

**CACREP Programs'
Student Handbook for 2022-2023
Revised August 2020**

Purpose of Handbook:

To orient all Clinical Mental Health Counseling and School Counseling students in accordance with major CACREP Program policies in accordance with CACREP (2016) Section 1 (The Learning Environment) standards 1.M and 1.N as shown below.

Programmatic policies designed to meet CACREP Standard M: *Before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.*

M.1.a Handbook is disseminated during the initial new cohort Orientation mandatory meeting each new academic year. Those unable to make the meeting for whatever reason are required to watch the recording of the meeting within one week.

M.1.b Students ethical and professional obligations and personal growth as CIT's are explained during the initial orientation meeting, and are reiterated in the first weeks of the Introduction/Orientation class meetings (EPS 592 for CMHC, and EPS 594 for SC). Personal growth expectations are also discussed in individual advisement meetings, and at the end of each fall and spring semester, students receive their Professional Disposition Evaluations from their advisor - PDE's are emailed to each student in the form of the PDE Qualtrics survey. Students who are struggling significantly in either academic, interpersonal or intrapersonal domains may

M.1.c Eligibility for licensure and certification are reviewed in the handbook below, and are discussed in initial class meetings in EPS 592 and 594.

Programmatic policies designed to meet Standard N: To provide a student handbook that includes:

- 1. *The mission statement of the academic unit and program objectives***
- 2. *Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students***
- 3. *Matriculation requirements***
- 4. *Expectations of students***
- 5. *Academic appeal policy***
- 6. *Written endorsement policy explaining the procedures for recommending students for credentialing and employment, and***
- 7. *Policy for student retention, remediation, and dismissal from the program.***

N.1.a. The Mission Statement of the Academic Unit and Program Objectives: The mission of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredited master's programs is to prepare professional counselors who meet national standards of the National Board of Certified Counselors (NBCC) as well as state counseling licensure or certification in their specialty area. Our programs are designed to be comprehensive in nature and to focus on the development of evidence-based counseling practice in a variety of settings and with clients from culturally diverse backgrounds.

N.1.b Objectives for School Counseling and Clinical Mental Health Counseling Programs

Successful completion of the Master of Arts in Clinical Mental Health Counseling and the Master of Education in School Counseling prepares students to:

1. Understand the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.
2. Become knowledgeable about the nature and needs of individuals at all developmental levels.
3. Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.
4. Demonstrate effective counseling skills.
5. Become familiar with studies in group dynamics and-demonstrate effective group counseling skills.
6. Understand major theories of career development and related life factors, and to demonstrate effective career counseling skills.
7. Develop an understanding of assessment processes, and to demonstrate skills in individual and group approaches to assessment and evaluation.
8. Understand research, statistics, and program evaluation, especially as they apply to the practice of counseling.
9. Develop a clear sense of professional identity in counseling, which includes professional ethics, legal responsibilities, professional preparation standards, participating in professional organizations, and obtaining necessary credentials.
10. Understand the process of counseling supervision and receive supervision from peers, site supervisors, and faculty, allowing students to integrate and apply the knowledge and skills they have acquired throughout their experience.
11. Use a feedback informed process on experiential learned course material to further one's development in the program.
12. Acquire knowledge and skills related to the ways that counselors use a variety of technologies designed to assist students, clients, and the systems they work within.
13. Acquire knowledge related to the professional identity, roles, and functions of professional counselors.
14. Practice ongoing self-assessment, strengths, weaknesses, professional and personal development as related to counseling professional identity, counseling ethics, and the overarching principles of ethics of client autonomy, non-maleficence, beneficence, justice, and fidelity.

