



School Psychology EdS

Candidate Handbook

Fall 2025

Department of Educational Psychology
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Department of Educational Psychology



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Preface

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

In conjunction with the material found in this School Psychology Ed.S. Candidate 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 Catalog](#).

Please note that at the time of this publication, the NAU website is undergoing significant updates and the links provided in this handbook may change. If you have any trouble finding a resource as this work is completed, please reach out to the Educational Psychology office at EPS@nau.edu.

Introduction

The School Psychology Ed.S. 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. The School Psychology Ed.S. Program is offered at NAU's Flagstaff and Phoenix (North Valley) campuses.

NAU is a comprehensive public university accredited by the Higher Learning Commission (HLC). The HLC, which accredits NAU, is one of six regional associations recognized by the U.S. Department of Education that accredits institutions of higher education. Up to date accreditation information can be found on the [NAU Institutional Accreditation](#) page.

The School Psychology EdS program prepares candidates to become school psychologists through the scientist-practitioner model, with emphasis placed on developing skills to serve as an effective consultant with school personnel and the ability to assess learning and behavior problems. The school psychology faculty and graduate candidates actively engage in research, teaching, and service consistent with the missions and objectives of the department, college and university.

This 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 Compliance and Authorization](#) page.

The EdS curriculum includes coursework in psychological foundations, educational foundations, school psychology specific knowledge and applications, and research and statistics. A brief overview of the School Psychology EdS Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the [departmental website](#).

This degree requires the completion of 72 credit hours and consists of a minimum of three years of full-time academic study beyond the baccalaureate degree. Included is a one-academic-year internship consisting of a minimum of 1,200 clock hours, at least 600 hours of which must be in a school setting. This degree is intended for candidates who do not have a master's degree and plan to take the additional coursework necessary to be certified by the [Arizona Department of Education](#) (ADE).

The Ed.S. program has received full program approval status from the [National Association of School Psychologists](#) (NASP).

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 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.

School Psychology EdS Diversity Values

The School Psychology EdS program at Northern Arizona University is a diverse community representing a wealth of different backgrounds in culture, languages, identities, and orientations, as well as different experiences related to sociocultural privileges and oppression. We expect our program members to engage in a lifelong pursuit of growth in self-awareness, diversity awareness, and a commitment to social justice consistent with the goals and values of our main professional organization, the National Association of School Psychologists (NASP).

The program expects that candidates, staff, and faculty will be respectful and supportive of all individuals, including but not limited to PK12 students, educators, staff, faculty, and peers, including and especially those who are perceived as different from themselves. It is expected that candidates and faculty will examine and attempt to resolve attitudes, beliefs, opinions, and feelings that may negatively affect potential functions of a school psychologist, including engaging

in culturally relevant research practices and providing effective services to individuals of diverse backgrounds. As such, candidates should expect their potential biases, prejudices, and stereotypical thinking to be respectfully challenged by faculty, site supervisors, staff, and peers.

Commitment to Native Americans: The School Psychology EdS program is committed to recruitment and training of Native American students and to the service of and collaboration with Arizona's tribal communities, including Navajo, Hopi, and Supai tribes of Northern Arizona. The program, along with the university, is highly committed to collaborating with Native/Indigenous nations to develop projects and programs for the direct benefit of Native American and Indigenous communities. As appropriate, fieldwork experiences are offered in various Native American communities such as Hopi Head Start, Window Rock, and Kayenta, and Chinle.

Commitment to diverse students, including Hispanic students: In 2021, NAU achieved the status of Hispanic Serving Institution, and the university strives to further build programs and services. Recruitment and retention efforts also address the needs of international students, veterans, and other diverse groups.

Commitment to underserved populations: The School Psychology EdS program works closely with school districts, charter schools, Head Starts, preschools, and health service organizations to improve educational and psychological service delivery to underserved rural, urban, and reservation communities. For example, the program contracts with outlying school districts for practicum-based evaluation and treatment services in distant areas with few or no psychological services

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 [Nondiscrimination and Anti-Harassment](#) policy.

Program Faculty

Core Faculty - Flagstaff

Kathy Bohan, EdD

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

Marya Cota, PhD

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

Britt Landis, PhD

- Assistant Clinical Professor
- Licensed Oregon School Psychology
- School Psychology PhD – University of Oregon (2021)

Core Faculty - North Valley

Marianne Fillhouer, EdD

- Associate Clinical Professor
- Arizona Certified School Psychologist
- School Psychology EdD - Loyola University, Chicago (2023)

Margaret Boatright, PhD

- Associate Teaching Professor
- Arizona Certified School Psychologist
- School Psychology PhD – Northern Arizona University (2007)

Dahana Zamora, EdS

- Assistant Clinical Professor
- Arizona Certified School Psychologist
- School Psychology EdS – Argosy University (2015)

Associated Faculty

Sara Abercrombie, PhD

- Educational Psychology Department Chair
- Professor

- Educational Psychology PhD - University of New Mexico (2011)

Saumya Arora, PhD

- Associate Clinical Professor
- Licensed Professional Counselor
- Counselor Education PhD – Texas A&M University (2015)

Amy Biang, PhD

- Assistant Clinical Professor
- Licensed Professional Counselor
- Counselor Educational and Supervision PhD - University of North Carolina Charlotte (2023)

Evan Engle Newman, PhD

- Assistant Clinical Professor
- Licensed Professional Counselor
- Counseling and Human Services MA – University of Colorado, Colorado Springs

Austin Guida, PhD

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

Shane Haberstroh, PhD

- Assistant Professor
- Licensed Professional Counselor
- Counselor Education EdD – Texas Tech University (2002)

Robert Horn, PhD

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

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)

Nandini Ramakrishna, PhD

- Assistant Clinical Professor
- Licensed Professional Counselor
- Counseling PhD – Oregon State University (2023)

Chad Snyder, PhD

- Assistant Clinical Professor
- Licensed Professional Counselor
- Counselor Education and Supervision PhD – Duquesne University (2006)

Jeff Strain, PhD

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

Ashley Vaughan, PhD

- Assistant Professor
- Educational Psychology PhD – Washington State University (2021)

Melanie Whetstine, PhD

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

Administrative Support Staff

Tessa Alexander

- Academic Program Coordinator Intermediate - Flagstaff

Hope DeMello

- Administrative Services Assistant, Senior

Cate Pinckney

- Academic Program Coordinator Intermediate – North Valley

Vicki Stevenson

- Administrative Services Assistant, Senior

Admission to the Program

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 [Office of Graduate and Professional Studies online application](#) by January 10th to be reviewed for entrance in the subsequent academic year. Applicants designate to which campus the application is directed within the online application.

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

Admission Application Requirements

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

- GRE® revised General Test. Applicants with a cumulative GPA of less than 3.0 are required to submit official Graduate Record Examination (GRE) General Test scores on the aptitude portion (verbal and quantitative) of the GRE taken within the past six years. Applicants with a cumulative GPA higher than 3.0 have the option to submit GRE scores, if desired.
- Completion of bachelor's degree from a regionally accredited institution
- Transcripts
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent
- 2 letters of recommendation with at least one from faculty if possible
- Responses to specific essay questions
- Interview

The Ed.S. Program follows NAU academic recruitment and admissions policies, including general recruitment/admissions and recruitment of candidates who are diverse.

Note: International applicants are only eligible for admission to the Flagstaff campus.

Application Review Process

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

- 50% Academic Aptitude for Graduate Study (GPA and GRE scores if required or submitted)
- 20% Essay Responses (autobiographical and professional interest questions)
- 15% Potential to Contribute to Profession and Program (relevant paid and volunteer work, professional & leadership activities and letters of recommendation)
- 15% Goodness of Fit to the Program (fit to NASP and NAU School Psychology Program, and professional characteristics)

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

The interview will be worth 20 points and the average score from faculty interviewers will be added to the overall score (file review [100 points] + interview [20 points]). Applicants scoring highest on a combination of the application and interview scores will be offered admission.

All applicants will be informed approximately two weeks in advance of the interview date. Each interview will last for approximately 15 to 20 minutes. All faculty members present will rate the applicant on a matrix related to the questions, which focuses on specific characteristics relevant to school psychologist training.

Requirements for Admitted Candidates

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 School Psychology Committee will consider each request for deferred enrollment individually. ¶ Admitted graduate students are referred to as *candidates* in this Handbook to differentiate them from PK12 students they will serve.

