



**EDUCATIONAL PSYCHOLOGY**

**EPS SCHOOL PSYCHOLOGY, Ed.S.**

**STUDENT HANDBOOK**

**Spring 2021**

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY  
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# EPS SCHOOL PSYCHOLOGY, ED.S. STUDENT HANDBOOK

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## PREFACE

This document is intended to serve as a guide for program advisors and students 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 student. Policies and procedures can and will change, and your program advisor is the best source of information for these changes. Students will be given reasonable notice of any policy or procedure changes.

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

## INTRODUCTION

The 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 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. NAU's HLC accreditation is extended through the 2018-2019 academic year.

The Main Campus is located in Flagstaff, with instructional sites throughout the state and an off-campus center in Yuma. Serving more than 31,000 full-time and part-time students, approximately 23,000 of whom are enrolled at the Flagstaff campus, the University emphasizes undergraduate education while offering graduate programs leading to masters and to doctoral degrees in selected fields.

NAU's mission states "our academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond. We develop solutions to challenges and drive innovation in a supportive, inclusive, and diverse environment." Our "rigorous programs and pioneering research with substantial community impact provide the foundation for transformational student opportunities that prepare graduates to excel in creating a sustainable future, nationally and globally."

The College of Education's mission is to prepare competent and committed professionals who will be equipped to make positive differences for children, students, and adults in educational settings and communities. The College of Education has more than 105 full-time faculty who serve more than 3,400 students with an average class size of 17. The College offers approximately 16 undergraduate degrees or certificates and 36 graduate degrees or certificates, including three doctoral programs. Each year, the College awards more than \$290,000 in scholarship funding and currently manages more than 8 million dollars in externally funded research projects. The Department is integrally aligned with the function and mission of the College and provides leadership in the health service practice of psychology.

The Educational Psychology Department is one of four academic departments in the College of Education. The EPS Department offers six degree programs, serving approximately 400 students, including master's degrees in clinical mental health counseling, school counseling, human relations, student affairs and counseling, an EdS degree in school psychology, and the doctoral degree in Combined Counseling/School Psychology. The mission of the Educational Psychology Department is the same as the College mission and its objectives are to: Give students hands-on experience in supervised clinical settings; Provide students with a curriculum based on a developmental, experiential training model that includes understanding theory, assessment, intervention, and evaluation skills; prepare students to work with individuals, families, groups, schools, organizations, and agencies; and offer courses delivered through a combination of in-person, online, hybrid, and supervised practice.

The School Psychology Ed.S. Program prepares students 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 students 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 <https://nau.edu/compliance-and-authorization/professional-licensure-by-state/>.

The Ed.S. 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 Ed.S. Program faculty is on the following pages. Complete information regarding faculty research and teaching interests is available on the departmental website at <http://nau.edu/COE/Ed-Psych/Faculty-Staff/>.

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 students 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 School Psychology Ed.S. Program is offered at NAU's Flagstaff and Phoenix (North Valley) Campuses. The Ed.S. program has received full program approval status from the [National Association of School Psychologists](#) (NASP).

## VALUES STATEMENT ADDRESSING DIVERSITY

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

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

It is the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: <https://nau.edu/university-policy-library/safe-working-and-learning/>

## PROGRAM PHILOSOPHY AND MODEL

The School Psychology graduate program has been designed to prepare school psychologists through the scientist-practitioner model. Integration of science and practice is accomplished through a carefully orchestrated program of study that 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. Scientific knowledge is used to improve practice in the field of school psychology.

In keeping with the mission statement of the College of Education, the School Psychology program is committed to the preparation of professionals who are capable of helping create the schools of tomorrow. Recruitment of minority students is emphasized as well as the preparation of students who are prepared to work in rural 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, interventions, and research. This preparation provides the student 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 administer appropriate interventions with children, parents, and school personnel in a variety of educational settings. Students are expected to effectively evaluate the systems they work within as well as their own impact on the system.

## PROGRAM GOALS AND OBJECTIVES

The School Psychology Ed.S. Program has nine goals that reflect the program's values in training ethical, well-rounded school psychologists. The primary goals of the School Psychology program are to prepare professionals who:

1. Are capable of providing direct and indirect psychological services to children (birth to 21), parents, and teachers in a variety of educational settings.
2. Possess knowledge within the areas of psychological foundations including development, learning, exceptionalities, psychopathology, and biological, social, and cultural influences.
3. Are competent in the use of major psychological and educational techniques including consultation, counseling, and assessment, with advanced skills in cognitive behavioral approaches.
4. Are capable of functioning in a professional manner in educational settings and have had successful experiences working effectively in a variety of school settings, including special education, preschool and different programs, and levels of exceptionality including referred and non-referred students.
5. Are knowledgeable of and possess operational competence with specialized school psychology roles and legal and ethical guidelines.
6. Are committed to non-traditional services (pre-evaluation interventions, consultation and counseling, intervention-oriented assessment, and alternative delivery systems) as well as competence with traditional services.
7. Are competent as problem solvers, change agents, and advocates, with a commitment to multicultural awareness, knowledge, skills, and social justice principles.
8. Are skilled in demonstrating an orientation as a consultant and mental health resource person in identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems.
9. Are knowledgeable about information technology and uses to safeguard work and to enhance the quality of services.

## PROGRAM COMPETENCIES

The program is designed to develop the professional practices consistent with the National Association of School Psychologists (NASP) *Model of Comprehensive and Integrated School Psychological Services* reflecting the ten domains of practice. As such, our program is committed to developing and assessing students in these areas.

The NASP Domains of Practice include the following areas: 1) data-based decision-making and accountability; 2) consultation and collaboration; 3) interventions and instructional support to develop academic skills; 4) interventions and mental health services support to develop social and life skills; 5) school-wide practices to promote learning; 6) preventive and responsive services; 7) family-school collaboration services; 8) diversity in development in learning; 9) research and program evaluation; and 10) legal, ethical, and professional practice.

Each area is developed through coursework and other program experiences across the duration of the program. The program has established benchmarks to help students and faculty assess student skill and knowledge development in practice domains. Assessments include specific course grades, formal examinations, faculty ratings, and student projects.

**Research and program evaluation** competencies are achieved by students in research methods and statistics coursework and intervention coursework. Interested students may also participate with faculty-mentored research and dissemination of scholarly work at conferences and in publications.

Students begin achieving competency in ethical and legal standards and professional values, attitudes, and behaviors in orientation to the profession and ethics classes. **Ethics, legal, and professional practice** training are ubiquitous within coursework via readings, discussions, and case studies.

Our program is based upon aspects of **individual differences, cultural diversity, and social justice** important to the practice of school psychology in rural areas of the Southwest. Individual differences and diversity are primary foci in orientation to the profession. In addition, individual differences, cultural diversity, and social justice knowledge and skills are integrated into course readings, discussion, and case studies. Integration of individual differences and cultural diversity into case formulation and intervention are key components of practicum courses.

**Communications and interpersonal skills training** is addressed in courses such as introduction to school psychology, assessment courses, consultation and collaboration, counseling courses, basic intervention skills training, and practice courses that emphasize discourse, professional and interpersonal behaviors, and identity as a school psychologist.

**Assessment** is covered in courses that directly address assessment, interpretation, and linking assessment to intervention/instruction and accommodation. These courses include current readings, class discussions, and application exercises. Assessment courses include demonstration and practical laboratory work with faculty and teaching assistant support. Assessment courses include multiple video administrations of assessment tools studied, self-review, and critique, as well as grading of both administration and scoring/protocol for each test or instrument studied. Students write case reports and receive feedback on practice cases in assessment courses. Examinations are utilized in non-practica courses. Practicum training uses case report writing that is structured and scaffolded to build skills.

Students attain general **Intervention** competency knowledge and skills in courses such as EPS 660 Counseling Processes, and in courses that target interventions with specific populations, including children and adolescents and school-based intervention courses. Intervention knowledge courses utilize current readings, case scenario discussions, practice exercises, classroom discussion, writing assignments to support knowledge transfer, and examinations. EPS 607 School-based Intervention includes real client contact and intervention activities in conjunction with practica. Evidence-based intervention reports of real cases are produced in practica to demonstrate transfer of knowledge, microskills, and application. Self-reflection in skills and application as well as intervention case process and outcomes are included in applied practicum activities.