N.2. Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students

1. National:

- American Counseling Association
- NAU Counseling students are expected to join ACA during their master's program. Students are required to have liability insurance, and joining ACA at the student membership rate allows you to obtain liability insurance at a discounted rate – that covers you for Practicum and internship.
- American Mental Health Counselors Association
 - Students are encouraged to join AMHCA but not required.
- American School Counseling Association
 - All School Counseling students will receive free access to AzSCA starting fall 2020.
- Chi Sigma Iota
 - NAU Beta Alpha chapter of Chi Sigma Iota (National Honor Society for Counseling students) at our Flagstaff campus.
 - Very active in 2014-2020:
 - Multiple presentations for CSI students and local counselors
 - Multiple Service projects
 - Fundraisers
 - Social events

2. State:

- Arizona Counseling Association
 - All active NAU CACREP students are automatically enrolled in AzCA as members each fall and will receive their membership information from AzCA directly.
- Arizona School Counselors Association
 - All active NAU CACREP students are automatically enrolled in AzSCA as members each fall and will receive their membership information from AzSCA directly.

3. Local & Advocacy:

- Flagstaff: Northern Arizona Counseling Association – Nazca
- National Alliance on Mental Illness - NAU Chapter
 - The National Alliance on Mental Illness- Northern Arizona University Chapter is currently run by Joseph Aruguete, a recent graduate of our Master's in Clinical Mental Health Counseling program, who is currently pursuing a PhD at Northern Arizona University in the Combined PhD program. The group is currently setting up mental illness support groups online for university students. They also provide information on mental health community resources to students as well.
- The NAU Social Justice Action Committee is a group run by Melissa Wheeler & Joseph Aruguete, both of whom are in the Combined School and Counseling Psychology program. In years past, this group has helped with clothing donations to families in need, women's feminine products (tampons, pads, etc.) to women in need, and has met with members of Arizona's legislature.

N.3 Matriculation Requirements

Academic Requirements

Northern Arizona University expects students to have adequate undergraduate preparation for their intended major. Generally, the student must have at least the equivalent of an undergraduate

minor (18 units), and the student's advisor or academic unit may require that the student take, as a prerequisite for graduate study, any undergraduate course normally required of undergraduate majors in the field.

All graduate students must adhere to the academic requirements and criteria outlined by their program, Graduate College, and NAU. See NAU Policy 100319: [Academic Continuation, Probation, Dismissal, and Readmission - Graduate](#) for more detailed information.

Graduate students must, at a minimum, meet the “Academic Requirements for Continuation in a Graduate Program” found in NAU Policy 100319: [Academic Continuation, Probation, Dismissal, and Readmission - Graduate](#), in order to graduate. To begin the graduation process, please see NAU Policy 100334: [Applying for Graduation, Graduate Students](#).

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- NAU Graduate Online application is required for all programs. Details on admission requirements are included in the [online application](#).
- Undergraduate degree from a regionally accredited institution
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts
- For details on graduate admission policies, please visit the [Graduate Admissions Policy](#)
- International applicants have additional admission requirements. Please see the [International Graduate Admissions Policy](#)

Individual program admission requirements include:

- GRE® revised General Test for applicants with a GPA lower than 3.0.
- 3 letters of recommendation
- Responses to specific essay questions
- IVP Fingerprint clearance card
- Candidate interview
- Program Prerequisite course:
 - [EPS 525](#) or upper-division undergraduate Statistics course complete within the past three years.

Matriculation

- Students in the MA/CMHC or SC programs are required to:
 - successfully complete all 60 CMHC credits, including passing Practicum and Internship
 - see program of study, next pages.
 - have earned no more than 2 C's on their transcript
 - have earned A's or B's in skills courses
 - School Counseling: EPS 660, 661, plus Passing grades in Practicum and Internship
 - CMHC: EPS 660, 661, 681, plus Passing grades in Practicum and Internship
 - Successfully resolve a Professional Growth Plan (PGP) if required to do so

Matriculation Requirements (continued)
Program of Study
Clinical Mental Health Counseling

MA Clinical Mental Health Counseling Program of Study
<https://nau.edu/graduate-college/programs-of-study/>