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 candidates in practical psychology experiences as well. Admitted candidates will need the Identity Verified Fingerprint Clearance Card (IVP card) by the 1st quarter of the first semester of enrollment in the program. You may request a packet directly from DPS by either calling 602.223.2279 or faxing your request to 602.223.2947. Office hours are Monday through Friday from 8:00 a.m. to 5:00 p.m. If you are in-state, you may complete the [online application](#) and get digital fingerprints at a contracted Field Print site within Arizona. Candidates are required to submit a copy of their IVP Fingerprint Clearance Card to the department. Candidates upload a copy into the advising files in Teams and by emailing it to EPS@nau.edu.

Candidates must also complete training in Mandated Reporting. This is a requirement that is fulfilled in the Introduction to School Psychology course. In addition to the course upload, the completion certificate must be uploaded into the advising files in Teams.

Note: All documentation related to the candidate's program progression will be saved in a private advising file in Teams. This includes the IVP card and mandated reporting training details above as well as programs of study and evaluations. A full checklist can be viewed in the files. Access to these files will be given to the candidate at the beginning of the program by the department's academic program coordinator.

Program Costs (Program Fee)

Tuition costs are updated routinely by the university and posted on the [NAU website](#). University fees for technology, health, recreation, etc. vary by campus.

The Ed.S. degree in School Psychology has a [program fee](#) that is assessed during each fall and spring semester for the duration of the program. The current rate is at \$820 per semester, but is subject to change. The program fee covers administrative costs associated with this professional degree program. The program fee is implemented in lieu of course fees. As such, fees are more predictable for candidates.

Program fees can be covered with financial aid. Some examples of administrative costs for which program fees are used include test materials and site supervision during practicum and internship, support for graduate assistant positions for the testing/practicum lab, field supervisor support, and candidate financial support.

Financial Assistance

Graduate Assistantships and Tuition Waivers

A limited number of graduate assistantships are available in the Educational Psychology department and many other departments that offer graduate programs as well as in support units such as Campus Living, the Academic Success Center and more. 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.

Tuition waivers of resident tuition are available to Arizona residents, and waivers of the nonresident portion of tuition are available to nonresidents of Arizona. Tuition waivers differ from graduate assistantships in that they do not have a work requirement. 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
- Submit the [FAFSA](#) online (Free Application for Federal Student Aid)
- Completed and verified financial aid file with NAU's Office of Scholarships and Financial Aid; check your [financial aid status online](#)
- Follow [satisfactory academic progress credit-hour limits and deficient-hour guidelines](#), as outlined in your award packet

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.

Candidates also can apply for COE and EPS scholarships during early spring. Candidates 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 online application is completed for all of the over 100 scholarships available to graduate and undergraduate students in the College of Education.

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 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 the 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](#)
- [Child Care Voucher Program](#)
- [NAU Foundation Scholarships](#)

Program Philosophy and Model

The School Psychology graduate program has been designed to prepare school psychologists through the scientist-practitioner model. Evidence-based practices are the foundation for the program of study, which emphasizes didactic presentation and practical applications. Emphasis is placed on developing skills in the assessment of learning and behavior problems and on developing the skills necessary to serve as an effective consultant with school personnel and families. Evidence-based practice is promoted and understood within a social justice framework centered on the historical and sociocultural experiences of diverse and minoritized populations.

In keeping with the mission statement of the College of Education, the School Psychology program is committed to the preparation of professionals who can help create the schools of tomorrow. Recruitment, retention, and graduation of minority candidates is emphasized as well as the preparation of candidates equipped to work in rural, underserved, and marginalized settings and with culturally diverse populations.

The program of study for the Ed.S. in School Psychology includes a comprehensive array of courses that encompass the areas of psychological foundations, educational foundations, professional ethics and standards, assessment, intervention, consultation, counseling, human diversity, and research. This preparation provides the candidate with a broad array of skills to deliver psychological services in diverse educational settings. The program of study is accessible on the [School Psychology Ed.S. homepage](#).

The graduates of the School Psychology program are expected to integrate theoretical information from the fields of psychology and education to research and implement appropriate interventions with children, parents, and school personnel in a variety of educational settings. Candidates are expected to effectively evaluate the systems they work within as well as their own impact on the system.

As a National Association of School Psychologists (NASP)-recognized graduate program, we ensure that graduates receive a high-quality education. The program is dedicated to implementing the *NASP Practice Model* and adhering to the *NASP Standards for Graduate Preparation of School Psychologists*. This commitment includes comprehensive training in the ten domains of school psychology practice and integrated psychological services. NASP recognition affirms the program's dedication to providing graduates with exceptional training in the field.

Program-Level Goals, Learning Objectives and Course Outcomes

The Ed.S. School Psychology program's curriculum and assessment plan incorporates formative and summative assessments intended to inform candidates' progression towards attaining competencies aligned to the [NASP Professional Standards](#) and the [10 NASP Practice Domains](#).

- Domain 1: Data-based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Intervention and Instructional Support
- Domain 4: Mental and Behavioral Health Services and Intervention
- Domain 5: School-wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice
- Domain 10: Legal, Ethical, and Professional Practice.

Knowledge, skills, and dispositions for each domain are developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help candidates and faculty assess candidate skill and knowledge development in practice domains. Across the curriculum, course level required assignments/assessments and signature assignments/assessments are administered, assessed, and monitored. The required and signature assignments are scaffolded to assess knowledge, skills, and attainment of competencies. Additional evidence of competencies includes specific course grades, faculty and site supervisor ratings, and national exam results (i.e., Praxis) and case study projects. Candidates are required to pass signature and required assignments in specified courses across the curriculum. Elements of the various required and signature assignments align with the NASP 2020 standards and provide feedback to candidates and faculty on content knowledge, pedagogical and professional skills, and dispositions.

Program Level Goals

The program has established Program-Level Goals or holistic assessed benchmarks to continuously monitor candidates' progression in the program. These Goals are a means of progress monitoring that captures candidates' overall developmental progression. The data collected informs the candidate and faculty of areas of strength as well as the need for improvement.

The Ed.S. School Psychology program has mapped course content and experiential learning across the curriculum as a means to scaffold candidates'

learning. Twenty Program-Level Goals are linked to specific courses. The Program-Level Goals align to the 10 NASP Domains and are delineated as Knowledge (K) and Skills (S). The goals are further delineated by when content and skill-building is Introduced (I), Reinforced (R), and Assessed/Attained (A). The faculty rate Program-Level Goals in specified courses as a holistic measure of candidate's progress in the program. The ratings are based on course-level required assignments and other formative assignments that provide in-depth feedback to candidates. The Program-Level Goals are a "barometer" informing candidates of strengths and areas for improvement, as well as providing the faculty with formative assessment data to consider for program improvement. The course management platform (i.e., Canvas) captures the ratings for easy access, review, and interpretation. Signature Assignments are completed in School Psychology Internship as culminating measures of a candidate's competencies. For both required and signature Assignments, candidates must meet criteria to advance in the program and ultimately to confer their degrees. This may require candidates to use feedback to refine and resubmit their assignments to meet passing criteria.

Course Learning-Objectives and Outcomes:

As stated, the program's curriculum has been intentionally mapped to identify gaps and redundancies in the program. Consideration was given to the cognitive or developmental level of the objective and outcome across the curriculum. As a result, the faculty have developed course learning objectives with topics, assignments, and experiences scaffolded throughout the program. Course-level signature assignments align to course learning objectives. Assignment directions and rubrics provide candidates with transparent information to prepare them for success. Detailed rubrics are used to score candidates' submissions. These results along with other data regarding candidates' knowledge, skills, and dispositions inform the Program-Level Outcome ratings from the course. The signature assignments are also managed in the course management platform (i.e., Canvas). These results are reviewed at faculty meetings each semester to inform Candidate Evaluations. Areas of concern may require informal or formal (Professional Growth Plan or PGP) feedback to the candidate.

Overview of Program Requirements

The Educational Specialist in School Psychology Program requires 72 credit hours. The program is designed to be completed in a cohort model across 3 years. Candidates must complete the program within 6 years. The complete timeline policy for completing the Ed.S. degree can be viewed through [NAU Policy 100811](#).

The Flagstaff campus offers a traditional program encompassing day and evening classes, with some online and summer courses required. Candidates on the Flagstaff campus complete the program in 3 years, taking 12 or more credits in fall and spring and 3-12 credits in summers or winters to complete the degree.