Competency in **consultation and collaboration skills** is taught in EPS 678 Consultation and Collaboration and practiced by students in EPS 675 School Psychology Practicum, where students are guided to reflect on and write several consultation case summaries. Observation of practicum students followed up with feedback/supervision is provided to support skills transfer to applied settings. EPS 675 School Psychology Practicum routinely involves interdisciplinary environments with multiple allied health professionals. These experiences are discussed in group supervision and class meetings. Explanations of the role and function of other disciplines is discussed and students assess this within their casework.

## PROGRAM FACULTY

| CORE FACULTY                                                                                                                                                                                                |            |                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------|
| Kathy Bohan<br>Associate Professor, Flagstaff Campus<br>School Psychology Program Coordinator<br>Arizona Licensed Psychologist<br>Certified School Psychologist<br>Nationally Certified School Psychologist | EdD, 1996  | School Psychology<br>Northern Arizona University, Flagstaff |
| Lena Gaddis<br>Associate Professor, Flagstaff Campus<br>Certified School Psychologist                                                                                                                       | PhD, 1987  | School Psychology<br>University of Georgia, Athens          |
| Carlos O. Calderón<br>Assistant Professor, Flagstaff Campus<br>Certified School Psychologist<br>Nationally Certified School Psychologist                                                                    | PhD, 2012  | School Psychology<br>Arizona State University, Tempe        |
| Margaret Boatright<br>Assistant Professor of Practice, NV Campus<br>Certified School Psychologist<br>Nationally Certified School Psychologist                                                               | PhD, 2007  | School Psychology<br>Northern Arizona University, Flagstaff |
| Marianne Fillhouer<br>Assistant Clinical Professor, NV Campus<br>Certified School Psychologist                                                                                                              | EdS, 2004  | School Psychology<br>University of Minnesota, Twin Cities   |
| Lisa L. Persinger<br>Affiliate Faculty<br>Arizona Licensed Psychologist<br>Certified School Psychologist<br>Nationally Certified School Psychologist                                                        | PhD, 2000  | School Psychology<br>Indiana University, Bloomington        |
| Rachel Youngblom<br>Affiliate Faculty<br>Arizona Licensed Psychologist<br>Certified School Psychologist<br>Nationally Certified School Psychologist                                                         | PsyD       | School Psychology<br>University of Minnesota, Mankato       |
| Lynne E. Turner<br>Affiliate Faculty<br>Certified School Psychologist                                                                                                                                       | Ph.D.      | School Psychology<br>Western Michigan University            |
| Eileen Conway<br>Affiliate Faculty<br>Certified School Psychologist<br>Diplomate in School Neuropsychology                                                                                                  | PsyD, 2011 | School Psychology<br>Argosy University                      |

### ADMINISTRATIVE LEADERSHIP AND SUPPORTING FACULTY

|                                                                                                        |            |                                                                       |
|--------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------|
| Sara Abercrombie<br>Associate Professor                                                                | PhD, 2011  | Educational Psychology<br>University of New Mexico                    |
| Saumya Arora<br>Assistant Clinical Professor, Tucson Campus<br>Licensed Professional Counselor         | PhD, 2015  | Counselor Education<br>Texas A&M University, Corpus Christi           |
| Rebecca Campbell<br>Professor                                                                          | PhD, 1996  | Educational Human Learning and<br>Development<br>Texas A&M University |
| Joyce DeVoss, Professor Emeritus<br>Professor, Tucson Campus<br>Licensed Professional Counselor        | PhD, 1987  | Counseling and Guidance<br>University of Arizona                      |
| Steven P. Farmer<br>Associate Clinical Professor, Phoenix<br>Campus<br>Licensed Professional Counselor | PhD, 2004  | Counseling - Marriage and Family Therapy<br>St. Mary's University     |
| Katherine Feather<br>Assistant Clinical Professor<br>Licensed Professional Counselor                   | PhD, 2017  | Counselor Education and Supervision<br>University of South Carolina   |
| Y. Evie Garcia<br>Associate Professor<br>Arizona Licensed Psychologist                                 | PhD, 1996  | Counseling Psychology<br>Arizona State University                     |
| Shane Haberstroh<br>Associate Professor<br>Licensed Professional Counselor                             | Ed.D, 2002 | Counselor Education<br>Texas Tech University                          |
| Melvin Hall, Professor Emeritus<br>Professor, NV Campus                                                | PhD, 1979  | Educational Psychology<br>University of Illinois at Urbana/Champaign  |
| Robert A. Horn, EPS Department Chair<br>Associate Professor                                            | PhD, 2004  | Educational Psychology and Research<br>University of Memphis          |
| Kim Kalas<br>Assistant Clinical Professor<br>Arizona Licensed Psychologist                             | EdD, 1999  | Educational Psychology - Counseling<br>Northern Arizona University    |
| Chesleigh Keene<br>Assistant Professor                                                                 | PhD, 2018  | Counseling Psychology<br>University of Denver                         |

|                                                                                           |                  |                                                                                 |
|-------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------|
| Pit Kolodinsky<br>Professor<br>Licensed Professional Counselor                            | PhD, 1994        | Counselor Education: Community Counseling<br>Mississippi State University       |
| Ji Eun Lee<br>Assistant Professor                                                         | PhD, 2013        | Educational Psychology (Concentration:<br>Learning)<br>Arizona State University |
| John McClure<br>Associate Professor                                                       | PhD, 1994        | Educational Psychology<br>Pennsylvania State University                         |
| Dian Squire<br>Assistant Professor                                                        | PhD, 2015        | Higher Education<br>Loyola University Chicago                                   |
| Timothy Thomason<br>Professor<br>Arizona Licensed Psychologist                            | EdD, 1997        | Counseling Psychology<br>George Peabody College                                 |
| Sara Haas<br>Assistant Clinical Professor, NV Campus<br>Licensed Professional Counselor   | Ph.D., 2017      | Counseling<br>University of North Texas                                         |
| Chad Snyder<br>Assistant Clinical Professor, NV Campus<br>Licensed Professional Counselor | Ph.D.            | Counselor Education & Supervision<br>Duquesne University                        |
| <b>ADMINISTRATIVE SUPPORT STAFF</b>                                                       |                  |                                                                                 |
| Hope DeMello                                                                              | Flagstaff Campus |                                                                                 |
| Claudia Mayer                                                                             | Phoenix Campus   |                                                                                 |
| Vicki Stevenson                                                                           | Flagstaff Campus |                                                                                 |

## 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 [Graduate College online application](#) by January 15<sup>th</sup> 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. Students receive notification of this decision electronically. It is the student's responsibility to ensure that their application file is complete. Incomplete files are not reviewed.

### ADMISSION APPLICATION REQUIREMENTS

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

- GRE<sup>®</sup> revised General Test
- 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
- 3 letters of recommendation with at least two from faculty if possible
- Responses to specific essay questions
- Interview
- IVP Fingerprint Clearance Card

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

- Graduate Admission Policy: <https://nau.edu/GradCol/Admissions/Graduate-Admissions-Policy/>
- Graduate Recruitment at NAU: <https://nau.edu/GradCol/Graduate-Recruitment-Resources/>

## APPLICATION REVIEW PROCESS

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

- 50% Academic Aptitude for Graduate Study (GRE scores and GPA)
- 20% Essay Responses (autobiographical and professional interest questions)
- 5% Work Related Experiences (relevant paid and volunteer work)
- 10% Potential to Contribute to Profession and Program (professional & 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 assigned. *Highly ranked candidates will be invited to participate in interviews.* Interviews will generally be held approximately one month after the application deadline.

The interview will be worth 20 points and the average score from faculty interviewers will be added to the overall score (file review [100 points] + interview [20 points]). Students 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 STUDENTS

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

Arizona state law requires that personnel who engage with minors or vulnerable adult populations have an **IVP Fingerprint Clearance Card** from the Arizona Department of Public Safety. That requirement applies to graduate students in practical psychology experiences as well. Admitted students will need the Identity Verified Fingerprint Clearance Card (IVP card) by the 1<sup>st</sup> 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. The link to the agency that provides the fingerprint clearance is: <http://www.azdps.gov/Services/Fingerprint/>

## **PROGRAM COSTS (PROGRAM FEE)**

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

The Ed.S. degree in School Psychology has a program fee that is assessed over 6 semesters (fall and spring each year) at \$750 per semester totaling \$4,500 over the three years students are in the program. 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 students. 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 student financial support.