NORTHERN ARIZONA UNIVERSITY

Master of Arts in Clinical Mental Health Counseling
Department of Educational Psychology
PROGRAM OF STUDY (2020-21)

STUDENT INFORMATION

Name:	NAU ID:
NAU E-mail Address:	Phone Number:
Term of Admission:	Expected Graduation Term/Year:
Advisor:	Required Credits for Degree Program: 60

I. Theoretical Foundations (3 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 615	Lifespan Human Development: Implications for Counseling <i>Pre-req/Co-req: EPS 601</i>						

II. Social/Cultural Foundations (3 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 690	Multicultural Counseling <i>Pre-req: EPS 601</i> <i>Pre-req/Co-req: EPS 660</i>						

III. Research and Statistics (6 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 625	Intermediate Statistics <i>Program Pre-req: EPS 525 (contact advisor)</i>						
EPS 617	Counseling Research and Program Evaluation						

IV. Counseling Specializations (48 units required)

A. Counseling (24 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 592	Foundations in Clinical Mental Health Counseling						
EPS 601	Theories of Counseling						
EPS 620	Vocational Counseling and Career Development						
EPS 660	Counseling Processes <i>Pre-req: EPS 601</i>						
EPS 661	Group Processes <i>Pre-req: EPS 601 and EPS 660</i>						

EPS 669	Crisis, Trauma and Disaster Counseling <i>Pre-req: EPS 601</i>						
EPS 681	Evidence-Based Counseling Techniques <i>Pre-req: EPS 601</i> <i>Pre-req/Co-req: EPS 660 and EPS 680</i>						
EPS 688	Counseling Assessment <i>Pre-req/Co-req: EPS 625</i>						

B. Professional Practice (21 units required):

- EPS 680, EPS 670, EPS 590, EPS 621, EPS 692 (15 units required)
- EPS 694 (6 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 680	Psychopathology and Diagnosis						
EPS 670	Professional Ethics, Legal Standards, and Responsibilities						
EPS 590	Substance-related and Addictive Disorders						
EPS 621	Marriage, Couple and Family Counseling <i>Pre-req: EPS 601</i>						
EPS 692	Counseling Practicum <i>Pre-req: EPS 660 and EPS 670</i> <i>Pre-req/Co-req: EPS 661</i>						
EPS 694	Counseling Internship: Master's <i>Pre-req: EPS 692</i>						

C. Electives (3 units required): Select from EPS 622 (Child and Adolescent Counseling), EPS 640 (Biological Bases of Behavior), or, 1-3 credit elective options with your advisor's consent

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**

ADDITIONAL INFORMATION

This plan meets the coursework requirements for the Licensed Professional Counselor (LPC) of the Arizona Board of Behavioral Health Examiners and for the national counselor certification of the National Board for Certified Counselors.

This Program of Study documents your progress on your academic requirements for the degree and catalog year listed above. For Department of Defense-related requirements, it serves as the evaluated and approved educational plan.

In addition to all University and Graduate College policies, procedures, and requirements, graduate students must also adhere to the academic requirements, policies, procedures, and criteria outlined by their program's Graduate Student Handbook.

Students:

You must secure official approval by your advisor and Department Chair/Director before submitting the final Program of Study.

By signing or entering your name below, you agree to the following statement:

"Students are responsible for complete knowledge of Academic Catalog requirements in their degree plan for their catalog year and adhering to all policies in the Academic Catalog."

Advisors and Chairs/Directors:

Please indicate approval of the curriculum on the Program of Study by placing your signature (formal electronic signatures are permitted) in the space provided.

Student:	Date:
Advisor:	Date:
Chair:	Date:

**Transfer/Previous Graduate Degree/Internal Transfer/Accelerated (T/P/I/A) – Must have Advisor approval

Transfer T = Course transferred from another university
 Previous Graduate Degree P = Course taken at NAU from previous graduate degree
 Internal Transfer I = Graduate level course taken as undergraduate; Not applied to undergraduate degree
 Accelerated Program "Dual-use" A = Courses completed during the undergraduate career and used to satisfy both the Bachelors and Master's degree requirements. ONLY for designated Accelerated students.