The North Valley campus offers both a traditional program encompassing day classes, and an evening program to accommodate working professionals, who are targeted for matriculation into the extended campus cohorts with some online and summer courses required. Both programs follow the sequence of courses over a 3-year period, where each semester includes 9-12 credits. The program courses and requirements do not vary.

Across all programs, the Year 1, Year 2, and Year 3 course sequence is aligned with minor differences requiring summer and winter courses and 8 week vs. 16 week courses to best meet the needs of traditional candidates or working professional candidates at the Flagstaff or Phoenix-North Valley sites.

Academic Requirements

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. All candidates are expected to earn As or Bs in all of the following core school psychology classes:

EPS 604 *Introduction to School Psychology: History and Current Trends*

EPS 673 *Intellectual and Cognitive Assessment*

EPS 674 *Psychoeducational Assessment*

EPS 738 *School-Based Psychosocial Assessment and Interventions*

EPS 607 *School-Based Interventions*

Candidates must also earn passing grades in the following field experience courses:

EPS 675 *School Psychology Practicum* across two semesters (pass/fail)

EPS 693 *School Psychology Certification Internship* across two semesters (pass/fail)

Candidates are expected to earn a C or better in all the supporting foundational and content knowledge courses. Additionally, the Graduate College Policy on GPA Requirements for Graduate Students (Policy 100407) stipulates that grades below C do not earn graduate credit and no more than 6 units (2 courses) of “C” grades can be counted toward the graduate degree. Candidates with more than 6 units of graduate work at a grade of “C” or below cannot continue in the program regardless of GPA. Candidates must maintain a GPA of 3.0 or higher throughout their course of study. This information is provided to candidates through the program orientation meeting, this Program Handbook, and Departmental and Graduate College Websites.

There are some courses that have prerequisites that candidates **must** also take. Course prerequisites are listed on the Program of Study (POS) form. Candidates may also review the online catalog for selected courses where prerequisites are required. Please check with the department or a faculty adviser if you have questions regarding prerequisites.

Candidates have flexibility in scheduling several foundational courses based on their schedule preferences and financial considerations. Faculty advisors work closely with advisees for scheduling and working with these requests. All Ed.S. candidates establish their initial program of study agreement with their faculty advisor within their first semester of matriculation. Changes to that plan are made through the advising process. Substitutions are not routine, and all substitutions are approved only through the advising process. The POS links for the Ed.S. candidates can be found on the EPS website and within the Program Handbook.

The Ed.S. candidates have the option to choose a course from the Educational Foundations area though they are advised to take ESE 548 *Survey of Special Education*, unless they have prior relevant coursework or a special education background. Other recommended electives include ESE 571 *Basic Principles of Behavior*, ECI 541 *Corrective and Remedial Reading* and ESE 580 *Introduction to Autism Spectrum Disorder*. Candidates should consult with their advisor in determining the appropriate course.

Positive Behavior Support Optional Certificate

Candidates have the option to concurrently complete the [Graduate Certificate in Positive Behavior Support](#), a BCBA course sequence, with the Ed.S. school psychology course sequence. The PBS Certificate program was revised in SY 2021-22 to meet BCBA requirements. The PBS Certificate requires completion of 21 credit hours. The certificate program’s delivery format is online only.

Two of the PBS Certificate courses can be substituted in the Ed.S. Program of

Study to satisfy the Ed.S. degree. Specifically, ESE 571 *Basic Principles of Behavior* and ESE 572 *Theory and Philosophy in Behavior Analysis* may replace EPS 606 *Applied Behavior Management*. The ESE classes must be taken in order as each class a prerequisite for the next one. If ESE 571 is passed, it may be used to meet the Ed.S. School Psychology educational foundations requirement. Candidates must take ESE 572 prior to or concurrently with EPS 675 *School Psychology Practicum*, first semester. This sequence best prepares candidates to be successful on the Functional Behavior Assessment/Behavior Intervention Plan signature assignment required by the end of EPS 675 *School Psychology Practicum*, second semester and during EPS 693 *Internship*. Candidates should work with their advisor to determine whether to concurrently pursue the PBS certificate program with the Ed.S. School Psychology program. Fifteen additional hours will need to be taken in Year 2 and Year 3 (EPS 693 *Internship*) or after completion of the Ed.S. School Psychology program.

PBS Certificate Program of Study (as of Fall 2025)
ESE 571 <i>Basic Principles of Behavior</i>
ESE 572 <i>Theory and Philosophy in Behavior Analysis</i>
ESE 573 <i>Assessment and Intervention of Challenging Behavior</i>
ESE 574 <i>Behavior Assessment and Intervention for Skill Building</i>
ESE 575 <i>Organizational Behavior Management</i>
ESE 576 <i>Research Methods in Behavior Management</i>
ESE 577 <i>Ethics in Behavior Analysis</i>
Total: 21 credit hours

Additional Program Requirements

Candidates must earn passing ratings on all Program-Level assessments and signature assignments/assessments and take the Praxis exam in order to graduate. Once the candidate's degree is posted, the program will issue an Institutional Recommendation (IR) to obtain Arizona certification as a school psychologist.

Candidate Program Meetings

Candidate Program meetings will be scheduled at least once annually. These meetings are an opportunity to provide relevant program information, obtain candidate feedback, address concerns, and provide additional training or information. Additionally, the program may conduct focus groups and surveys with current candidates to assess candidate-faculty relations through periodic

departmental meetings. Feedback collected from candidates is carefully considered by the program faculty, and beneficial changes are implemented to enhance the program and candidate experience.

Advisement/Candidate Support

Upon acceptance of admissions, candidates are assigned a faculty advisor who will be a primary point of contact throughout their time in the program. The faculty advisor is a core faculty member. Candidates attend an orientation session prior to the start of their first semester. At the Flagstaff campus, the orientation is in August/September; at the North Valley campus, the orientation is at the beginning of May. At orientation, the entire 3-year program is reviewed with the candidates, including course sequence, academic and professional expectations, assessment procedures, and graduation requirements. Candidates are also provided with a handbook to ensure a clear understanding of formal written policies and procedures.

Faculty advisors schedule meetings with candidate advisees in the fall semester of the first year. The expected Program of Study is reviewed and signed by both the candidate and the faculty advisor. The advisor also reviews an individual electronic candidate file with the candidate. Candidates, their respective advisors, and the program coordinator have access to these files in which essential forms and documentation are kept. Faculty advisors review a [checklist](#) in the electronic file with each advisee. General information in the file includes the candidate's application, GRE scores (if applicable), transcript, offer letter, and acceptance form. Year 1 information in the file includes the initial Program of Study, Program Agreement/Handbook Acknowledgment, IVP Fingerprint Clearance Card, verification of Mandated Reporter Training, Fall and Spring Faculty Candidate Evaluations, and Professional Growth Plan (if applicable). Year 2 information includes Fall and Spring Practicum Evaluations, Fall and Spring Faculty Candidate Evaluations, and Professional Growth Plan (if applicable). Year 3 information includes Candidate Liability Insurance for Internship, Internship Contract, Student Responsibility Agreement, Field Supervisor Information, Fall and Spring Internship Evaluations, Praxis Exam Verification, End of Year Internship Logs, and Professional Growth Plan (as needed). Graduation information includes the Final POS for Graduation Application, Final Transcript, Institutional Recommendation for Certification, and NCSP application (if applicable) Praxis Exam Verification, End of Year Internship Logs, and Professional Growth Plan (as needed). Graduation information includes the Final POS for Graduation Application, Final Transcript, Institutional Recommendation for Certification, and NCSP application (if applicable) for Graduation Application, Final Transcript, Institutional

Recommendation for Certification, and NCSP application (if applicable)

Advisee meetings are scheduled annually to review progress, review the electronic candidate file, and address questions, concerns, and comments. In addition, the faculty advisor remains available to candidate advisees throughout the program on an as-needed basis.

See section of the handbook *Self-Care* for additional information.

Curriculum Overview

Our Ed.S. program reflects a training curriculum that is sequential, cumulative, and graded in complexity for both research skills and application. Candidates are expected to gain essential skills in school psychology that culminates in an internship experience. The program's established goals and the NASP domains of practice drive the preparation and evaluation of candidates and support evaluation of the program. Goals are addressed across all levels of the program. Candidates should complete the program of studies with their advisor during the first semester of graduate work, as it is the course sequence plan for the candidate. A final program of study is completed and submitted as a verification document when candidates apply for graduation.

