. **(DSK course)**

MAY be transferred if deemed equivalent:

- EPS 706 History and Systems of Psychology **(DSK course)***
- EPS 712 Foundations of Learning
- EPS 708 Social Bases of Behavior **(DSK course)**
- EPS 678 Psychological Consultation, Collaboration, and Supervision in School- based Settings
- EPS 604 Introduction to School Psychology: History and Current Trends
- EPS 738 School-based Psychosocial Assessments and Interventions
- EPS 601 Theories of Counseling
- EPS 620 Vocational Counseling & Career Development
- EPS 621 Marriage, Couple, and Family Counseling
- EPS 622 Child and Adolescent Counseling

*The History and Systems of Psychology requirement is the only portion of the DSK list that may be accomplished through undergraduate-level course work. If this is the case, the course would be waived, not transferred for credit. The student, in consultation with their academic advisor and the doctoral training director, will review the student’s undergraduate course in History and Systems of Psychology and make an initial assessment of its equivalency. The academic advisor or the doctoral training director will submit the student’s course syllabus to the doctoral steering committee to affirm that the course that was taken is equivalent to our program’s course (EPS 706). If it is not equivalent, the student will be required to take EPS 706 as part of their program of study. If it is deemed equivalent, the student’s program of study will need to indicate that EPS 706 is WAIVED and the applicable date of course completion noted. No DSK is required if the course requirement is waived since it would not be used for course credit. All documents applicable to this decision will be retained and submitted to the EPS office along with the final program of study when applying for graduation. If EPS 706 is waived, the student is required to take an additional 3-credit hour doctoral-level course to complete the required 123 program hours. If a student wishes to transfer in graduate level coursework for this class, it will follow regular transfer and DSK procedures.

Student Membership in Professional Organizations and Affiliations

All students 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:

- reduced membership fees
- professional liability insurance coverage
- journal subscriptions
- reduced conference fees
- 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 cultural competence training specific to working with peoples in the rural, southwestern United States (e.g., Indigenous and Latinx communities), which are primary foci of the program, students are strongly encouraged to join the following other divisions:

- APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race
- APA Division 44: Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues
- APA Division 18: Psychologists in Public Service – Section of Psychologists in Indian Country

Organization Details with Hyperlinks:

Organization	Abbreviation
American Psychological Association	APA
American Counseling Association	ACA
National Association of School Psychologists	NASP
Arizona Psychological Association	AzPA
Arizona Association for School Psychologists	AASP
American Asian Psychological Association	AAPA
Association of Black Psychologists	ABPsi
National Latinx Psychological Association	NLPA
Society of Indian Psychologists	SIP
Northern Arizona Psychological Society	NAPS

Membership in certain organizations (e.g., APA) may also include membership in relevant divisions and 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 in their self-evaluation.

NAU Student Code

The [NAU Student Handbook](#) can be found on the Student Life webpage. 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.

For disagreements, complaints, misunderstandings, and grievances within the Educational Psychology department that do not rise to a 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.

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. They 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 EPS 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 NAU Office of Graduate and Professional Studies.

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 using the following guidelines. For academic appeals please see the [Academic Appeal Policy, Graduate Policy](#) (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 NAU Office of Graduate and Professional Studies 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 Vice Provost of the NAU Office of Graduate and Professional Studies serves as the chair. The chairperson 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.

The appeal policy (100103) outlines a four-step general procedure. The details for these steps can be read in the full 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 NAU Office of Graduate and Professional Studies Vice Provost in the event that Step 2 fails.
- Step 4 involves an appeal to the NAU Office of Graduate and Professional Studies Graduate College Committee Hearing Panel in the event that Step 3 fails.

In every appeal, the burden of proof rests on the student to show reason 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 NAU Office of Graduate and Professional Studies Vice Provost and present reasons why the deadline cannot be met.

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](#).

Grade Appeals

Grade appeals for all students are explained in policy number [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 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 their 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 linked above specifies the five steps of the appeals procedure for students to follow. Review the procedure for complete details.