Matriculation Requirements (continued)
Program of Study
Clinical Mental Health Counseling

MEd School Counseling Program of Study
<https://nau.edu/graduate-college/programs-of-study/>

NORTHERN ARIZONA UNIVERSITY

Master of Education in Counseling – School Counseling
Department of Educational Psychology
PROGRAM OF STUDY (2020-21)

STUDENT INFORMATION

Name:	NAU ID:
NAU E-mail Address:	Phone Number:
Term of Admission:	Expected Graduation Term/Year:
Advisor:	Required Credits for Degree Program: 60

I. Development (3 units required):

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 615	Lifespan Human Development: Implications for Counseling <i>Pre-req or Co-req: EPS 601</i>						

II. Measurement (3 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 617	Counseling Research and Program Evaluation						

III. Counseling (39 units required)

- EPS 590, EPS 601, EPS 621, EPS 669, EPS 660, EPS 661, EPS 670, EPS 680, EPS 688, EPS 690, EPS 692
(33 units required)
- EPS694 **(6 units required)**

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 590	Substance-related and Addictive Disorders						
EPS 601	Theories of Counseling						
EPS 621	Marriage, Couple and Family Counseling <i>Pre-req: EPS 601</i>						
EPS 669	Topics in Crisis, Trauma, and Disaster Counseling						
EPS 660	Counseling Process <i>Pre-req: EPS 601</i>						
EPS 661	Group Processes <i>Pre-req: EPS 601 and EPS 660</i>						
EPS 670	Professional Ethics, Legal Standards, and Responsibilities						
EPS 680	Psychopathology and Diagnosis						
EPS 688	Counseling Assessment						
EPS 690	Multicultural Counseling <i>Pre-req: EPS 601</i>						

	<i>Pre- or Co-req: EPS 660</i>						
EPS 692	Counseling Practicum <i>Pre-req: EPS 660 and EPS 670</i> <i>Co-req: EPS 661</i>						
EPS 694	Counseling Internship <i>Pre-req: EPS 692</i>						

IV. School Counseling Specialization (9 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**
EPS 594	Foundations of School Counseling						
EPS 622	Child and Adolescent Counseling <i>Pre-req: EPS 601 and (EPS 580 or EPS 615)</i>						
EPS 634	Practices of School Counseling <i>Pre-req: EPS 594</i>						

V. EPS 520- Introduction to College and Career Readiness OR EPS 620- Vocational Counseling and Career Development (3 units required)

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**

VI. Electives (3 units required): Additional elective coursework chosen in consultation with your advisor.

Course	Course Title	Replacement Course	Semester	Year	Units	Grade	T/P/I/A**

ADDITIONAL INFORMATION

Prerequisite coursework: EPS 525 or upper-division undergraduate Statistics course completed within the past three years.

This Program of Study documents your progress on your academic requirements for the degree and catalog year listed above. For Department of Defense-related requirements, it serves as the evaluated and approved educational plan.

In addition to all University and Graduate College policies, procedures, and requirements, graduate students must also adhere to the academic requirements, policies, procedures, and criteria outlined by their program's Graduate Student Handbook.

Students:

You must secure official approval by your advisor and Department Chair/Director before submitting the final Program of Study.

By signing or entering your name below, you agree to the following statement:

"Students are responsible for complete knowledge of Academic Catalog requirements in their degree plan for their catalog year and adhering to all policies in the Academic Catalog."

Advisors and Chairs/Directors:

Please indicate approval of the curriculum on the Program of Study by placing your signature (formal electronic signatures are permitted) in the space provided.