## OVERVIEW OF PROGRAM REQUIREMENTS

### RESIDENCY REQUIREMENTS

The purpose of the residence requirement is to provide the student with an intensive academic experience, including opportunities for interaction with resident faculty as well as other graduate students. This time should be devoted to scholarly study, research, writing, and professional activities, which advance each individual's academic program. Residency promotes student development of the attitudes, values, vocabulary, and comportment expected for the role of a school psychologist through professional socialization, and provides opportunities to attend on-campus conferences, presentations, and seminars. Residency allows program faculty to provide mentorship and evaluation of competencies and comportment expected of school psychology students. The Educational Specialist in School Psychology Program requires 72 credit hours. Students in the program must satisfy the residency requirement by completing a minimum of two consecutive semesters (one year continuous) of full-time residency, carrying a minimum workload of 9 hours during each semester. **The residency requirements must be met by attending during fall and spring semesters.**

The Flagstaff campus offers a traditional program encompassing day and evening classes, with some online and summer courses required. Students on the Flagstaff campus complete the program in 3 years, taking 12 or more credits in fall and spring and 9 credits in summers to complete the degree. The course sequence is the same as the North Valley program, but the speed of program completion is different to accommodate the distinct target student populations of the extended campus and the main campus.

The North Valley cohort follows the sequence of courses over a 3 year period, where each semester includes 9-12 credits. Fall and spring courses are offered in the evenings and online to accommodate working professionals, who are targeted for matriculation into the extended campus cohorts. The program courses, sequence, and requirements do not vary.

### PROGRAM MEETINGS

Program student meetings may be scheduled once or twice per year. Program student meetings are an opportunity to provide relevant program information, obtain student feedback, address concerns, and provide additional training or information. Additionally, the program may conduct focus groups and surveys with current students to assess student-faculty relations through periodic departmental meetings. Information from these surveys are reviewed by the program faculty and changes beneficial to the program and students are implemented.

### COLLEGE RESEARCH COLLOQUIA

College research colloquia offers students an opportunity to learn about research in multiple areas of psychology and education. The colloquia offer opportunities for students to meet faculty researchers and other research collaborators. School Psychology students are invited to attend these colloquia.

## CURRICULUM OVERVIEW

Our Ed.S. program reflects a training curriculum that is sequential, cumulative, and graded in complexity for both research skills and application. Students 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 students and support evaluation of the program. Goals are addressed across all levels of the program. Students 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 student. A final program of study is completed and submitted as a verification document when students apply for graduation.

The course sequence begins with essential foundational theoretical knowledge and skills in school psychology. First-year courses immerse students 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 students are guided to the outset. For example, utilizing science in practice.

- Students enrolled in the Introduction to School Psychology course participate in field experiences, with the objective to observe and participate in practice activities at a basic level as appropriate to the site and population.
- School-based intervention is paired with field experience applying evidence-based interventions using single-case design research methods with school-aged children.
- Early practicum courses integrate guided evidence-based intervention and assessment methods in signature assignments embedded in practica and other courses.

Assessment and skills courses build over the curriculum, leading to preparedness for initial practicum experiences with real clients in the second year of the program under close supervision of field and university faculty supervisors. As students master basic competencies, they are given more complex practical experiences. Students are assessed on both foundational knowledge and practical skills at multiple levels of the program. In addition to monitoring student progress through course grades, acquisition of foundational knowledge and skills are assessed through continuing student evaluations, field supervisor evaluations, and key examinations at the end of the first and second years in the program. Students participate in self-evaluation for the continuing student evaluation and the clinical field experience evaluation processes.

As students successfully complete courses at NAU, they demonstrate knowledge in the foundational areas of tests and measurement, human development, biological, cognitive, social, and affective bases of behavior, and research.

All program courses must be successfully completed prior to internship unless you have approval from your advisor. The only courses recommended for internship year beyond the required internship class are PBS or other certificate courses that supplement your professional goals.

Candidates must complete the program within six years. The complete timeline policy for completing the Ed.S. degree can be viewed online through the Graduate College:

<https://policy.nau.edu/policy/policy.aspx?num=100811>

## CURRICULUM PLAN

### REQUIREMENTS OF THE SCHOOL PSYCHOLOGY ED.S. PROGRAM

The official Program of Study form is housed on the Graduate College site:

<https://nau.edu/GradCol/Degrees-and-Programs/Programs-of-Study-Page/>. Advisors support students to adhere to the [Course Loads and Overloads, Graduate: Policy Number: 100324](#).

### COURSE DESCRIPTIONS

Course descriptions can be found at: <http://catalog.nau.edu/>. An asterisk indicates a required course; those without an asterisk are potential electives.

#### PSYCHOLOGICAL FOUNDATIONS

##### ESE 580 Introduction to Autism Spectrum Disorders

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

##### \*EPS 580 Human Development

Principles of growth and development within the lifespan of the individual, relating these principles to human relations and behavior.

##### \*EPS 605 Educational Psychology Applied to Learning

Theories and principles including those of (a) behavioral, (b) social, and (c) cognitive, as they apply to issues of learning, motivation, and cognitive development. Topics include learning, memory, cognition, and problem solving.

##### EPS 610 Child Psychology

Child development from the prenatal period to adolescence: emotional, intellectual, social, cultural, and perceptual factors. *Prerequisites:* EPS 580 recommended.

##### EPS 611 Adolescent Psychology

Adolescent development with emphasis on physiological, emotional, intellectual, social, and cultural factors. *Prerequisites:* EPS 580 recommended.

##### \*EPS 640 Biological Bases of Behavior

This course provides an overview of the neural mechanisms underlying human behavior. Core components of neuroscience are reviewed, including history, development, anatomy, physiology, pharmacology, research, assessment and treatment. Psychological constructs including language, learning and memory, emotion, spatial behavior, and attention/consciousness are reviewed. Brain injury and developmental, neurological, and psychiatric disorders are examined in conjunction with the role of the brain's plasticity.

## EPS 680 Psychopathology and Diagnosis

Course provides an introduction to psychopathology, clinical interviewing, and the current DSM diagnostic system with attention to cognitive and affective aspects of behavior. *Prerequisites:* Previous graduate or undergraduate courses in Abnormal Psychology and Personality Theory are strongly recommended.

## EDUCATIONAL FOUNDATIONS

### ECI 541 Corrective and Remedial Reading

Principles, methods, specialized materials, and diagnostic tests for use in remediation of basic skill deficiencies with disabled readers; clinical experience in test administration.

### EDF 670 Philosophy of Education

Educational aims, values, and criteria of education in a democracy; systems of educational philosophy, the nature of thinking, methods, and subject matter.

### \*ESE 548 Survey of Special Education

Develop basic understanding of learning and developmental characteristics, educational service provisions, and common instructional needs.

## PROFESSIONAL ETHICS AND STANDARDS

### \*EPS 670 Professional Ethics, Legal Standards and Responsibilities

Current professional problems and ethics in the helping professions, including issues related to certification, licensure, confidentiality, forensic concerns, values, responsibilities, and professional and legal standards.

## ASSESSMENT

### EPS 599 Assessment & Diagnosis of Autism Spectrum Disorders

This course provides a general introduction to autism spectrum disorder. It addresses etiology and diagnostic issues and introduces students to a broad range of assessment measures and intervention approaches.

### \*EPS 664 Tests and Measurements

Test theory and construction of selected intelligence, achievement, aptitude, personality, interest, and special ability tests. *Prerequisites:* EPS 525. *Corequisite:* EPS 625.

### \*EPS 673 Intellectual and Cognitive Assessment

Administration, scoring, interpretation, and report writing with major measures of intelligence and cognitive processing. Includes theory and research regarding cognitive processing and intellectual assessment. This course must be passed to be eligible to register for practica.

**\*EPS 674 Psychoeducational Assessment**

Administration, scoring, and interpretation of tests of cognitive, academic, adaptive, sensory, and motor functioning. Emphasizes psychoeducational diagnosis and report writing. This course contains an assessment that must be passed to be eligible to register for the practica. *Pre- or corequisites:* EPS 604 and EPS 664.