The official Program of Study form is housed on the [Office of Graduate and Professional Studies website](#). Advisors guide candidates to adhere to the [Course Loads and Overloads, Graduate: Policy Number: 100324](#).

Ed.S. School Psychology Course Progression

Please note that offerings and formats are subject to change based on enrollment needs but will generally follow the progression details below. Course descriptions and details can be found in the [Course Catalog](#).

Flagstaff

Term and Credits	Course	Format
Summer 1 9-12 units	**ESE 548 Survey of Special Education **EPS 580 Human Development **EDR 610 Educational Research EPS 525 (if pre-req hasn't been met)	Online Online Online Online
Fall 1 13 units	*EPS 604 Intro to School Psych EPS 664 Tests & Measurement *EPS 673 Cognitive Assessment EPS 570 Counseling Theories & Processes in School Settings	In Person Online In Person In Person
Winter 1 3 units	EPS 606 Applied Behavior Management **EDR 610 Educational Research	Online Online
Spring 1 13-16 units	*EPS 674 Psychoeducational Assessment *EPS 738 Psychosocial Assessment EPS 670 Law & Ethics EPS 596 Dev Perspective Human Diversity	In Person In Person In Person Online

	**EPS 605 Ed. Psych Learning	Online
Summer 2 6-9 units	**EPS 605 Ed Psych Learning ESE 571 Positive Behavior Support in Applied Settings (only if in PBS Cert program & not taking EPS 606)	Online Online
Fall 2 15 units	*EPS 675 Practicum EPS 622 Child & Adolescent Counseling EPS 669 Crisis Counseling EPS 678 Consultation **EPS 625 Intermediate Statistics	In Person In Person Online In Person Online
Spring 2 13-16 units	*EPS 675 Practicum *EPS 607 School-based Intervention EPS 640 Bio Basis Behavior **EPS 605 Ed. Psych Learning Choice: Ed Foundations (may use ESE 548 or PBS course)	In Person In Person In Person Online Online
Fall 3 3 units	*EPS 693 Internship	Working at site.
Spring 3 2 units	*EPS 693 Internship	Working at site.

*Indicates the candidate must earn a grade of Grade of A, B, or pass (in pass/fail courses). This is in accordance with program policy.

**Courses are offered online throughout the year and may be taken in different terms if pre-requisites are met. Discuss with your advisor.

Phoenix (North Valley)

Term and Credits	Course Details	Format
Summer 1 9 units	**ESE 548 Survey of Special Education **EPS 580 Human Development **EPS 664 Tests & Measurement	Online Online Online
Fall 1 10 units	*EPS 604 Intro to School Psych *EPS 673 Cognitive Assessment EPS 596 Dev Perspective Human Diversity	Blended In Person Online
Spring 1 13 units	*EPS 674 Psychoeducational Assessment *EPS 738 Psychosocial Assessment EPS 670 Law & Ethics EPS 606 Applied Behavior Mgt. <u>OR</u> ESE 571 Basic Principles of Behavior	In Person In Person Online Online
Summer 2 9 units	EPS 570 Counseling Theories & Processes in School Settings EPS 669 Crisis Counseling	In Person In Person

	**EPS 605 Ed Psych Learning	Online
Fall 2 13 units	*EPS 675 Practicum EPS 622 Child & Adolescent Counseling EPS 678 Consultation **EPS 625 Intermediate Statistics	In Person In Person Blended Online
Spring 2 13 units	*EPS 675 Practicum *EPS 607 School-based Intervention EPS 640 Bio Basis Behavior **EDR 610 Educational Research	In Person In Person In Person Online
Fall 3 3 units	*EPS 693 Internship	In Person or Online
Spring 3 2 units	*EPS 693 Internship	In Person or Online

*Indicates the candidate must earn a grade of Grade of A, B, or pass (in pass/fail courses). This is in accordance with program policy.

**Courses are offered online throughout the year and may be taken in different terms if pre-requisites are met. Discuss with your advisor.

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

- In Year 1, candidates enrolled in the EPS 604 *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. Candidates take ethics, measurement, assessment, counseling theories and processes, interventions, and applied behavior management courses. These courses included scaffolded experiences with applying content knowledge through supervised practice. Experiences are in rural, urban, suburban, reservation, charter school, and clinical settings serving diverse populations of children including preschoolers, elementary, middle, and high school students.
- In Year 2, practicum courses integrate guided evidence-based intervention and assessment methods in signature assignments embedded in practica and other courses. For example, school-based intervention case studies are paired with field experience applying school-wide approaches and evidence-based interventions using single-case design research methods with school-aged children. Candidates gain knowledge and experience with

family, school, and community collaboration models and supervision approaches discussed in courses and applied in practice. Counseling theories and techniques are learned and applied along with advanced understanding of biological and physiological processes with behaviors. Crisis response, trauma-informed practices, suicide, and threat assessment are covered prior to advancing to internship. Content and reflection about equity, diversity, and inclusion are integrated across all Year 1 and 2 courses and fieldwork. Program-Level Goals, signature assignments and fieldwork evaluations are used to assess candidates' knowledge, skills, and dispositions.

- During Year 1 and Year 2, candidates take courses in intermediate statistics, research methods, human development, cognitive psychology, motivation, and special education policies and practices. These courses are offered online or in-person during summer (and some winter) sessions, as well as fall and spring. The courses must be successfully completed prior to beginning Year 3 internship.
- In Year 3, candidates complete a 1,200-hour supervised internship in a school setting. This is the culminating fieldwork experience integrating all 10 NASP 2020 domains.

Assessment and skills courses build over the curriculum, leading to preparedness for initial practicum experiences with real children, adolescents, parents, teachers, administrators, and related services professionals in the second year of the program under close supervision of field and university faculty supervisors. As candidates master basic competencies, they are given more complex practical experiences. Candidates are assessed on both foundational knowledge and practical skills at multiple levels of the program (Program-Level Goals, Required Assignments, Signature Assignments, course assignments, grades, self-reflections, university and fieldwork supervisor ratings). In addition to monitoring candidate progress through course grades, acquisition of foundational knowledge and skills are assessed through continuing candidate evaluations each semester informed by Program-Level Goal ratings from faculty input and field supervisor evaluations and reports. Faculty review the continuing candidate evaluations in an end of the semester meeting. Candidates are provided with formal evaluation feedback with strengths and areas for improvement from their advisor.

All program courses must be successfully completed prior to internship unless approved by the advisor. The only courses recommended for internship year beyond the required internship class are PBS or other certificate courses that supplement the candidate's professional goals.

Fieldwork Experiences

The field experiences at NAU are designed to be in accordance with the *Standards for Graduate Preparation of School Psychologists* and the *Standards for Training and Field Placement Programs in School Psychology* as set forth by the National Association of School Psychologists (NASP, 2010; transitioning to NASP 2020). Both the practicum and internship experiences are regarded as integral aspects of the NAU training program and are considered essential to the development of well-rounded school psychologists. Practica and internship experiences are distinct entities in that the practicum experiences are designed to address specific skill development while the internship is a culminating experience in the training program. During any field experience the candidates are expected to adhere to the professional code of conduct and ethics of psychology as put forth by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Candidates will conduct themselves in a professional manner and exhibit appropriate interpersonal skills. The specifics of these distinct experiences will be detailed below.

Candidates must have professional liability insurance before starting and throughout all field experiences (e.g., practicum, internship). Both NASP and APA partner with insurance companies that will provide professional liability insurance for graduate students in school psychology; candidates are encouraged to take advantage of the discount insurance plans which can be found on the NASP and APA web pages.

Practicum Experiences

EPS 675 School Psychology Practicum

This Practicum is located in a school with a certified practitioner as field supervisor. The field supervisor holds clinical responsibility for all direct service work provided by the practicum candidate. Additionally, candidates 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.

In Flagstaff and in Phoenix-North Valley, practicum placements are determined in the Spring through Summer semesters through surveys with candidates to match available opportunities. All candidates also have opportunities to participate in service-learning opportunities and practicum activities in surrounding reservation schools such as Hopi's Head Start programs, and districts on or bordering the

Navajo Nation (e.g., Chinle Unified School District, Kayenta Unified School District, Page Unified School District, and Window Rock Unified School District). In addition to public school practicum placements, field placements may also be made in public charter schools with unique educational philosophies such as Waldorf or Montessori. In these situations, additional service-learning experiences may be required to ensure the candidate has the range of experiences needed to meet the practicum learning outcomes and competencies.