Student:	Date:
Advisor:	Date:
Chair:	Date:

**Transfer/Previous Graduate Degree/Internal Transfer/Accelerated (T/P/I/A) – Must have Advisor approval
 Transfer T = Course transferred from another university
 Previous Graduate Degree P = Course taken at NAU from previous graduate degree
 Internal Transfer I = Graduate level course taken as undergraduate; Not applied to undergraduate degree
 Accelerated Program "Dual-use" A = Courses completed during the undergraduate career and used to satisfy both the Bachelors and Master's degree requirements. ONLY for designated Accelerated students.

N.4.a Expectations of Students

1. Students are expected to succeed in their Professional Disposition Evaluation provided by all Counseling faculty to each student, each fall and spring semester, and to successfully resolve any potential Professional Growth Plans (PGPs) in the timeline designated within the PGP contract. PDE's including the following domains:
 - a. Academic
 - b. Counseling Skills
 - c. Goals and Objectives congruent with success as counselors, and
 - d. Personal and Professional Dispositions.
2. Students are expected to join their respected professional organizations: the American Counseling Association for CMHC students and AzSCA for School Counselors
3. All students are expected to have liability insurance throughout Practicum and internship and are not allowed to enroll in either course without providing liability insurance documentation.

N.4.b. CLASS POLICIES - GRADING PHILOSOPHY IN SELECT COUNSELING COURSES:

EPS 660, 661, 681 (CMHC only) 692, 694

NORTHERN ARIZONA UNIVERSITY COLLEGE OF EDUCATION: EDUCATIONAL PSYCHOLOGY DEPARTMENT

Counseling is both a science and an art. In other words, one may be able to learn the skills of counseling, but if one is unable to apply those skills in a manner which contributes to the overall growth of the client, counseling does not take place. In other words, being able to play scales on a piano does not mean that one can play Beethoven in Carnegie Hall or Ardrey Auditorium. The art of counseling requires timing, vision, involvement, and depth. Timing means knowing when and when not to say and do things which will facilitate the counseling process. Vision means being able to see where the client has been and where the client needs to go in order to experience personal growth. Involvement means being physically, psychologically, and spiritually with your client at every step of the counseling process. Depth means being aware that there is more going on than meets the eye and it means being willing to take the client beyond the superficial to a more meaning level of interaction. The assessment of the 'art of counseling' is often a matter of professional judgment. Years of experience are often required in order to be able to judge whether or not 'real' counseling is taking place or if one is only going through the motions in a mechanical style. Therefore, instructors will be calling upon their own professional knowledge and experience in counseling and in teaching and supervising counseling in order to give students meaningful feedback as to their performance.

- A grade of "A" means...that, in the professional judgment of the instructor, the student has mastered both the art and the science of that class. The student will have clearly demonstrated the knowledge and skill/competencies expected in the course and will have successfully completed all class assignments. The message the grade of "A" should carry to the student is, "You are progressing extremely well in this class and you should experience success in subsequent counseling skill courses. You are aware of your own strengths and weaknesses and are addressing both appropriately and you have shown exceptional commitment to your work and your profession."