**\*EPS 675 School Psychology Practicum**

Supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings. One hundred fifty practicum hours per semester. Contains a qualifying assessment for the internship. *Prerequisites:* EPS 606, EPS 670, EPS 673, EPS 674 and EPS 738.

**\*EPS 738 School-based Psychosocial Assessments and Interventions**

This course focuses on both assessments and interventions for children and adolescents with behavioral and social/emotional issues related to disability and life-issues. The course emphasizes best practice in assessment, diagnosis, and evidence-based interventions with social/emotional and behavioral problems for school-based interventions for children and adolescents. Issues related to cultural and social factors are integrated into the curriculum. This course must be passed to be eligible to register for practica. *Prerequisites:* EPS 604, EPS 664, and EPS 673.

## INTERVENTIONS

**\*EPS 601 Theories of Counseling**

Basic counseling theories of relevance to helping professionals.

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

This is a course designed to acquaint graduate students to the history and field of school psychology and contemporary issues and trends in the profession. *Prerequisites:* ESE 548.

**\*EPS 606 Applied Behavior Management**

Opportunity to put into practice principles of learning as they relate to the design, implementation, and evaluation of behavioral programs for individuals.

**\*EPS 607 School-based Interventions**

This course will increase students' knowledge of components of effective interventions that promote development and academic progress for school-aged children. Models and methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be discussed. Prevention and crisis intervention programs that promote P-12 students' mental health will also be addressed.

**\*EPS 622 Child and Adolescent Counseling**

Theory and techniques for treating psychological disorders in children and adolescents. Includes approaches to treatment, efficacy research, and treatment evaluation. *Prerequisites:* EPS 601 and EPS 615.

**\*EPS 660 Counseling Processes**

Introduces counseling skill development, emphasizing counseling of normal individuals with developmental concerns. Includes 15-hour practicum. *Prerequisites:* EPS 601. EPS 670 recommended.

**\*EPS 669 Topics in Crisis, Trauma, and Disaster Counseling with School Emphasis**

This course is an introduction to the research and practice of crisis, trauma, and disaster response and prevention. Issues related to the assessment, diagnosis and treatment of individuals in the context of their communities (school and/or larger community) affected by crises, trauma and disasters will be addressed. *Prerequisites:* EPS 601.

**\*EPS 678 Psychological Consultation and Collaboration In School-based Settings**

This course is designed to integrate theory, principles, and procedures of the psychological consultation process to address academic, behavioral, and social/emotional problems exhibited by children and adolescents in school, community, and home settings. Students build skills in consultation as a psychological intervention at the individual, group, and system levels to address student behavioral and instructional needs. Development of collaborative approaches to improve implementation of services is emphasized.

**EPS 690 Multicultural Counseling**

Theoretical and experiential course in individual and cultural diversity. Course includes affective, social, family, and community bases of counseling and therapy. Didactic approaches incorporate group processes, emotions, attributions, attitudes, and professional standards and ethics. Course includes effective measurements and interventions across individual and cultural differences. *Prerequisites:* EPS 601. *Corequisite:* EPS 660.

**\*EPS 693 School Psychology Certification Internship**

Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. 1200 clock hours required, including 600 hours in a school setting. *Prerequisites:* EPS 675.

## RESEARCH

**\*EDR 610 Introduction to Research** General introduction to research in education; primary focus on use of research in education.

**EPS 525 Introduction to Statistics** Descriptive and inferential statistics including central tendency, dispersion, correlation, regression, and analysis of variance.

**\*EPS 625 Intermediate Statistics**

Advanced descriptive and inferential statistics including parametric and nonparametric procedures. *Prerequisites:* EPS 525.

## BOARD CERTIFIED BEHAVIOR ANALYST COURSE SEQUENCE OPTIONS

Students have the option to complete the BCBA course sequence concurrently with the school psychology course sequence. The course sequence is a Graduate Certificate in Positive Behavior Supports. Information about that certificate program can be found here: <https://nau.edu/ed-specialties/positive-behavior-support-cert/>

Two to three of the PBS Certificate courses can be substituted in the Ed.S. Program of Study to satisfy the Ed.S. degree. Students should work with their advisor to determine which courses will be satisfied by one of the PBS Certificate courses on the Ed.S. program of study.

### PREREQUISITES

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

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

### RECOMMENDED SEQUENCE WITH Ed.S. IN SCHOOL PSYCHOLOGY

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

### Flagstaff Campus Ed.S. in School Psychology: Course Sequence Options

#### Required Course Sequence – Option A (recommended for lighter fall and spring loads)

| YEAR ONE                                         |                |                                                   |
|--------------------------------------------------|----------------|---------------------------------------------------|
| SUMMER                                           | FALL           | SPRING                                            |
| ESE 548                                          | <i>EPS 604</i> | <i>EPS 674</i>                                    |
| EPS 525* pre-requisite for program OR<br>EPS 580 | <i>EPS 673</i> | <i>EPS 738</i>                                    |
| EDR 610                                          | <i>EPS 664</i> | <i>EPS 660</i>                                    |
|                                                  | <i>EPS 601</i> | <i>EPS 670</i>                                    |
| YEAR TWO                                         |                |                                                   |
| <i>EPS 606 (or PBS Cert Course)</i><br>(EPS 580) | <i>EPS 675</i> | <i>EPS 675</i>                                    |
| EPS 605                                          | <i>EPS 622</i> | <i>EPS 607</i>                                    |
|                                                  | <i>EPS 678</i> | <i>EPS 640</i>                                    |
|                                                  | EPS 625        | Choice from Ed. Foundations or<br>PBS Cert Course |
| YEAR THREE                                       |                |                                                   |
| <i>EPS 669</i> (in person)                       | <i>EPS 693</i> | <i>EPS 693</i>                                    |

**Required Course Sequence: Option B**

| YEAR ONE                            |                |            |                                                |
|-------------------------------------|----------------|------------|------------------------------------------------|
| SUMMER                              | FALL           | WINTER     | SPRING                                         |
|                                     | <b>EPS 604</b> | **ESE 548  | <b>EPS 674</b>                                 |
| EPS 525* pre-requisite              | <b>EPS 673</b> |            | <b>EPS 738</b>                                 |
|                                     | <b>EPS 664</b> |            | <b>EPS 670</b>                                 |
|                                     | <b>EPS 601</b> |            | <b>EPS 660</b>                                 |
|                                     |                |            |                                                |
| YEAR TWO                            |                |            |                                                |
| <b>EPS 606 (or PBS Cert Course)</b> | <b>EPS 675</b> | ***EDR 610 | <b>EPS 675</b>                                 |
| EPS 580                             | EPS 625        |            | <b>EPS 640</b>                                 |
| (ESE 548)                           | <b>EPS 678</b> |            | <b>EPS 607</b>                                 |
| EPS 605                             | <b>EPS 622</b> |            | Choice from Ed. Foundations or PBS Cert Course |
|                                     |                |            |                                                |
| YEAR THREE                          |                |            |                                                |
| <b>EPS 669</b> (in person)          | <b>EPS 693</b> |            | <b>EPS 693</b>                                 |

\*Prerequisite to the program – check with your advisor to determine if you have met the requirement via your undergraduate curriculum.

\*\*May move to summer pre-practicum or winter/spring second year.

\*\*\*May move to spring second year or summer pre-internship.

**North Valley School Psychology Ed.S. Annual Admission Sequence with Summer Start**

Spring prior to start – 2<sup>nd</sup> 8 week: EPS 525 stats if needed or it must be fit into the sequence early on (pre-req)

| Program Year  | Summer                                     | Fall                               | Winter                                                 | Spring                             |
|---------------|--------------------------------------------|------------------------------------|--------------------------------------------------------|------------------------------------|
| <b>Year 1</b> | EPS 604 Intro (5 week)                     | EPS 601 Couns Intro (8wk)          | <i>*EDR 610 and ESE 548 may be available in winter</i> | EPS 674 Psychoed Assessment        |
|               | EPS 738 Soc/Emo Assess & Interv (13 weeks) | EPS 673 Cog Assessment             |                                                        | *ESE 548 Survey of Special Ed      |
|               | *EPS 664 Tests & Measure (8 weeks)         | EPS 660 Counseling Processes (8wk) |                                                        | *EPS 580 Development (online, 8wk) |
|               |                                            |                                    |                                                        | *EDR 610 Ed Research (8wk)         |
| <b>Year 2</b> | *EPS 606 Applied Behavior Mgmt or ESE 519  | EPS 675 Practicum                  | <i>*EDR 610 and ESE 548 may be available in winter</i> | EPS 675 Practicum                  |
|               | EPS 669 Crisis                             | EPS 622 Child/Adol Counseling      |                                                        | EPS 607 School-based Intervention  |
|               | EPS 670 Ethics/Law                         | EPS 678 Consultation               |                                                        | EPS 640 Bio Bases                  |
|               |                                            |                                    |                                                        | *EPS 625 Intermediate Stats        |
| <b>Year 3</b> | *EPS 605 Ed Psych                          | EPS 693 Internship                 |                                                        | EPS 693 Internship                 |

\*Courses are offered online throughout the year and may be moved so long as the pre-requisites for classes are met.