In Flagstaff, Flagstaff Unified School District provides several supervised experiences in Title I schools serving a diverse population including a large percentage of Hispanic and Native American students. Other practicum placements may be offered in the Verde Valley, Prescott area, and rural schools in northern Arizona, as well as school districts in the metropolitan Phoenix area. The NAU Institute for Human Development (IHD) also has monthly multidisciplinary evaluation clinics for young children and youth with medical, behavioral, and developmental needs. Through IHD, professionals and graduate candidates including a developmental pediatrician, PTs, SLPs, OTs, and BCBA's assess and consult with families in the northern Arizona area. Due to limited sites in Flagstaff Unified School District, candidates must be aware that they need reliable transportation since they may be required to complete practicum in Phoenix, the Verde Valley, or other northern Arizona sites. Candidates may need to drive up to two and half hours for some experiences.

In Phoenix-North Valley, the NAU School Psychology program has professional relationships aligned to field experiences with many Arizona school districts, especially in the metropolitan and suburban Phoenix area. Practicum sites include a variety of settings, including Title I schools serving diverse populations. Districts include rural, suburban, urban, small, medium and large districts.

Flagstaff and Phoenix-North Valley practicum placements are made by faculty appointment. Faculty continuously work collaboratively with practitioners throughout northern Arizona and the metropolitan Phoenix area to establish relationships that lead to possible practicum placements. Faculty evaluate possible placements based on the experience/expertise of the practitioner, availability and quality of supervision, and accessible learning opportunities offered within the practicum site (i.e., student and staff diversity, special populations served, Title I schools, and opportunities to engage in expanded role activities such as counseling, consultation, behavior intervention, etc.) Early in Year 1 Spring semester, candidates are surveyed to gain insight regarding their interests and requests (i.e., bilingual, early childhood, geographic location, etc.). Based on results of the candidate interest survey, Faculty match candidates with

viable practicum supervisors. Limitations on placement: to provide opportunities to experience a full range of practicum experiences, candidates are not placed in high school districts or specialty schools. In addition, practicum candidates are not placed in districts in which they are currently employed.

Candidates focus on direct service in psychoeducational assessment, consultation, school-based counseling and psychoeducation, and direct and indirect intervention targeting behavioral or academic needs. The client population includes preschool through grade 12. Candidates 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. Candidates complete a minimum of 300 hours during this year (2 semesters) of school-based practicum. Most candidates complete 400 or more hours.

The assessment measures for candidates during practicum experiences include the Clinical Evaluation of Field Experience (CEFE), a tool that allows candidates and their supervisors (local school psychologists) to provide ratings across each of the core competencies represented in the NASP standards and the Professional Dispositions Survey, a tool that allows candidates and their site supervisors (local school psychologists) to provide ratings across professional work characteristics that are essential to the practice of school psychology and are aligned with the NASP 2020 Standards, Domain 10. Both candidates and their site supervisors complete the forms and converse about the ratings two times during the year-long field experience (at the end of each semester). These tools are specifically designed to measure candidate development in each of the ten NASP domains of practice. Each section represents a NASP domain and contains several items pertaining to the domain being evaluated.

Candidates are expected to achieve a mean total rating of "2" on the *Clinical Evaluation of Field Experience and the Professional Dispositions Survey* by the end of EPS 675 School Psychology Practicum. A specific plan for the development of competency will be discussed and implemented if the candidate demonstrates difficulties in any of the key areas. The possibility of a Professional Growth Plan should be discussed; however, informal plans are more common. The area of concern should be discussed at the end of the Fall and again mid-semester in the Spring to determine if progress has been shown. A rating of "0" in a Domain during the Fall semester of practicum displays an opportunity for growth, with the candidate's skill level considered likely to improve with additional experience and supervision. A rating of "0" or "1" at the end of practicum will be discussed with all supervisors and the candidate to determine how to effectively move a candidate forward. A minimum passing rating at the end of practicum is a total

mean rating of “2.”

Learning Outcomes of the Practicum

Below are listed the specific training objectives for the practicum candidate:

1. Candidate will explain the roles and responsibilities of school psychologists and identify your strengths and areas for improvement regarding the **role and function of the school psychologist (SP)**.
2. Candidate will demonstrate competencies with direct experiences in comprehensive **psycho-educational evaluations** including administration, scoring, interpretation, and report writing.
3. Candidate will analyze psychoeducational evaluations for **culturally responsive practices**.
4. Candidate will choose an appropriate model of **consultation** and implement the model with teachers and families.
5. Candidate will develop a **functional behavioral assessment and positive behavior intervention plan** from a provided case study.
6. Candidate will develop and provide an **in-service training** on a relevant school-wide topic to promote learning.
7. Candidate will gain experience in **preschool settings** by participating in at least one activity. These may include assisting with Child Find, Head Start mental health screenings, comprehensive preschool assessments, a parent education session, or classroom observations.

Responsibilities of the Candidate

The candidate will be responsible for fulfilling the following obligations:

1. Conduct behavioral observations of school-age children
2. Observe in regular and special education classrooms in order to better understand classroom dynamics
3. Collaborate with families and other community agencies to address students' need and provide feedback to parents and teachers regarding assessment results
4. Participate in conferences with school personnel, including Multidisciplinary team conferences and child study meetings
5. Complete all assignments in a timely fashion and in accordance with the Arizona State Rules and Regulations
6. Maintain a log of activities throughout the semester on the log forms provided. The signed midterm and final log sheets should be turned in during supervision with the university supervisor, and the Time2 Track hours and narrative logs. A PDF of the end of semester logs must be

uploaded to Canvas.

7. Attend weekly group supervision meetings at NAU in addition to any supervision deemed appropriate by the on-site supervisor.
8. Ed.S. Program in School Psychology requires each candidate to present evidence of adequate personal liability coverage in the form of a current certificate of liability. Candidates in training will choose their own insurance company.

Responsibilities of the On-site Supervisor

The on-site supervisor will:

1. Provide the candidate with opportunities to observe the day-to-day activities of a school psychologist practicing within a public-school setting
2. Orient the candidate to the general operation of the school district as well as the building procedures that will allow the candidate to complete their obligations in a professional manner
3. Provide direct supervision regarding cases assigned to the candidate
4. Provide feedback to the candidate and the university supervisor regarding the professional judgment, ethical conduct, and skill competency of the candidate
5. Complete a formal evaluation of the candidate's performance and assist in grade determination. The university supervisor will provide an evaluation form and the results will be shared with the candidate.

Responsibilities of the University Supervisor

The University Supervisor will:

1. Ensure that on-site supervision is arranged with an appropriately credentialed school psychologist
2. Orient the on-site supervisor with guidelines and objectives of the training program so that appropriate activities will be planned
3. Maintain close contact with the on-site supervisors regarding candidate progress and accommodating individual student needs
4. Meet with site supervisor and candidate at least once each semester to evaluate candidate skills
5. Review candidate logs to ensure that the planned activities are being completed in a timely manner
6. Conduct weekly seminars that will address best practices and issues in the field of school psychology in addition to group supervision of activities

specified

7. Assign final grades based on review of candidate activity logs, written products, and evaluation forms completed by on-site supervisors
8. Continually review the structure and integrity of the practicum experience to ensure consistency with the training objectives of the program
9. Typically, one school psychology faculty will be assigned to practicum classes with no more than six students.

Internship

Program Internship Placement Requirements

The School Psychology Certification Internship (EPS 693) is the culminating applied experience for candidates, consisting of one school year of full-time supervised professional work. The program follows the NASP *Guidance for School Psychology Internships* (2020), and the site, the preparing university program, and the intern adheres to NASP Principles of Professional Practice/Ethics. EPS 693 is taken over two academic semesters (2 credit hours per semester) and requires a minimum of 1,200 clock hours of which at least 600 must be acquired in a school setting. Typically, candidates complete their entire experience in a school setting; however, other settings may be arranged for the additional 600 hours. Such a placement must be approved by the school psychology faculty and factors such as availability of appropriate sites, the candidate's level of experience and professional development, and candidate's future goals will be considered.