- An "A" in EPS 660 means that you are ready to begin seeing clients in EPS 69 Counseling Practicum under faculty supervision. An "A" in EPS 661 means that you are ready to begin leading groups with minimal supervision.
- A grade of "B" means...that, in the professional judgment of the instructor, the student has mastered the science of that class, but has some shortcomings regarding the 'art of counseling' It is much less likely that one would master the art, but not the science.. Often the student may be blind to these shortcomings and further practice or further work with the instructor and/or a student counselor may be called for. The message the grade of "B" should carry to the student is this, "You are progressing satisfactorily, but your skills are often used in a mechanical manner and you need more practice to sharpen those skills."
- A "B" in EPS 660 means that you are ready to begin seeing clients in Counseling Practicum under faculty supervision, but your initial sessions might well focus on continuing your practice of the basic skills which were taught in EPS 660. A "B" in EPS 661 means that you are ready to begin leading groups, but co-leading groups with a more experienced student counselor or leading under direct supervision might be a wise thing to do until you gain more experience in group counseling.
- A grade of "In Progress" may be given in situations where, in the professional judgment of the instructor, the student is making satisfactory progress toward completing the requirements of the course. Because supervision must continue after the end of the semester in which a grade of "In Progress" is being considered and because such supervision may not be available, the grade of "In Progress" may not be feasible. If a student's progress is questionable at the midterm, the instructor should discuss the possibility of giving a grade of "In Progress" at that time. When given, the message associated with a grade of "In Progress" is that the student appears to have the potential to move on but needs to complete course requirements before a final determination can be made. Also, while a grade of "In Progress" is meant for courses which normally extend beyond the end of the semester, if the course requirements cannot be fulfilled in an additional eight weeks, the student should register again for the entire course. When courses are repeated, both the original and the new grade figure into the student's grade point average.
- A grade of "Incomplete" may be given in situations where, in the professional judgment of the instructor, the student is unable to complete course requirements due to circumstances, such as serious illness, which are beyond his/her control.
- When a student has a graduate assistantship and earns any grade other than an "A" or "B", the instructor should discuss the student's progress with the student's assistantship supervisor if the instructor wants the student to repeat the course but does not want to jeopardize the student's assistantship. Each situation should be handled on an individual basis.

- If a grade of "Incomplete" or "In Progress" is not changed by the end of the following semester, the grade remains on the student's record forever as an "Incomplete" or "In Progress", thus neither grade Incomplete or In Progress adversely affects the student's grade point average.
- A grade of "C" means...that, in the professional judgment of the instructor, the student has not mastered the knowledge and/or skill competencies required in the course and must take the course again before taking the next course in the sequence. Specifically, a student receiving a "C" in EPS 660 has not mastered the skills necessary to succeed in Counseling Practicum and therefore cannot enroll in EPS 669 until EPS 660 has successfully been repeated. A grade of "C" is to be given when there is sufficient evidence that repeating the course will prove beneficial to the student; that is, that he/she demonstrates the potential to eventually successfully complete the course with additional practice and/or personal growth experiences.
- A grade of "D" means...that, in the professional opinion of the instructor, the student is unlikely to succeed, even with additional practice and personal growth experiences. A student cannot graduate until the course is repeated and a higher grade is achieved, but it should be understood that, in the professional opinion of the instructor, the chances of achieving a higher grade are viewed as slim.
- A grade of "F" means...that the student is unable to repeat the course. In most cases this will be because, in the professional judgment of the instructor, the student has committed some serious ethical or legal violation or because the student does not possess the mental stability to be effective with clients. A grade of "F" will also be given when there is no evidence of the student having made any attempt to meet the requirements of the course. Serious consideration of alternative endeavors is advised.

N.5 Academic Appeal Policy

Appeals may be brought forth by graduate students involving certain academic issues and academic decisions within the purview of the Graduate College and its policies and procedures.

The graduate student will use this appeal process for situations 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 exams.
- Any academic issues not addressed by other university policies or procedures.

*Please see [Academic Continuation, Probation, and Dismissal, and Readmission- Graduate](#) (NAU Policy 100319) for procedures and policies specific to program dismissals.

The graduate student will **not** use this appeal process for situations related to grievances and violations for which a separate university-wide process exists. These situations include (but are not limited to):

- Grade appeals.
- Violations of NAU's Student Code of Conduct.
- Violations of NAU's Academic Integrity policies.

- Discipline-specific ethical standards.
- Issues of Research Misconduct.
- Issues that fall under the purview of NAU's Office of Equity and Access

Grounds for Appeal/Burden of Proof

In every appeal, the burden of proof rests upon the student to show reason why an appeal should be heard. These appeals should only be considered in instances where:

- The faculty, department, school, or other academic unit deviated substantially from accepted and specified standards as established by the University, Graduate College, or academic unit;
- There was a capricious or arbitrary application of standards towards a student;
- Proper due process was denied to the student

Time Limit on Appeal

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. In the event that the faculty member(s) involved with the issue is no longer with the university, the chair, director, or dean of the student's academic unit will assign a proxy in place of the original faculty member.