Program total is 72 credits

**The North Valley sequence is designed to allow students to continue day jobs until the practicum year (Two) by having coursework in the evenings. Students must self-evaluate their capability and comfort with the workload. Typically, some students decrease day work hours prior to year three. At the time they enter practicum students MUST decrease their day work to allow for practicum completion in the schools during the day hours.**

The Program is aware that some students may wish to move courses from summer to the academic year. The information below in combination with advising will help you with these decisions:

\*Prerequisite to the program – check with your advisor to determine if you have met the requirement via your undergraduate curriculum.

\*\*May move this course to any desired term so long as prerequisites are met for all courses. This sequence takes pre-requisite requirements into account.

EPS 604, 660, 673, 674, 738, 670, and 606 must be completed prior to practicum.

Italicized/Bolded courses may not be moved. Non-italicized courses may be moved but you MUST ensure that prerequisites are met for subsequent courses if you choose to take the non-italicized courses at another time.

All program courses must be successfully completed prior to internship unless you have approval from your advisor. The only courses recommended for internship year beyond the required internship class are PBS or other certificate courses that supplement your professional goals.

*This course sequence may be adjusted by faculty as indicated by program or department needs. In the event that this happens, the program committee will make the changes and notify students for planning purposes.*

## **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 students 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). Students will conduct themselves in a professional manner and exhibit appropriate interpersonal skills. The specifics of these distinct experiences will be detailed below.

Students 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; students 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 student. Additionally, students receive supervision with advanced doctoral students in the program as well as group supervision and didactic training with the university faculty supervisor. The school setting may be traditional elementary, middle, or high schools as well as alternative middle and high schools for high risk students. Field placements may also be made in public charter schools with unique educational philosophies such as Waldorf or Montessori. Students located on the Flagstaff campus also have opportunities to participate in practicum activities in surrounding reservation schools such as Hopi's Headstart programs, Shonto Preparatory Academy, and Window Rock Unified School District. Reliable transportation is required for practicum as students may drive up to two and half hours for some experiences.

Students focus on direct service in psychoeducational assessment, consultation, school-based counseling and psychoeducation, and direct intervention targeting behavioral or academic needs. The client population includes preschool through grade 12. Students conduct their field experience in a multidisciplinary setting, often conducting evaluations in concert with physical therapy (PT), occupational therapy (OT), and speech language pathology (SLP) providers. Students complete a minimum of 300 hours during this year (2 semesters) of school-based practicum. Most students complete 400 or more hours.

The assessment tool for students during practicum experiences and on internship is 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. Both students and their supervisors complete the form and converse about the ratings two times during the year-long field experience (at the end of each semester). The tool is 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.

Students are expected to achieve a rating of "2" on the *Clinical Evaluation of Field Experience* by the end of EPS 675 School Psychology Practicum. A specific plan for development of competency should be discussed and implemented if the student demonstrates struggles 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 "1" during the Fall semester of practicum 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 practicum will be discussed with all supervisors and the student to determine how to effectively move student forward. A minimum passing rating at the end of practicum is a "2."

## OBJECTIVES OF THE PRACTICUM

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

1. To become familiar with the role and function of the school psychologist.
2. To become familiar with the best practices and critical issues in the field of school psychology.
3. To become familiar with the professional organizations, journals, etc. in the field of school psychology.
4. To become familiar with the organization and operation of public schools.
5. To become familiar with the application of state special education rules and regulations.
6. The 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.
7. The candidate uses the attached checklist to document experiences required in the practicum experience. Students will gain the following experiences:
  - a. Conduct comprehensive psychoeducational evaluations
  - b. Conduct curriculum-based assessments
  - c. Provide feedback to parents regarding assessment results
  - d. Consult/collaborate with teachers
  - e. Participate in student study and multidisciplinary team conferences
  - f. Write comprehensive psychoeducational case reports
  - g. Provide workshop and in-service training opportunities (optional)
  - h. Facilitate conducting functional behavioral assessments and development of behavior intervention plans for assigned students
  - f. Observe in a variety of educational settings
  - g. Provide individual and/or small group counseling

## RESPONSIBILITIES OF THE STUDENT

The student 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. Complete consultations with classroom teachers regarding behavioral and academic interventions that will be audiotaped and reviewed by the university supervisor
4. Conduct comprehensive psycho-educational evaluations that will be assigned by the on-site supervisor. These evaluations will be conducted on children who are engaged in the special education process
5. Provide feedback to parents and teachers regarding assessment results

6. Participate in conferences with school personnel, including Multidisciplinary team conferences and child study meetings
7. Write comprehensive psychoeducational case reports
8. Complete Functional Behavior Assessments and Behavior Intervention Plans
9. Complete an academic intervention project
10. Complete individual or group counseling experience
11. Participate in a preschool screening project on the Navajo or Hopi Reservation, if opportunity is available
12. Complete all assignments in a timely fashion and in accordance with the Arizona State Rules and Regulations
13. Maintain a log of activities throughout the semester on the log forms provided. The signed monthly log sheets should be turned in during supervision with the university supervisor, and the Excel hours and narrative logs uploaded to Bb Learn each month
14. Attend weekly group supervision meetings at NAU in addition to any supervision deemed appropriate by the on-site supervisor.
15. Ed.S. Program in School Psychology requires each student to present evidence of adequate personal liability coverage in the form of a current certificate of liability. Students in training will choose their own insuring company.

#### RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

The On-site supervisor will:

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

#### 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 student progress and accommodating individual student needs

4. Observe the practicum student in service activities on site each semester to evaluate student skills
5. Review student 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 student 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 six students.

### PROGRAM INTERNSHIP PLACEMENT REQUIREMENTS

The School Psychology Certification Internship (EPS 693) is the culminating applied experience for students, consisting of one school year of full-time supervised professional work. The program follows the NASP *Best Practice Guidelines for School Psychology Internships* (2014) and the site, preparing university program, and intern adhere 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, students 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 student's level of experience and professional development, and student's future goals will be considered.

Students 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:

- (a) The internship site provides opportunities for a range of school psychological services consistent with the NASP *Standards for graduate preparation of school psychologists* (2010) and NASP *Model for comprehensive and integrated school psychological services* (2010).
- (b) 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.
- (c) 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.
- (d) 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.
- (e) 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 student 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.