Academic Integrity

Academic integrity is a key aspect of professional ethics at NAU. Please see the [University Academic Integrity Policy, Policy \(100601\)](#). 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.

NAU regards acts of academic dishonesty as 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 NAU Office of Graduate and Professional Studies website on research integrity.

Request for Accommodations on Program Requirements

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.

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.

Survey of Program Graduates

Our program graduates are surveyed every year to provide data on how the program prepared students in each profession-wide competency. Aggregate survey data is to help understand the long-term outcomes of the program training. The goal of the survey is to:

- identify current employment setting
- professional activities on the job
- job title
- licensure status, including whether EPPP was taken and passed
- 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

Department 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:

- Internship programs and employers report conducting web searches on applicants' names before inviting applicants for interviews and making offers.
- 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.
- Legal authorities are looking at websites for evidence of illegal activities.
- Postings to list serves or social media sites might reflect poorly on students and the program.

If students identify themselves as graduate students 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.

Student Representatives

One to two students are elected annually by their combined program doctoral student peers to represent graduate students at the doctoral steering committee monthly meetings. The student representatives are expected to meet regularly with the DSO and present student perspectives regarding program policies and processes. The student representatives receive nonconfidential minutes from the doctoral training director and are responsible for keeping the doctoral student body apprised of information and changes presented at the steering committee meetings. Student representatives will not be present for committee discussions of student performance and PGP needs regarding individual students. Students are encouraged to contribute ideas and raise concerns relative to the graduate training program through their appropriate student representatives.

Student Responsibilities

Program faculty assume that all graduate students are responsible for progress in their graduate programs. Faculty expect 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.

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 or via a video conference, as files may not be checked out.

Registration and Contact Information in LOUIE

Students need to become familiar with the NAU [LOUIE](#) system. 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 is the official student email system at NAU. This gives students access to many features that can be used to better facilitate their 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 to set up their NAU LOUIE 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 is an NAU alum and does not already have an NAU Google account, they can request one. Keep in mind that if they have attended NAU from 2009 to the present they will already have an NAU Google account.

Distance/Online/Electronically Mediated Education Procedures and Protections

NAU uses the Canvas learning management system and faculty may choose whether and how much to use Canvas 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 Canvas 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.

NAU requires all students to have a unique user identification number and a password for entry into Canvas 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 tracks logins, 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 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

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 are available in the library and many buildings across campus. These computer labs generally allow for printing and charging to the student's university bursar account. Within the College of Education, there is a furnished PC Lounge Lab on the second floor, which includes nine student workstations and a printer that allows pay-per-page printing. This is available any time the building is open. The COE has a MAC/PC Hybrid Teaching Lab located in room 189. While these are designed with priority for classes, they are open to faculty and students when classes are not in session.

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.

- [Academic Success Centers](#): Offers support such as tutoring, supplemental instruction, academic support, graduate test preparation, testing, and academic norms.
- [Campus Health Services](#): Provides a variety of medical services and resources to the entire University community, including flu shots, nursing services, immunizations, physical therapy, massage therapy, group acupuncture, immediate care, etc. CHS offers both primary and urgent care. A pharmacy, radiology, and labs are available onsite as well.
- [Campus Counseling Services](#): Offers individual and couples brief assessment, individual counseling, group counseling, couples counseling, substance use disorders counseling, crisis services, outreach programs and workshops, triage services, trans care, and consultation to undergraduate and graduate students. Please note that this office has a strong connection to our department and there may be conflicts of interest to using these services. You may wish to seek outside counseling services.
- [Office of Inclusion](#): Supports cultural, gender, and sexuality diversity through programming, events, and thoughtful community engagement in a safe and supportive environment.