If the student fails to submit requested materials or notify the designated administrator within the timeline specified in this policy, such failure will constitute a waiver of the student's right to an appeal, and the original decision, action, or result from the immediate previous decision will remain final.

Extension of Time

If an extension of time is needed during any phase of the process once the appeal process has been initiated, the party requesting the extension shall petition the Graduate College Dean and present reasons why the deadline cannot be met. The Graduate College Dean will notify all involved parties regarding the granting or denial of the request for an extension with the goal of ensuring fairness and a timely resolution of the problem. If an extension of time is needed by the Graduate College, that notification will come to all parties involved, identifying the number of additional days granted with the goal of ensuring fairness and a timely resolution of the problem.

Definitions

Throughout this policy, the terms "Graduate College Dean" and "Graduate College Associate Dean" includes their designees.

N.6 Written endorsement policy explaining the procedures for recommending students for credentialing and employment:

Students in the CMHC and SC Master's programs are expected to follow the professional code of ethics and certification/licensure guidelines established by the following organizations:

- [National Board for Certified Counselors](#)
- [American Counseling Association](#)
- [Council for Accreditation of Counseling and Related Educational Programs](#)
- And, where relevant: [Board of Behavioral Health Examiners - State of Arizona](#)

For MA-CMHC graduates, Counseling Licensure information is as follows:

- Arizona: <https://www.azbbhe.us/node/556>

- For states outside of Arizona: <https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
- **For School Counseling graduates, Counseling certification information is as follows:**
 - Arizona: <https://cms.azed.gov/home/GetDocumentFile?id=58fe4f961130c01f0c1cfd36>
 - For states outside of Arizona: <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

N.7 Policy for student retention, remediation, and dismissal from the program:

N.7.a. Retention

- Students in the MA/CMHC or SC programs are required to:
 - successfully complete all 60 CMHC credits, including passing Practicum and Internship. See Program of Study (above)
 - have earned no worse than 2 C's on their transcript
 - have earned A's or B's in Counseling Skills courses
 - School Counseling: EPS 660, 661, plus Passing grades in Practicum and Internship
 - CMHC: EPS 660, 661, 681, plus Passing grades in Practicum and Internship
 - Successfully resolve any Professional Growth Plans (PGP) if required to do so (which can include violations of ethical concerns)

N.7.b. Remediation

- Near the end of each semester, all counseling faculty meet during a regularly scheduled Counseling Committee meeting (with ad hoc meetings scheduled as needed) to discuss the progress of each student enrolled in the CMHC and SC program. Students who receive a poor rating on a Professional Disposition Evaluation may receive a Professional Growth Plan (or PGP) if the concern(s) cannot be successfully resolved by the student's advisor in conjunction with current instructors. The PGP serves as a Remediation plan, and includes supportive and remedial goals and outcomes that must be completed within a designated amount of time.
 - The PDE form is shown in Appendix A below.
 - The PGP form is provided in Appendix B below

N.7.c. Dismissal

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

1. Possessing a grade point average less than 3.0 in NAU graduate courses during two consecutive semesters or unacceptably low grades in content courses.
2. Possessing 3 or more grades that are lower than B.
3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Professional Growth Plan (e.g., excessive delay in completing course requirements; first and second year examinations (if applicable), Practica, Poor ratings on the *Professional Disposition Evaluation*, our annual continuing student evaluation, commensurate with program and university expectations.
4. Any of the following: 1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in counseling; 2) conduct unbecoming of a counselor as outlined by the ACA Code of Ethics or 3) failure to comply with departmental, college, and university regulations or procedures.
4. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

University Policy. In addition to dismissal for poor academic performance, certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Office of Student Life, the Office of the Vice President for Research, the Office of Equity and Access, the Graduate College or any other applicable unit on campus.