## OBJECTIVES OF THE INTERNSHIP EXPERIENCE

1. To provide an opportunity to refine psychoeducational diagnostic skills
2. To gain experience in the evaluation and behavior management of a wide range of regular education and special needs school-aged children
3. To provide opportunities to engage in a variety of intervention strategies, such as short-term individual and group counseling, crisis intervention, academic interventions, and behavioral interventions
4. To provide an opportunity to refine consultation skills with parents, teachers, special service personnel in schools, school administrators, and personnel from other community agencies
5. To gain an overview of the public school as an organization, including its relationship to other societal agencies, its policies, personnel, etc.
6. To develop sensitivity to classroom interactions and factors influencing classroom environments
7. To develop an understanding of the role of preventive and responsive mental health programs and services in schools
8. To gain experience with multidisciplinary and interdisciplinary approaches to child study, behavioral, and academic intervention
9. To provide the opportunity to apply theoretical knowledge to the problem solving process
10. To practice ethically within the guidelines of NASP and APA for professional practice
11. To develop competence with diverse populations in assessment, consultation, and intervention
12. To develop a strong professional identity as a school psychologist

## GENERAL INTERNSHIP GUIDELINES

1. While the student 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 student. The school psychology faculty will be available for advisement regarding this process. Students have the opportunity to participate in a School Psychology Internship Job Fair that is co-sponsored by several university training programs in the state as well as the Arizona Association of School Psychologists.
2. All internship sites must be approved by the school psychology faculty prior to the initiation of the experience. Internships with virtual schools and contract agencies are prohibited.
3. A formal NAU Internship Agreement will 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
  - Student, internship site, and university responsibilities
  - Evaluation plan of the intern's progress.
4. The on-site internship supervisor will be responsible for no more the two interns at any given time. The University supervisor will be responsible for no more than 12 interns at any given time.
  5. 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 as needed basis.
  6. 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 internship coordinator will make a minimum of two visits (one each semester) to the site for the purpose of observing the intern in a professional service activity and meeting with the intern and supervisor for evaluation of the student's progress. Additionally, the 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 STUDENT

The intern will:

1. Complete a narrative and hours log of all activities associated with the intern experience. Monthly 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. Some examples are:
  - Assessment / Diagnostics
  - Report Writing
  - Classroom observations
  - Review of Cumulative Files
  - Multidisciplinary and Child Study Team Conferences
  - Consultation
  - Counseling
  - Crisis intervention
  - Academic and behavioral intervention

- Other Intervention Activities
  - Professional Development
  - Supervision
2. Assist the on-site and university supervisors in developing goals and objectives for the internship year.
  3. Participate in weekly face-to-face supervision meetings with the on-site supervisor and discuss problems or issues.
  4. 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.
  5. Attend monthly supervision meetings for EPS 693 during the internship year.
  6. Participate in mid- and end-of year evaluations of progress and plans for professional growth (CEFE).
  7. Conduct themselves in a professional and ethical manner according to NASP and APA guidelines.
  8. The Ed.S. Program in School Psychology requires each student to present evidence of adequate personal liability coverage in the form of a current certificate of liability. Students in training will choose their own insuring company.

#### 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 500–700) 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 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 and sign the monthly activity logs to be submitted to the university internship coordinator.
6. Participate in periodic evaluation of the intern using the CEFE 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 in 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 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 monthly 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. Students are encouraged to review credentialing requirements in the state where they plan to reside. Students 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](#)

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

Students 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.

## PROGRAM POLICIES AND PROCEDURES

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

### **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: TRANSFER CREDIT - GRADUATE STUDENTS [Policy Number: 100336](#)

Generally, students meet with the advisor to determine which prior graduate courses may potentially transfer to the program of study. During this meeting, students present the transcript and syllabi for the course(s) they wish to have considered for transfer. Based on review of these with the advisor, the student must then follow the policy and procedure as outlined in the Graduate College policy noted above, including completion of the Petition for Transfer Credit form that requires advisor, Department Chair/Training Director, and Graduate College approval. 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 student possesses the requisite knowledge and competence in a transfer credit or course waiver request.

1. Student's petition for transfer credit or a formal request for waiver of a course in either knowledge area will be submitted to the advisor with the syllabi for each course under consideration.
2. The advisor will review the request and compare the submitted syllabus with the corresponding NAU syllabus for each course.
3. The advisor will communicate with the student 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 link to the NASP website is: <http://www.nasponline.org>

The Arizona Association of School Psychologists is our local 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. We typically have four 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. The link to the AASP website is: <https://www.aasp-az.org>

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. The link for Division 16 is here: <https://apadivision16.org>

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 of important events like the Internship Job Fair, service trips to Native American Reservation Schools, 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 SASP across our two campus programs.

## NAU STUDENT CODE

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

The NAU Student Code outlines student rights and responsibilities, university regulations, and discipline and grievance procedures. Students are referred to the document to answer questions related to procedure.

## APPEAL AND GRIEVANCE PROCESSES

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

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

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

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

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

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

1. The student who has a specific problem or grievance should first discuss the problem or grievance with the faculty member/faculty advisor where the problem originated.
  - a. Once the student has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the student can demonstrate that:
    - i. He/she could not reasonably have known about the new issue(s);
    - ii. The new issue(s) have direct and pertinent bearing on the grievance/appeal, highlighting aspects that would otherwise be unclear.
  - b. The faculty member/faculty advisor must be prepared to defend the decision or action based on departmental policy, professional standards, or sound professional judgment.

2. If a satisfactory resolution with the faculty member/advisor is not achieved, the student may appeal to the EPS Department Chair, who will attempt to reconcile the differences between the student and the faculty member/advisor within two weeks of the issue being raised. The EPS Department Chair shall send a letter to the student and the instructor documenting that the meeting occurred and confirming the decision that was made. \*If this appeal is related to a committee decision, the student will only meet with the EPS department chair. All other procedures described in the step will remain the same.
3. If the student believes that the issue was not resolved at level described in Step 2, the student shall submit a written request to the program committee directly related to their discipline (i.e., School Psychology, Counseling, or Learning and Instruction). The written request must detail:
  - i. Identification of the issue involved;
  - ii. A description of the appeal or grievance; and
  - iii. A description of the action(s) taken by the student, faculty member, and the EPS department chair.
4. The faculty member/advisor/program committee will be provided a copy of the student's written request and will have the opportunity to provide a written statement to the program committee in response. If the instructor (where applicable) makes no written response within fourteen (14) days the process will proceed.
5. The program committee will render a decision in writing no later than 30 days during the academic year after receiving the appeal. This decision will include a justification for and reasons for the decision. Copies of the written decision shall be provided to the student and others who have been involved in the appeal process.
6. If the decision rendered by the program committee does not resolve the complaint, and if the student requests in writing, then 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:
  - i. Dean (or dean's designee) who serves as the nonvoting chair of the committee;
  - ii. One faculty member from the program involved;
  - iii. One faculty member from the College of Education outside the Educational Psychology department;
  - iv. A student representative from the College of Education.

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

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

## NAU PROCEDURES FOR APPEALS OR GRIEVANCES ASSOCIATED WITH POLICY

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

For academic appeals please see the full Academic Appeal Policy, Graduate Policy Number: 100103 located in the Academic Catalog and accessible here:

<https://policy.nau.edu/policy/policy.aspx?num=100103>

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

The chairperson, in consultation with the Graduate College Dean, shall identify the UGCHP members 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. View the policy here:

<https://policy.nau.edu/policy/policy.aspx?num=100319>

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

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

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

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

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

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

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

It is also the official policy of Northern Arizona University to prohibit discrimination, to inform individuals of their right to be free from such behaviors, and to promote the safety of all individuals at university sites and activities. For more information, please read the Safe Working and Learning Environment policy at: <https://nau.edu/university-policy-library/safe-working-and-learning/>

## GRADE APPEALS

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

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

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

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

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

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

## REQUEST FOR ACCOMMODATIONS ON PROGRAM REQUIREMENTS/EXAMINATIONS

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

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

## **ETHICAL STANDARDS / PROFESSIONAL BEHAVIOR**

The program adheres to the National Association of School Psychologists' (NASP; 2010) [Principles for Professional Ethics](#) and the American Psychological Association's (APA; 2016) [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. Students are required to act in accordance with ethical principles and standards for providers of psychological services of both NASP and APA.

## **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.

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

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

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

## RESEARCH INTEGRITY

Research Integrity is an aspect of ethical behavior important to psychology 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 following document:  
<https://nau.edu/university-policy-library/misconduct-in-research/>

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

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

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

- When using cell phone or home telephone even occasionally, for professional purposes (research, teaching, or clinical activities), the greeting must be appropriate and professional in demeanor and content.
- Students should evaluate all postings and messages before posting to consider the effect the post/message may have on the student's reputation, program reputation, and potential clients. Information that is meant to be "fun" might reflect poorly on the program and the student. Internet postings, emails, or answering machine and voicemail messages that are viewed as "private" self-disclosure among friends may actually be very public. Additionally, online posts are permanent as they may be accessed many years later even when the user believes they have "deleted" the posts. It is never appropriate to post messages on social media about clinical experiences.
- Students are advised to be concerned about and manage professional demeanor and presentations in blogs, personal pages, and posts in social networking media and other internet activity.