- **Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies Services:**
 - [LGBTQIA Commission](#): Promotes acceptance of LGBTQIA diversity, and fosters respect and appreciation for each member of the NAU community, including students, faculty, and staff.
 - [Transgender Resources](#): Includes trans health and wellness services, relevant NAU policies, gender inclusive housing, and gender inclusive restroom map.
- [Campus Recreation Services](#): Offers a variety of recreation programs, support services at various facilities all backed by a student-focused team. Campus recreation offers indoor and outdoor recreation facilities as well as outdoor adventure courses and outdoor equipment rental.
- [Graduate Student Housing](#): Provides a variety of resources to help students find housing in Flagstaff.
- [Childcare Assistance](#): Raising a family while in graduate school can be challenging. NAU has a childcare voucher program that may assist graduate students with affordable, quality childcare.
- [Disability Resource Services](#): Leads collaborations with students, faculty, staff, and the campus community to cultivate a universally designed environment and facilitates the removal of existing barriers for welcoming and inclusion of individuals with disabilities.
- [Parking and Campus Shuttle Information](#): Provides and supports parking, shuttle, and alternative transit services.
- [Bookstore](#): Provides information on course materials, textbook rental, and purchase.
- [LOUIE'S Cupboard](#): Helps students and staff by providing nonperishable food and resources to combat food scarcity issues.

Cline Library Services Information

Next to the College of Education building, the most important campus facility for doctoral students is the library. [Cline Library](#) provides 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. Cline Library houses more than 900,000 volumes, including over 460,000 books and over 230,000 e-books. Other formats include government documents, maps, microforms, sound recordings, films, and other media, and bound periodical volumes. The library provides access to over 135 databases and to the articles in over 63,000 e-journals and newspapers. [OpenKnowledge@NAU](#), an institutional repository, gathers NAU teaching,

research, and creative output in a central, open location. The library is committed to providing resources, services, technology, and spaces that promote students' self-sufficiency and success. Faculty and researchers find resources and services that can help them advance their teaching and scholarship.

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.

Services

- Cline Library's website provides access to electronic resources, including more than 230,000 e-books, 180 databases, 152,000 e-journals, 104,000 streaming videos, and 149,000 streamed sound recordings.
- Research assistance and consultation is available via text, live chat, email, phone, or in person. The library is open 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.
- Document delivery (interlibrary loan) service. There is no cost for NAU users, and online items are generally provided within 24 hours.
- Assistance for researchers in data management, open access issues, and scholarly communication; research methods and research software such as SPSS; and reference management, literature reviews and data management plans.
- Books, media, and other items available for loan.
- Equipment available for students to check out, including Mac and PC laptops, video and digital cameras, graphic calculators, external hard drives, energy meters and more.
- Services for users with disabilities, including book retrieval, copying, and printing, and other assistance.

Withdrawal from the Program

If a student wishes to withdraw from the program, they will need to complete the [Voluntary Withdrawal Form](#) and supply a Statement of Request with a justification for requesting a withdrawal from the program. This cannot be done retroactively.

The effective date will be immediate if the request comes in-between terms. If the request is made during a term, the effective date will be the first business day after the end of the term. Students are responsible for withdrawing from or dropping any classes they are currently registered in; it will not be done automatically. Please note that withdrawal from the program does not annul any financial responsibility students hold to the institution.

Appendices

The following pages consist of extractable forms that you will use throughout the program. The forms included here are listed below. Other forms that you will likely need that are not included here are items like programs of study, master planning tools, and candidacy applications. This is because these forms are subject to change or are managed by entities outside of the department.

- Program Agreement Page 99
- Combined PhD Program Checklist Page 100
- Intent to Take Exams Page 101
- QRP Plan Page 102
- Internship Checklist Page 103
- Practicum/Fieldwork Training Plan Page 105
- Faculty Contact Form for Fieldwork Page 107
- Professional Growth Plan Page 109

These forms are also available to download as separate files through the Microsoft Teams Advising files. Students will be granted access to this at the start of the program.

Other helpful forms are available on the NAU website. Many of which are on the [NAU Office of Graduate and Professional Studies](#) page.