Candidates typically have 10-month contracts with the school district and thus are expected to finish the school year even if their 1,200 hours have been completed before the year is over. Internship sites are selected to be consistent with the specific training objectives of the program and NASP Standards that include that the school setting has the availability of:

1. The internship site provides opportunities for a range of school psychological services consistent with the NASP *Standards for graduate preparation of school psychologists* (2020), the NASP *Model for comprehensive and integrated school psychological services* (2020), and the [NASP 2020 Professional Standards](#).
2. The internship site provides the intern with the opportunities and supervision needed to integrate domains of knowledge and apply professional skills in school psychology in delivering a comprehensive range of services evidenced by direct, measurable, positive impact on children, families, schools, and other consumers.
3. Most of the intern's time is spent providing direct and indirect psychological services to children, youth, and/or families. In order to ensure breadth of training, activities in no single major function predominates the intern's time.
4. The internship site endeavors to provide opportunities to work with children and adolescents of varying ages, ethnicities, socioeconomic backgrounds, and with varying abilities and disabilities, characteristics, and needs.
5. Interns have the opportunity to develop an affiliation with colleagues and

the field through regularly scheduled training activities with (a) other interns at the site, (b) interns at other sites in the immediate area, and/or (c) school psychologists at the site and/or in the immediate area.

The purpose of the internship is to assist the candidate in integrating all previous training experiences by means of practical application in educational settings. Through the experience, students are allowed the opportunity to develop a professional identity and move toward the assumption of the role of school psychologist. The internship is considered a cooperative effort carried out by the School Psychology Training Program at NAU and the internship site (e.g., a school district). In order to ensure that the training objectives and standards are met, the university will assume primary responsibility in such areas as the variety and type of experiences offered the student, the length of the experience, and approval of the on-site supervisor. One school psychology faculty member is assigned to each EPS 693 Internship section that has a maximum of 12 students.

The assessment tools for candidates during internship experiences include the Clinical Evaluation of Field Experience (CEFE), a tool that allows candidates and their supervisors (local school psychologists) to provide ratings across each of the core competencies represented in the NASP standards and the Professional Dispositions Survey, a tool that allows candidates and their site supervisors (local school psychologists) to provide ratings across professional work characteristics that are essential to the practice of school psychology and are aligned with the NASP 2020 Standards, Domain 10. Both students and their site supervisors complete the forms and converse about the ratings two times during the year-long field experience (at the end of each semester). These tools are specifically designed to measure candidate development in each of the ten NASP domains of practice. Each section represents a NASP domain and contains several items pertaining to the domain being evaluated.

Candidates are expected to achieve a total mean rating of "2" on the *Clinical Evaluation of Field Experience* and the *Professional Dispositions Survey* by the end of EPS 693 School Psychology Internship. At the end of fall semester, if a candidate receives a score of "0" in any domain, the site supervisor and the candidate develop a specific plan for remediation and share the plan with the university supervisor. The possibility of a Professional Growth Plan should be discussed; however, informal plans are more common. The area of concern should be discussed at the end of the Fall and again mid-semester in the Spring to determine if progress has been shown. A rating of "1" in a Domain during the Fall semester of internship displays an opportunity for growth, with the student's skill level considered likely to improve with additional experience and supervision. A rating of "1" at the end of internship will be discussed with all supervisors and the

candidate to determine the progression plan for the candidate. A minimum passing rating at the end of internship is a mean total rating of “2.”

Learning Outcomes of the Internship Experience

1. Candidates will demonstrate competencies with direct experiences in comprehensive **psycho-educational evaluations** including administration, scoring, interpretation, and report writing.
2. Candidates will demonstrate knowledge, skills, and dispositions when **consulting** and collaborating with teachers.
3. Candidates will directly conduct an **FBA**, develop and implement a **BIP**, and report student outcome data.
4. Candidates will directly conduct an **academic intervention** (i.e., individual or class-wide) and report student(s) outcome data.
5. Candidates will provide individual or group **counseling** to PK12 students for at least six weeks
6. Candidates will explain current or proposed **school-wide practices to promote learning in-service** in the school or district.
7. Candidates will present one psychoeducational evaluation **case conceptualization** to show your knowledge and skills with use of data to determine eligibility and recommendations
8. Candidates will conduct a **culturally responsiveness program evaluation** to demonstrate your knowledge and skills with addressing equitable practices for diverse student populations and advocacy for social justice including roles as social change agents and advocates

Responsibility of the Candidate

1. Refine psychoeducational diagnostic skills
2. Gain experience in the evaluation and behavior management of a wide range of regular education and special needs school-aged children
3. Gain experiences to engage in a variety of intervention strategies, such as short-term individual and group counseling, crisis intervention, academic interventions, and behavioral interventions
4. Refine consultation and collaboration skills with parents, teachers, special service personnel in schools, school administrators, and personnel from other community agencies
5. Understand public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.

6. Develop sensitivity to classroom interactions and factors influencing classroom environments
7. Actively contribute to school-wide practices to improve learning and/or behavioral health for students
8. Develop an understanding of the role of preventive and responsive mental health programs and services in schools
9. Gain experience with multidisciplinary and interdisciplinary approaches to child study, behavioral, and academic intervention
10. Apply theoretical knowledge to the problem-solving process
11. Practice ethically within the guidelines of NASP and APA for professional practice
12. Develop competence with diverse populations in assessment, consultation, and intervention
13. Develop strong professional identity as a school psychologist
14. Complete a narrative and hours log of all activities associated with the intern experience and submit in Time2Track. Summaries of these activities will be submitted to the internship coordinator/instructor and professional reports to consumers, other professionals, or other audiences must be signed by the credentialed intern supervisor. Specific activities to be included are defined on the log glossary.
15. Complete all activities assigned, to include report writing and paperwork, in a timely fashion and in accordance with Arizona State Rules and Regulations or those of the state in which the student is completing internship.
16. Attend monthly supervision meetings for EPS 693 during the internship year.
17. Participate in mid- and end-of year evaluations of progress and plans for professional growth (CEFE).
18. Conduct themselves in a professional and ethical manner according to NASP and APA guidelines.
19. The Ed.S. Program in School Psychology requires each candidate to present evidence of adequate personal liability coverage in the form of a current certificate of liability. Candidates in training will choose their own insurance company.
20. Take the Praxis Exam well in advance of the end of the internship experience and report scores to NAU.

General Internship Guidelines

1. While the candidate will be provided with a list of previously used sites in the state, the responsibility of making the appropriate contacts for the application and interview process falls with the candidate. The school psychology faculty will be available for advisement regarding this process. All internship sites must be approved by the school psychology faculty prior to accepting a contract from the school or district. Internships with virtual schools and contract agencies are prohibited.
2. A formal NAU Affiliation Agreement (i.e., MOA) must be approved between the school district or charter school and the university prior to the intern beginning the internship. In many cases, an Agreement with many approved internship sites in Arizona school districts has been negotiated for up to five years. The NAU program coordinator, faculty, and the intern verify that the agreement is current or if it needs to be negotiated. An Internship Agreement will then be developed for each intern and must be approved and signed by the intern, the on-site supervisor, the internship coordinator, and an appropriate school administrator and the NAU representative. The agreement is to include the following:
 - Name, address, and telephone number of the intern
 - Name address, and telephone number of the internship site
 - Dates of the internship
 - Name, office address and phone number of the on-site supervisor and secondary supervisor(s) if applicable Summary of planned internship experiences
 - Legal requirements for university placement in field experiences
 - Candidate, internship site, and university responsibilities
 - Evaluation plan of the intern's progress.
3. The on-site internship supervisor will be responsible for no more than two interns at any given time. The University supervisor will be responsible for no more than 12 interns at any given time.
4. A minimum of two hours of face-to-face supervision per week will be required for each intern. Additional group and/or individual supervision is encouraged on an as needed basis.
5. Each intern will be evaluated, at a minimum of, two times during the internship experience. An evaluation form will be provided to the on-site supervisor by the internship coordinator each semester. The

purpose of the evaluation is to identify the intern's competencies in the ten NASP practice domains and interpersonal/professional dispositions. Additional evaluations may be conducted at the request of any of the parties involved. A [professional growth plan](#) will be instituted on an as needed basis.

9. The university internship coordinator will make a minimum of two visits (one each semester) to the site for the purpose of observing the intern in the school setting and meeting with the intern and supervisor for evaluation of the student's progress. Additionally, the university coordinator will make monthly contacts with each intern as well as periodic contacts with the on-site supervisor.
10. The internship coordinator/faculty supervisor will facilitate monthly group supervision and didactic training class sessions with interns. Interns are required to attend in person if within the state and by electronic video conference if out of state.