#### SOURCE:

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

#### REGISTRATION AND CONTACT INFORMATION

Students need to become familiar with the NAU LOUIE system and PeopleSoft. All updates to addresses and telephone numbers can be made directly by the student on this system through Student Accounts self-service when logged into LOUIE. Course catalog information and schedule of classes are also available in LOUIE. Registration can be done directly by the student as well. In order to ensure that students are accepted into required classes, pre-registration is highly recommended. Students are encouraged to pay particular attention to course prerequisites to ensure proper course sequence and to note that certain courses are only offered fall or spring semester.

To register, go to PeopleSoft and enter your credentials. Click on Enrollment Shopping Cart, which appears under the Academics tab. Select the term you wish to register for and hit continue. From here, enter the course number or hit the Search button to enter more details about the course you're looking for, like subject, campus, and so on. Your search may pull up multiple results depending on how many sections are being taught. Find the one you'd like and press the Select button on the right-hand side of the

course. This will bring up more information about the course, and if all looks correct, hit the Next button to complete enrollment. If you add a course by accident or need to remove a course later, simply hit the trash can icon in your shopping cart to delete the course entirely.

## E-MAIL

All NAU students are given an NAU email address upon enrollment, as email is a default method of communication among NAU students, faculty, and employees. All official email from NAU and their faculty will be through their NAU email 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, which includes NAU Gmail. If a student has ever had access to an NAU Google account, they can log into it after retrieving their NAU user ID and password. If a student is a NAU alumni and does not already have a NAU Google account, they can request one; learn more about establishing one's NAU email account on different devices by going to: <https://in.nau.edu/its/google/>.

It is important for students to check their email through the NAU email account provided by NAU. Important messages relating to scholarships, conferences, and so forth will often be sent out in email form. If a student has another email account and checks that account more regularly, make sure to forward all email from the NAU email account to this account.

NAU uses Gmail, which is part of Google Apps, as its official email system. Gmail is a streamlined platform that provides labels, filters, and instant chat as methods of organizing and enhancing communication. Google Apps gives students access to many exciting features that can be used to better facilitate your educational experience at NAU. Some of these apps include a fully featured, web-based office suite, a robust calendaring system, and a website development toolset.

To log in to your NAU email, go to [gmail.nau.edu](http://gmail.nau.edu). You may first see the NAU Central Authentication Service (CAS) login page. Enter your NAU user ID and password to be taken to your NAU email. Your NAU email username is always the full email address, which is usually a combination of your initials and letters (for example, abc123@nau.edu).

## LOUIE

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

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

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

## STUDENT ID

Student ID is an important asset, as the Jacks Card serves as identification, grants access to certain buildings and services, and can be used for meal plans and other monetary transactions. To set up a Jacks Card for extended campuses fill out the application [here](#). Then, open your NAU email and contact [JacksCard@nau.edu](mailto:JacksCard@nau.edu) with the completed application, a current photo, a form of government-issued ID, and an address where the card should be sent.

When taking the current photo, make sure to keep the camera centered. The photo should be taken in front of a neutral background in good indoor lighting. The photo should be from shoulders up, with about two inches left above the head. Wear glasses if one normally wears them, but make sure there is no glare on the lens. Do not wear hats, sunglasses, or anything else that obscures the face. No other people should be in the photo. The photo should be high quality and in focus. The ID costs \$25 and will be mailed 4-6 weeks after payment is received.

For Mountain campus students, stop by the Jacks Card Office, located in room 115 of the University Union. Bring one form of government-issued ID, such as a driver's license, state identification card, military ID, or passport. The fee is \$25, but it will be reduced if the student was an undergraduate at Flagstaff Mountain Campus; the old card must be brought and surrendered in order to receive the \$12 reduced fee. Similarly, if one's name changes after purchasing an initial card, it will cost \$12 to be issued a new card with the updated name, and the old card must also be surrendered at time of purchase. Otherwise, any lost or damaged cards can be replaced for a fee of \$25.

Jacks Cards never expire and can be used for the duration of one's graduate school experience. Any money on the card rolls over from semester to semester. Any amount greater than \$25 left on the Jacks Card will be refunded upon graduation. To add money to your card, call, email, or if on the Mountain campus, come into the Jacks Card office; PHIL stations can also be used on the Mountain campus and are available in the University Union, HLC, and DuBois. To add money to your Jacks Card visit: <https://nau.edu/jackscard/jackscard-accounts/>. Be careful not to bend Jacks Cards or punch any holes to protect it from damage. If the Jacks Card needs to be deactivated for any reason, that can be done [online](#).

## DISTANCE/ONLINE/ELECTRONICALLY MEDIATED EDUCATION PROCEDURES AND PROTECTIONS

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

NAU requires all students to have a unique user identification number and a password for entry into Bb Learn or other university websites; these websites are closed to outside users. Students are responsible for providing their complete and true identity information in any identification verification process. Students register for courses and log into courses using the same identification number and password, which are attached to payment information and photos (unless a student requests no release of identification card photo). NAU Information Technology Services track 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 College's learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to students, staff, and faculty for the exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. Students are actively discouraged from sharing their passwords with others, as they are responsible for any and all users of their account. Students are responsible for all activity on their accounts. Photos used on identification cards are also used for online accounts, though students may opt out of using the photos.

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

## **USE OF EDUCATIONAL PSYCHOLOGY DEPARTMENT FACILITIES AND SUPPLIES: MOUNTAIN CAMPUS**

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

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

The hybrid Mac/PC lab includes:

- 24 student stations
- 21.5-inch widescreen dual boot Intel iMacs
- Mac side: Mountain Lion 10.8

- Winside: Windows 7
- one teacher dual boot Intel iMac station with SMART Board
- two portable SMART Board carts with dual boot Mac Pros
- one teacher dual boot Intel iMac station with Smart E70 TV
- one HP 8150 printer (pages printed cost 10¢ per page which is billed to your bursar account)

## **USE OF EDUCATIONAL PSYCHOLOGY DEPARTMENT FACILITIES AND SUPPLIES: 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. Test kits and materials are transported to the NV campus each semester for the associated coursework. Students sign out test kits for shared use with a classmate. The practicum laboratory at the NV campus includes counseling rooms with bug in the ear technology that students will use in counseling courses. 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. Campus medical services offers an on-campus clinic that provides students, faculty, and staff with convenient and quality healthcare. Medical Services offers both primary and urgent care. A pharmacy, radiology, and labs are available onsite as well. Campus recreation offers indoor and outdoor recreation facilities as well as outdoor adventure courses and outdoor equipment rental.

- Academic Success Centers: <https://nau.edu/SSI/Academic-Success-Centers/Welcome/>
- Campus Medical Services: <http://nau.edu/Medical-Services/>
- Campus Counseling Services: <http://nau.edu/counseling-services/>
- Office of Inclusion: Multicultural & LGBTQIA Student Services: <http://nau.edu/ims/>
- Campus Recreation Services: <http://nau.edu/Campus-Recreation/>
- Campus Housing and housing partnership information can be found here: <http://nau.edu/Residence-Life/Housing-Options/Residence-Halls/>
- Disability Resource Services can be found here: <http://nau.edu/disability-resources/>
- Parking and Campus Shuttle Information can be found here: <http://nau.edu/parking-shuttle-services/>

## **CLINE LIBRARY SERVICES INFORMATION**

Cline Library is located on the Mountain campus, with remote access services available for North Valley students. Campus Library Services can be explored here: <http://library.nau.edu/>

## CLINE LIBRARY IS COMMITTED TO:

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

## RESOURCES

- The Library has more than 900,000 volumes, including over 460,000 books and over 180,000 e-books. Other formats include government documents, maps, microforms, sound recordings, films and other media, and bound periodical volumes.
- Access to over 135 databases and to the articles in over 63,000 e-journals and newspapers including those that are key databases in professional psychology and health service professions.
- Special Collections and Archives holds 20 million unique items focused on the Colorado Plateau and Northern Arizona. Over 110,000 are accessible in the online Colorado Plateau Archives, which includes digital content from partners such as the Arizona Historical Society/Flagstaff, Hopi Cultural Preservation Office, and Navajo Nation Museum.
- The Cline Library website provides access to library materials, services, and information about the building.
- OpenKnowledge@NAU, an institutional repository, will gather NAU teaching, research and creative output in a central, open location.