Program Agreement

Name: _____

Program: Combined Counseling/School Psychology PhD Program

I am attending the Combined Counseling/School Psychology PhD Program class EPS 700 Topics in Health Service Psychology: Professional Identity, Standards, Practice & Research, which orients me to the program and to the profession.

I understand the policies and procedures as stated in the Doctoral Student Handbook. I agree to fulfill the requirements as state, and to abide by the policies set forth herein.

I further agree that the Faculty in the Educational Psychology Department at Northern Arizona University have the right and responsibility to monitor my academic progress, professional skill development, professional goals and objectives, and personal characteristics relevant to training.

I understand that there may be policies against receiving certifications from state credentialing offices and potential challenges in academic, clinical, and employment settings if I have been or were to be convicted of certain criminal offenses.

Student Signature: _____ Date: _____

Doctoral Training Director: _____ Date: _____

(or Dept. Chair Signature)

Checklist for Doctoral Students in the Combined Counseling/School Psychology PhD Program

- ___ 1. Complete the program of study with your advisor by the first two weeks of the term. If requesting to transfer graduate credit, please supply graduate transcripts and syllabi.
- ___ 2. Complete Discipline-Specific Knowledge (DSK) examinations, if required. Use the Intent to take Discipline Specific Knowledge (DSK) / Doctoral Comprehensive Examination form.
- ___ 3. Join professional psychology associations (e.g., APA, NASP, SIP, NLPA).
- ___ 4. Be an active member of the Doctoral Student Organization and participate in Research Colloquia.
- ___ 5. Achieve a passing score on the Qualifying Research Project and presentation ideally by the first semester of the third year in the program.
- ___ 6. Choose a dissertation chair and work with the chair to complete the Dissertation Proposal Summary and to choose a dissertation committee. The Recommendation of Dissertation Committee form goes to the NAU Office of Graduate and Professional Studies
- ___ 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 NAU Office of Graduate and Professional Studies Electronic Thesis & Dissertation Coordinator for a format check by the deadline.
- ___ 11. Schedule, announce, and defend the dissertation by the semester deadline. Dissertation Defense Scheduling form goes to the NAU Office of Graduate and Professional Studies at least 10 working days prior to the defense date.
- ___ 12. Submit final dissertation to NAU Office of Graduate and Professional Studies via the NAU ETD website by the deadline.
- ___ 13. Get approval from advisor and apply for internship.
- ___ 14. Apply for graduation on the NAU Office of Graduate and Professional Studies website by the deadline of the semester prior to completion of graduation requirements.
- ___ 15. Complete internship.
- ___ 16. Collaborate with dissertation chair and the NAU Office of Graduate and Professional Studies to participate in the commencement ceremony.

Students and advisors should refer to the Combined Counseling/School Psychology Doctoral Student Handbook and the NAU Office of Graduate and Professional Studies' Checklist for Doctoral Students for additional details. A more detailed checklist can also be found in the program advising files on teams. Speak with the doctoral training director to get access to this.

Intent to Take Discipline Specific Knowledge (DSK) Examinations and Doctoral Comprehensive Examinations

- Comprehensive examinations are offered the week before classes begin 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
- DSK Examinations are offered during the first week of November and the last week of March through Canvas and must be scheduled with the Doctoral Training Director at least three weeks in advance.
- **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

I, _____ plan to take the below selected examinations in _____ (semester/year).

	<i>Specify which Examination(s)</i>	<i>Specify Semester/Year</i>
Discipline Specific Knowledge Exams	Affective Aspects of Behavior	
	Cognitive Aspects of Behavior	
	Biological Aspects of Behavior	
	Developmental Aspects of Behavior	
	Social Aspects of Behavior	
	History and Systems of Psychology	
	Psychometrics	
Comprehensive Exams	Research and Statistics	
	Counseling Psychology	
	School Psychology	

I will have completed the necessary preparation for the exam.