Responsibilities of the Agency

1. In assigning duties to the intern, the internship site recognizes and supports the internship as an educational experience. An intern to student ratio that is less than NASP guidelines for credentialed, full-time school psychologists (1 to 500) is expected, with the actual assignments based on such factors as the needs of students to be served, the intern's expertise and prior experience, and the intensity of intern supervision and support.
2. The intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist or psychologist and is employed as a regular employee or consultant by the district or agency.
3. Unless supervisors have been assigned a significant portion of their time to devote to supervising interns, each supervisor is assigned to no more than two interns at any one time. Intern supervision is taken into account when determining supervisor workload.
4. The internship includes an average of at least 2 hours of supervision per full-time week. The preponderance of field supervision is provided on at least a weekly, individual, face-to-face basis, with structured mentoring and evaluation that focus on development of the intern's competencies. Supervision time may be adjusted proportionately for less than a full-time week or schedule.
5. The internship site provides expense reimbursement, a safe and secure work environment, adequate space, and support services for the intern

consistent with that afforded agency school psychologists.

Responsibilities of the On-site Supervisor

1. Serve as a mentor and professional role model.
2. Plan a sequence of activities and experiences that will orient the intern to the school district and that will give the intern a variety of evaluation, intervention, and consultative experiences. This plan should be reviewed periodically to ensure the training needs of the student are being met.
3. Provide weekly face-to-face supervision for a minimum of 2 hours per week. This should include review and planning for cases and activities assigned, review of reports and paperwork, and direct observation of the intern's activities.
4. Evaluate and approve all psychoeducational and intervention reports as well as counseling case notes and provide a co-signature. Supervisors should hold interns to a high level of writing excellence and a high level of integration and efficiency in report writing.
5. Monitor the intern's activities so that the intern is able to meet the expectations of the internship. The on-site supervisor should review the monthly activity logs to be submitted to the university internship coordinator in Time2Track. Verify by signing off on a pdf summary at mid and end of semester.
6. Participate in periodic evaluation of the intern using the CEFE and PD surveys provided by the university. Supervisors are asked to discuss their evaluations with the intern and any concerns as early as possible. On-site supervisors are asked to communicate regularly with the university supervisor, especially regarding concerns about intern development. Additionally, on-site supervisors will be asked to provide feedback regarding final grade assignment via the structured evaluation process.

Responsibilities of the Internship Coordinator

1. Evaluate and approve all internship sites. This process involves making appropriate contacts with the school district and reviewing credentials of the potential on-site supervisors.
2. Provide internship guidelines to school districts, interns, and on-site supervisors.
3. Assist the on-site supervisor in the preparation of the Affiliation

Agreement (i.e., MOA), Internship Agreement and a plan for experiences for the internship year.

4. Conduct visits to the school district (at least one per semester) to meet with the intern, observe the intern in service delivery, meet with the on-site supervisor, and other involved professionals. These visits will be planned in advance and in conjunction with the involved parties.
5. Discuss and evaluate the intern's progress and needs on a periodic basis.
6. Evaluate the activity logs submitted by the intern. The Internship Coordinator monitors the variety of tasks the intern has completed as well as the proportion of time engaged in different activities.
7. Facilitate monthly didactic and supervision meetings with interns.
8. Assign a final grade for EPS 693. The coordinator will seek input from the on-site supervisor regarding the grade assignment.

Licensure and Certification Requirements

Licensure and certification requirements vary by state. Candidates are encouraged to review credentialing requirements in the state where they plan to reside. Candidates who complete the program will be provided with an institutional recommendation form that can be used to apply for the Arizona School Psychologist Certificate as a substitute for the typical application process noted on their website. The website for the Arizona Department of Education Credentialing is:

- [Arizona Department of Education Certificate Requirements](#)
- [National Association of School Psychologists for State School Psychology Credentialing Requirements](#)

According to the Arizona Department of Education (ADE), the requirements for the School Psychologist Certificate in Arizona are:

1. A master's or more advanced degree from an accredited institution. Official transcript(s) required.
2. One of the following (Option A, B, C, D, or E):
 - A. Completion of a graduate program in school psychology, consisting of at least 60 graduate semester hours. OR,
 - B. Completion of a doctoral program in psychology and completion of a retraining program in school psychology from an accredited institution or Board-approved program with a

letter of institutional endorsement from the head of the school psychology program. OR,

- C. Five years of experience within the last ten years working full time in the capacity of a school psychologist in a school setting serving any portion of grades kindergarten through twelve, verified by the school district superintendent or human resources department. Please submit a letter from the District Superintendent, Personnel Director or designee to verify experience. OR,
 - D. Verification of a Nationally Certified School Psychologist Credential. OR,
 - E. Verification of a diploma in school psychology from the American Board of School Psychology.
3. Internship or experience with one of the following (Option A or B):
- A. A letter from a university department head or designee to verify completion of a supervised internship of at least 1,200 clock hours with a minimum of 600 of those hours in a school setting, note: This verification letter is required in addition to the official transcripts documenting the internship OR
 - B. A letter from a District Superintendent, Personnel Director or designee verifying three (3) years of experience as a certified school psychologist within the last ten years.
4. A photocopy of your valid Arizona Department of Public Safety Identity Verified Prints (IVP) fingerprint card (plastic). For more visit the Arizona Department of Public Safety website or call (602) 223-2279.

Exemptions from Licensure

Candidates in the Ed.S. Program engaging in professional supervised experiences will use the word 'trainee,' "intern" or "extern" as appropriate to their role and must be enrolled in the relevant class that is part of the official supervised course of graduate study at NAU. Please see [A.R.S. 32-2075](#) for the official statutes related to Exemption to Licensure.

Review of Students' Academic and Professional Progress

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

Candidate evaluation will occur near the end of each semester by the core school psychology faculty. Information from course instructors, field supervisors, and other relevant settings will be considered by the school psychology faculty. Core faculty directly teaching or supervising the student will complete a School Psychology Continuing Student Evaluation form each semester.

Annually, candidates formally meet with advisors to discuss their progress in the program. At that meeting, the candidate reviews the rating form and comments related to their progress in the areas of didactic coursework, research skills and progress, clinical skills and progress, assistantship performance, interpersonal skills and professionalism, self-awareness, self-evaluation, and critical thinking skills, other accomplishments and/or concerns, and status on graduation requirements. Candidates are encouraged to discuss all feedback and any other questions they have with their advisors and if they disagree with the evaluation, candidates have the option to follow the Appeal and Grievance Processes found in the Ed.S. Candidate Handbook. Candidate progress evaluations result in one of several potential outcomes that are shared with the candidate in written documentation with the evaluation materials:

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

National School Psychology Examination

All candidates must complete the National School Psychology Examination for School Psychologists. This exam must be completed prior to completing internship and evidence of exam completion must be sent or presented to the

department office in order for a candidate to receive institutional recommendation, which is required for certification in most states. In order to become a National Certified School Psychologist (NCSP), applicants must achieve a passing score (155) on the National School Psychology Examination administered by Educational Testing Service (ETS). Test scores remain valid for five (5) years after the test. Test scores older than five (5) are considered expired and would require re-taking the examination. The School Psychologist Test, code 5403, is administered through the Praxis Series of Educational Testing. Candidates are strongly encouraged to prepare to take the exam and apply for NCSP immediately after graduating from the EdS program.

Continuation on Probation with a Professional Growth Plan

If the School Psychology Committee determines that the candidate requires a Professional Growth Plan, the candidate's advisor and the candidate will develop a Professional Growth Plan (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 PGP is then signed by the candidate and the advisor. The Department will notify the candidate in writing with a copy of the PGP (written plan) to the Graduate College, of specific failures leading to the recommendation of probation (See Academic Continuation, Probation, Dismissal and Readmission - [Graduate Policy 100319](#)).

Once the timeline for completing the remediation objectives has passed, the advisor will meet with the candidate to evaluate whether the objectives were successfully met, record the progress on the Professional Growth Plan, and bring the plan to the Department Chair and the School Psychology Committee. If the advisor, the Department Chair and the School Psychology Committee verify that the candidate 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 candidate's departmental file.

If the candidate has not completed the PGP objectives, activities, and timelines successfully, the advisor will record this finding and report to the Department Chair and the School Psychology Committee who will then review and decide whether the candidate has failed to meet the requirements of the PGP. If the advisor, the Department Chair and the School Psychology Committee determine that the candidate has not met the objectives, activities, and timelines of the PGP, the candidate 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

candidate and placed in the candidate's departmental file. The Graduate College will be notified in writing of the intent of the program to recommend dismissal.