Appendix A: Professional Disposition Evaluation (completed in Qualtrics each semester):
http://nau.co1.qualtrics.com/jfe/form/SV_cFRped97M0MDu97

Introduction: During each semester following a student's admission to an Educational Psychology program, the respective EPS Faculty Committee will evaluate the student's progress in the program based upon the criteria identified below. This Professional Student Disposition is a semester-by-semester opportunity for students to receive students feedback about their overall progress in the program, and involves praise for success and being "on-track", and/or remediation. Students should expect to receive their PDE results via their NAU email address as soon as they are completed by their Advisor at the end of each Fall and Spring semester, although some might not be received until the beginning of the following semester. A student exhibiting a significant weakness (rating of Needs Remediation) in any of the criteria, the student's advisor and student, in consultation with the Counseling Committee and Educational Psychology Chair, may need a Professional Growth Plan (PGP) in order to aim to remediate the weakness. The PGP process is handled via a PGP contract between the Advisor, student, and Chair. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student does not complete the signed PGP contract, or has not met/completed the PGP successfully, he or she may be denied continuance in the program (pending the vote of the EPS Chair and Counseling Committee Faculty).

Demographic information: (name, program, year in program, etc)

Key: Please rate this student on the following dimensions using the following key:

1 = Needs remediation: Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility. (may lead to formal PGP)

2 = Meets expectations: Performance consistently met expectations in all essential areas of responsibility, and the quality of work overall was good.

3 = Exceeds expectations: Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent.

NA = Not applicable: Knowledge and/or skill is not applicable for this item, or, if at mid-term, the opportunity to complete this item has not been available yet.

PDE Domains:

A. Academic Aptitude

1. Writing Skills
 2. Presentation Skills
 3. Research Skills
 4. Assessment Skills
 5. Content Knowledge
 6. Technological Skills
- Comments.

B. Professional Skill Development

1. Working with Individuals (in Counseling Processes course, etc.)

2. Working with Groups (small group work, working successfully within the cohort, in group supervision, in the Group course, etc)

3. Leadership Skills

Comments.

C. Goals & Objectives

1. Student goals are congruent with success as professional counselor

2. Student is motivated, ambitious, demonstrates consistent effort.

3. Potential to complete program

Comments.

D. Professional and Personal Disposition Relevant to Training

1. Openness to Change

2. Awareness of Personal Strengths/Weaknesses

3. Displays Appropriate Personal Adjustment (both professionally & personally)

4. Ability to Work Cooperatively with Others

5. Ability to work successfully with individuals from Diverse Backgrounds

6. Legal and/or Ethical Behaviors

7. Displays Interpersonal Behavior that is NOT Disruptful/Injurious to Students, Faculty, Classes & Program

8. Professional approach to faculty feedback and supervisory input

Comments.

Overall Strengths:

--

Overall Weaknesses:

--

PGP this semester? *If a student requires a Professional Growth Plan (PGP), the advisor should discuss it immediately with the student, send a draft of the PGP to the Chair, and meet with the student to review the PGP contract in person and obtain the appropriate signatures in order to begin the PGP timeline.*

PGP required? YES NO

Appendix B: Professional Growth Plan form



College of Education

Department of Educational Psychology

PROFESSIONAL GROWTH PLAN (PGP)

Student Name (Last, First, MI): [] Program Name: Choose an item. Year in Program: []

Advisor: [] Evaluation Date: [Click here to enter a date.](#)

Objective 1: []
Activities to Accomplish the Objective: []
Timeline for Completing Activities: []
Criteria for Successfully Completing the Objective: []

Objective 2: []
Activities to Accomplish the Objective: []
Timeline for Completing Activities: []
Criteria for Successfully Completing the Objective: []

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: _____

Revised: YEG 5-2020