(Student's signature)

(Date)

NAU Email Address

(Advisor's signature)

(Date)

(Training Director's signature)

(Date)

Qualifying Research Project Plan

Student Name: _____ Date: _____

Doctoral Student Role: Collaborate with faculty research mentor to develop and implement a research project and submit a final paper to your research mentor and one other faculty member (usually your advisor if advisor is not the research mentor) at least one month before planned QRP presentation. Faculty must approve the paper based on completion and readiness for presentation. You must submit presentation slides to your faculty mentor for review/editing at least one week prior to presentation. You are expected to submit your work for publication or conference presentation.

Faculty Research Mentor Role: Closely supervise development and implementation of the research project. Coordinate with a second faculty reader (usually the student's faculty advisor if advisor is not the research mentor) to review the final paper at least one month in advance of the QRP presentation to affirm completion & readiness for presentation and review/edit presentation slides at least one week in advance of presentation.

Brief Description of this Research Experience

Timeline, Steps, and Outcome:

Expected Presentation Term:

Student Signature: _____

Faculty Research Mentor Signature: _____

Doctoral Training Director Signature: _____

EPS 796: Doctoral Internship Checklist

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. Check the website for current costs 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. Check the website for fees to applicants for use of the AAPI Online. (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>
- Students must have passed comprehensive examinations and submitted have an approved Preliminary Dissertation Proposal 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 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 to pursue internship from your advisor and the training director.
- 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 is 650 hours. This number does not take into account master-level hours.
 - Ask for 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, genders, sexual orientations, ability levels, and religions.
- Attend the internship application orientation session during Spring semester before you apply for internship.

During the Application Process

- Register for the APPIC Match.
- In August, approach faculty and supervisors to write letters of recommendation according to the requirements of internship sites.
- In September, 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 workshop no later than September. An email announcement will be dispersed at the beginning of the term.
- Write applications. It is best to start with the application for your top site and then work on applications 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 faculty members on subsequent applications as you deem necessary.
- 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 for January. Make sure your schedule is flexible to allow for interviews in January. Speak to class professors early since interviews usually necessitate missed classes.

Before Starting Internship

- Write your prospectus, get it approved (highly recommended but not required), and start gathering data.
- Plan and execute any required move to the internship location (if applicable).
- The EPS Doctoral Training Director must receive a signed copy of your site contract/letter.

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.

Midpoint of Internship (Non-Match Interns Only)

- The Doctoral Training Director must receive the midpoint evaluation.

Completing Internship

- All client files and additional agency paperwork must be completed to agency supervisor's standards.
- The Doctoral Training Director must receive a copy of the final performance evaluation.
- Please be sure that the Doctoral Training Director receives the certificate or letter of internship completion.

Clinical Training Plan for Fieldwork, Practicum and Supervision

- Students registering for EPS 608 must now have the Training Plan completed and approved prior to course registration.
- The Doctoral Training Director will sign last and will send the form to the department for the student's file.
- A separate plan for each practicum/fieldwork site is required.
- Any changes to the site or early exit from the plan must be approved by both the site and faculty supervisors and affirmed by the Doctoral Training Director (DTD) and an electronic copy of the updated form must be submitted to the EPS Department by the DTD.
- The EPS Department Office will confirm that a University Affiliation Agreement with each site is on file or will inform the DTD that an agreement is required.

Student Information

Student Name (Last, First, MI): _____ NAU ID: _____
Phone Number (include area code): _____ Email: _____

NAU Information

Class (EPS 608/675/692/740/741) _____ Faculty Supervisor: _____
Faculty Phone Number: _____ Faculty Email: _____
Semester/Year Enrolled: _____ Start Date: _____ Completion Date: _____

Site Information

Site Name & Address: _____
On-Site Supervisor's Name: _____ Degree: _____
On-Site Supervisor Phone Number: _____ Email: _____
Current credential/license status: _____ Board: _____

Setting (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Community Mental Health | <input type="checkbox"/> University Counseling Center |
| <input type="checkbox"/> Correction | <input type="checkbox"/> School District |
| <input type="checkbox"/> In-Patient Treatment | <input type="checkbox"/> Hospital/Medical Center |
| <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Veterans Affairs | |