Consideration for Dismissal from the Educational Psychology Ed.S. 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 candidate 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 "C" grades.
3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Professional Growth Plan (e.g., excessive delay in completing course requirements; first- and second-year examinations (if applicable), Practica, Poor ratings on 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 school psychology; 2) conduct unbecoming of a school psychologist; or 3) failure to comply with departmental, college, and university regulations or procedures.
5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

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 ([University Procedures for Dismissing a Student from a Graduate Program - Policy 100319](#)).

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

- failure to meet academic requirements outlined in this policy or within the academic unit;

- failure to meet requirements for continuation within an academic program; or
- any academic reason not addressed by other university policies or procedures.

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

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

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

Policies and Procedures

Upon admission to the program, candidates are provided with a handbook to assure clear understanding of formal written policies and procedures. The handbook will also be available online to any interested party. The handbook provides candidates with written policies and procedures regarding program and institution requirements and expectations regarding candidates' performance and continuance in the program and procedures for the termination of candidates.

Student Self-Care

The Ed.S. program at NAU rigorously prepares its graduate students to be a part of the next generation of future practitioners in the field. However, an important component of being a graduate student is to learn how to conduct yourself in ways that exemplify this future role. Although often not often spoken of, this includes implementing standard self-care practice. As future professionals in the field, learning how to create self-care practice is central to your development, and plays a crucial role in your professional, educational, and personal success. Both NASP (2020) and APA (2017) recognize the importance of implementing consistent self-care practice, especially for its graduate students.

Below are some useful resources to further develop your self-care practice:

[Self-Care Practice \(APA\)](#)

[Mental Health Resources](#)

[Emotional Wellness \(NAU\)](#)

[Live Well \(NAU\)](#)

Ethical Standards / Professional Behavior

The program adheres to the National Association of School Psychologists' (NASP; 2020) Principles for Professional Ethics and the American Psychological Association's (APA; 2017) Ethical Principles of Psychologists and Code of Conduct. Any breach of any part of ethical principles and conduct or state law is grounds for dismissal from the program without further qualification regardless of course work, research or other academic achievement. Candidates are required to act in accordance with ethical principles and standards for providers of psychological services of both NASP and APA.

Candidates in this program should follow the professional codes of ethics and licensure guidelines established by the following organizations:

- [National Association of School Psychologists](#)

- [American Psychological Association](#)

In addition, candidates will be expected to maintain ethical behavior regarding the use of Artificial Intelligence. Instructors reserve the right to enforce their own guidelines around AI. The official NAU statement regarding AI is below:

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, any additional course-specific guidelines in the syllabus, or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

More [resources for the use of AI](#) can be found on the NAU website.

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

The School Psychology Ed.S. Program conforms to the NAU Graduate College Transfer [Policy \(100336\)](#).

Generally, candidates meet with the advisor to determine which prior graduate courses may potentially transfer to the program of study. During this meeting, candidates 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 candidate must then follow the policy and procedure as outlined in the Graduate College policy noted above, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Graduate College approval. No more than 18 credits can be transferred.

Transfer of credit requests are requests to apply graduate credits earned at another institution to specific courses within the program of study. *Course waiver* requests are requests to waive a particular course requirement based on prior comparable study as described below. Unlike transfer of credit, course waivers do not appear as transfer credit and will not replace credits toward the required credits in the program of study. However, course waivers may allow students to take more electives in the program to achieve the 72-credit requirement.

The following procedure is applied to determine that the candidate possesses the requisite knowledge and competence in a transfer credit or course waiver request.

1. Candidate's petition for transfer credit or a formal request for waiver of a course in either knowledge area will be submitted to the advisor with the syllabi for each course under consideration.
2. The advisor will review the request and compare the submitted syllabus with the corresponding NAU syllabus for each course.
3. The advisor will communicate with the candidate regarding recommendations for transfer credit and then forward the petition for transfer credit to the Department Chair.
4. Department Chair will review and make recommendations on each transfer request and forward the petition to the Graduate College.
5. The Graduate College will make the final decisions on transfer requests.

Student Membership in Professional Organizations and Affiliations

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

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

There are several key professional organizations for our field that students are strongly encouraged to join as student members. The first is the [National Association of School Psychologists](#). NASP's mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. NASP provides resources, professional training, journals and other publications, communities of practice and networking, advocacy, and public policy work to support our profession and the educators, students and families we serve. NASP has many interest groups as well. Additionally, NASP reviews and approves graduate training programs in a rigorous process based on training standards in our field. You will begin to become acquainted with the professional standards of practice in your coursework. Our program also has a NASP student representative each year. You will have the opportunity and privilege to be nominated by faculty to serve in this capacity for the program. We are proud that our program is NASP approved! Become a student member of NASP today! Be aware that you will be encouraged to attend NASP conventions each spring and course calendars are typically

planned around those convention times to allow you time to attend.

The [Arizona Association of School Psychologists](#) is our state organization affiliate of NASP. AASP holds a wonderful state convention each year that typically features professional development opportunities with renowned national leaders in our field. Many of you will present your first research and case studies at this state convention that is held each fall. Each program site also identifies an AASP representative (must have AASP student membership status) to attend quarterly board meetings and other functions. We typically have student volunteers at the AASP convention who, in compensation for volunteering, are offered free registration for their volunteer day. Please join AASP as a student member.

[Division 16 of the American Psychological Association](#) is our Division for School Psychology. Division 16 student membership is \$20 annually and provides a voice for school psychology in the larger organization of American Psychological Association. This division provides journals and other publications you will read in the coming years.

We also have an NAU chapter of the Student Affiliates in School Psychology (SASP) to which you will be invited to participate actively and take on membership and leadership responsibilities. SASP supports the student body of the program with service projects and co-sponsoring important events and other activities. SASP also participates in activities of program review to support our NASP accreditation reports. Many opportunities for leadership roles are available within NASP, AASP, and SASP across our two campus programs.

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 candidate 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 candidate 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 candidate has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the candidate 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 candidate believes that the issue was not resolved at level described in Step 1, the candidate shall submit a written request to the School Psychology faculty.
 - 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 candidate 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 faculty will be provided a copy of the candidate'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 faculty 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 candidate and others who have been involved in the appeal process.
- 3. If a satisfactory resolution with the faculty is not achieved or if the issue involves appeal of a departmental policy, the candidate may appeal to the EPS Department Chair, who will attempt to reconcile the differences between the candidate and the faculty member/faculty advisor and/or the faculty committee within two weeks of the issue being raised. The EPS Department Chair shall send a letter to the candidate 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 candidate 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 candidate and involved parties indicating the decision

of the committee. The decision shall be final and end any further College of Education involvement.

Candidates 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 candidate 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.

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.

Academic Integrity

Academic Integrity is a key aspect of professional ethics at NAU. Students in the School Psychology Ed.S. 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 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.

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.

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.

Student ID

Student ID is an important asset, as the JacksCard serves as identification, grants access to certain buildings and services, and can be used for meal plans and other monetary transactions. For more information about obtaining a physical or digital JacksCard visit the [JackCard webpage](#).

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.

Mountain Campus

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.

There is a practicum clinic in room 169 where there are rooms equipped with HIPAA compliant recording capability and one-way mirrors. These rooms may be used during counseling courses and can be reserved for testing practice. In addition, the clinic also houses assessment materials which can be signed out.

North Valley Campus

North Valley campus students have access to a state-of-the-art computer lab with Mac and PC workstations. Printing is available on site for a per page fee comparable to the mountain campus. A fee for use copy machine is also available on site. The North Valley Campus has a test lab which includes test kits and materials (e.g., manuals, protocols) that are available for students for associated coursework, as well as for review and use during practicum and internships. During required coursework, test kits and corresponding materials are assigned to students for individual use. Outside of coursework, students may request kits and/or materials, which are then signed out to them. There is also a practicum laboratory at the NV campus which includes counseling rooms with bug in the ear technology that students will use in counseling courses. The rooms are equipped with HIPAA compliant recording capability and one-way mirrors. These rooms may also be reserved for testing practice.

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.

Candidate 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 candidates in the program are expected to maintain the ethical standards adopted by NASP and APA. Candidates 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.

It is the candidate's responsibility to see that any signed forms and required documentation are submitted appropriately (directly to EPS department office, Canvas platform, electronic student files) as soon as the requirement has been met. Candidates may review their electronic files at any time in the Teams drive or can schedule a meeting with the EPS office to review the files with an advisor if needed.

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