List of Activities (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Individual Supervision | <input type="checkbox"/> Supervision of master's Students |
| <input type="checkbox"/> Group Supervision | <input type="checkbox"/> Individual Psychotherapy |

- | | |
|---|---|
| <input type="checkbox"/> Co-facilitation of Group Psychotherapy | <input type="checkbox"/> Literature Review of Client Related Topics |
| <input type="checkbox"/> Intake Interviewing | <input type="checkbox"/> Staff Meetings |
| <input type="checkbox"/> Assessments | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Providing Feedback to Clients/Patients | <input type="checkbox"/> Seminars or Workshops |
| <input type="checkbox"/> Case Presentations | <input type="checkbox"/> Didactic Trainings |
| <input type="checkbox"/> Research | <input type="checkbox"/> Report Writing |
| | <input type="checkbox"/> Other _____ |

1. Learning Objectives: Following this clinical experience, the student will know and be able to:

2. Activities – Estimated Total Direct and Indirect Hours: _____

- Ethics training must be provided throughout the fieldwork & practicum experiences
- Supervision must include at least two hours of direct observation that inform midpoint and final evaluations
(Student initials _____; On-site supervisor initials: _____)
- At least 25% of the total hours must be direct client contact
(Student initials _____; On-site supervisor initials: _____)
- At least 2 hours of contemporaneous supervision for every 20 hours (1 hour may be group supervision)
(Student initials _____; On-site supervisor initials: _____)

Student Signature and Date: _____

Supervising Faculty Signature and Date: _____

On-Site Supervisor and Date: _____

Doctoral Training Director Signature and Date: _____

(DTD submits form/updates to EPS Office for student file)

FOR OFFICE USE ONLY:

Affiliation agreement with site has been confirmed _____ (initials)

**Doctoral Practicum/Field Experiences in Counseling/School Psychology
Faculty Supervisor Contact Form**

Directions: Use this form for each contact (i.e., agency, phone, college office visit) made with both the student and the agency/school supervisor following the contact. This form is used to document the three required faculty internship contacts. This completed form will be part of the student's formal internship file that is needed for verifying the student's experience for certification and/or license.

Agency Name: _____

Site Supervisor's Name: _____

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

Beginning and End Dates of Clinical Experience: _____

First Contact

Contact Date and Time: _____ How Contacted (i.e., Phone, Email): _____

Discussed Objectives of the Practicum/Field Experience: ___Yes ___No

Discussed Expected Activities of the Practicum/Field Experience: ___Yes ___No

Discussed Expectations or Special Considerations: ___Yes ___No

Summary of first contact conversation:

Faculty Supervisor Signature: _____ Date: _____

Second Contact/Mid-Point Evaluation

Contact Date and Time:_____ How Contacted (i.e., Phone, Email):_____

Summary of progress related to evaluation criteria:

Summary of areas to improve:

Faculty Supervisor Signature: _____ Date: _____

Third Contact/Final Evaluation

Contact Date and Time:_____ How Contacted (i.e., Phone, Email):_____

Summary of progress related to mid-point areas to improve:

Summary of intern's strengths:

Faculty Supervisor Signature: _____ Date: _____

Professional Growth Plan (PGP)

Student Name (Last, First, MI): _____

Program Name: _____ Year in Program: _____

Advisor: _____ Evaluation 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:

Resources to aid in completion of the plan (check all that apply):

- Extra feedback on work
- Regular appointments with faculty
- Referral to campus writing center
- Referral for tutoring
- Provision of extra training modules (e.g., plagiarism certificate, research compliance, other content)
- Opportunity to retake a course or attend portions of a course
- Articles or other reading materials to enhance success
- Referral to counseling services
- Other (please specify):

Signature of Advisor: _____ Signature of Student: _____ Date: _____

Date PGP Successfully Completed:

Student Signature: _____ Advisor Signature: _____

Training Director Signature: _____ Chair Signature: _____