## SERVICES

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

## FACILITY

- Open 116.5 hours per week, including until 2 a.m. five nights a week for Fall and Spring semesters and extended hours (including 24-hour days) during End of Term and Finals weeks.
- Largest computing lab on campus.
  - Robust wireless network available to NAU and public users throughout the building.

- Seven technology-rich media studios for production, practice, viewing, assistive technology and more in a larger open iMac studio.
- A variety of computing options available to NAU users, including energy-saving virtual desktop computers, Mac desktop computers, PC desktop computers and lending laptops. In addition, PC desktops available to community users.
- Assistive technology equipment.
- Six scanning stations that export scanned images from books, microforms and more directly to email, printers, USB and home drives, and other options.
- Printers (color and black and white) connected to the campus wide ITS Printing service.
- Some furnishings feature wood and granite salvaged during library projects for library reuse.
- Energy-saving features including a plumbing system with low-flow faucets and toilets to reduce water use, an optimized heating and cooling system, and an energy-reducing lighting system.

## SPACES

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

## REVIEW OF STUDENTS' ACADEMIC AND PROFESSIONAL PROGRESS

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

Student evaluation will occur near the end of each academic year within the School Psychology Committee. Continuing student evaluations will be executed within a developmental framework. Faculty, training staff, and supervisors will evaluate student/trainee competence in a variety of activities/settings including coursework, seminars, scholarship, year 1 and 2 examinations, practica and related program requirements associated with the program's goals and objectives. Rating forms and evaluations from non-faculty field supervisors will be used to inform the committee ratings of individual students using the mid-year Continuing Student Evaluation at the end of the first semester and the Comprehensive Annual Continuing Student Evaluation at the end of each academic year.

The spring semester process begins with students completing a self-evaluation regarding their progress in the program (*Annual Continuing Student Report*). This information is included in the review process once per year, as students generally need more time to gather these experiences. Program faculty will review each student's progress toward completing program requirements and professional development. Students will receive written feedback on their progress every year. The evaluation and feedback are intended to promote and facilitate student progress through the program, as well as monitor said progress.

The School Psychology Committee, along with any other individuals identified as relevant (e.g., Department Chair, faculty who taught courses) meet to discuss each student. During this meeting, faculty evaluate students' progress in the NASP Domains of practice as well as professional and interpersonal dispositions.

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

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

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

## **NATIONAL SCHOOL PSYCHOLOGY EXAMINATION**

All students will be expected to 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 student to receive institutional recommendation, which is required for certification in most states. In order to become a National Certified School Psychologist (NCSP), applicant must achieve a passing score (147) 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 5402, is administered through the Praxis Series of Educational Testing.

## **YEAR 1 AND YEAR 2 EXAMINATIONS**

The first-year transition exam focuses on content knowledge while the second-year transition exam focuses on application and skills. The first-year exam is administered via Bb Learn in late April of the first year. Students are given time for each of the ten sections separately to complete this exam with open book. The directions for this exam will be provided as follows:

“Welcome to the First Year Transition Exam. This exam is open book, open notes. The School Psychology faculty have worked together to create this exam that is intended to be an opportunity for you to survey your knowledge of the field of school psychology. The exam is also an opportunity for the faculty to address curricula and improve our alignment with the NASP standards as well as to evaluate your progress in acquiring content knowledge to support your practice in school psychology. The exam is designed to assess your knowledge within the 10 domains of the training standards for NASP. It is a good opportunity for you to give your best effort and inform us (and yourself) about possible areas where you may need more knowledge and we, as a consequence, need to focus more instruction.

The first-year transition exam aligns with NASP practice domains 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 and all NASP standards II – VIII focused at the content knowledge level with one hundred multiple choice questions. Students are given 25 minutes to complete each of the 10 sections of this exam with open book. There are 10 questions in each section and the sections are organized around the ten NASP domains.

**We expect you to work independently on this test** and we encourage you to **utilize all the resources you have collected** through your course work and experience thus far in the program. Have your books and materials on hand for each section. We recommend that you scan all questions and answer what you know right away before going back to answer the questions which you are unsure of. You have approximately 2½ minutes per question. We expect you to pass this exam with at least a 70%. Upon completion of the exam and review by faculty, you will receive feedback about your performance. If you score below 70%, your advisor will meet with you to review your results in close detail and to jointly develop a plan to assist you with gaining the content knowledge expected for the program. We appreciate your participation in this learning exercise.”

The year two transition exam is given to all 2<sup>nd</sup> year students as they near the conclusion of EPS 675 School Psychology Practicum in the spring semester after the Capstone Showcase event. The second-year transition exam aligns with NASP practice domains 1, 2, 3, 4, 5, 6, 10 and all NASP Standards II –VIII focused at the applied skills level. The exam contains four essay scenario-based questions and will be administered through Bb Learn, where students are given four days to complete the exam with the following directions:

“As you complete your second year of preparation in the school psychology program, we are providing this opportunity to assess your applied skills. The purpose of this exam is two-fold: 1. To give you feedback regarding the skills you have obtained; and 2. To provide the faculty with direction in terms of overall candidate preparation and how we might improve your training. You are expected to pass each question of this exam with a 70% or higher. Rubrics for each question are provided ahead of time. You will be provided feedback on your performance, with suggestions on building skills as you enter internship or the next phase of your training. We expect you to use all resources available to you as you respond, but you are to work **individually**. You will have four days to complete this exam so you may save your work and exit and then return to continue working. Be sure to submit your exam when you are finished. Should you score below 70% on any question, your advisor will meet with you to review your results in close detail and to jointly develop a plan to assist you with gaining the skills you need to progress to the next level of your training. Thank you for your best effort on this exam.”

## **CONTINUATION ON PROBATION WITH A PROFESSIONAL GROWTH PLAN**

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

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

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

### **CONSIDERATION FOR DISMISSAL FROM THE 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 student being recommended to the Graduate College for dismissal from the program.

1. Possessing a grade point average less than 3.0 in NAU graduate courses during two consecutive semesters or unacceptably low grades in content courses.
2. Possessing 3 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.

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

## **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.

## FINANCIAL ASSISTANCE

We have two broad categories of financial assistance available to graduate students at NAU. The first is awarded on the basis of academic merit or your ability to perform specific services; you apply for these assistantships and waivers through your department of study. The second is based on your demonstrated financial need, and you apply through the Office of Student Financial Aid.

### GRADUATE ASSISTANTSHIPS

Assistantships are available in most departments that offer graduate programs on the Mountain Campus. Few assistantships are available in the extended campuses; hourly employment is an option. As a graduate assistant, you receive a stipend, tuition waiver, and normally work twenty hours per week. You must also be enrolled as a full-time graduate student, meaning that you take at least nine credit hours each term. Additional benefits are available to graduate assistants; consult the Graduate College website at <https://nau.edu/graduate-college/funding/> for current information.

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

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

- University resources for Graduate Students: <https://nau.edu/GradCol/Student-Resources/>
- Financing Graduate Education: <https://nau.edu/graduate-college/funding/>
- Information on Presidential Fellowship Program: <https://nau.edu/GradCol/Financing/Presidential-Fellowship-Program/>
- Child Care Voucher Program: <https://nau.edu/transfer-online-connections/childcare-voucher-program/>
- NAU College Scholarships: <http://nau.edu/COE/Scholarships/>

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

### ASSISTANTSHIPS AND WAIVERS

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

## OTHER FINANCIAL ASSISTANCE

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

- [scholarships](#)
- [grants](#)
- [employment programs](#)
- [loan programs](#)
- [veterans educational benefits](#)

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

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

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

You can also visit our web site at <http://nau.edu/FinAid/> or send email to [Financial.Aid@nau.edu](mailto:Financial.Aid@nau.edu), or send faxes to 928.523.1551.

## SCHOLARSHIPS, GRANTS, EMPLOYMENT, LOANS, AND VETERANS BENEFITS

### SCHOLARSHIPS

A limited number of scholarships are available through the Office of Student Financial Aid. Because some scholarships are need-based, you should file a Free Application for Federal Student Aid (FAFSA) as well. Students also can apply for COE and EPS scholarships during early spring. There are two ways to find out about scholarships. You will receive an email announcement when the applications open for COE and EPS scholarships. One application is completed for all available scholarships and is submitted online. Please check the COE (<https://nau.edu/coe/>) webpage for deadlines and application forms and current listings of all available scholarships.

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

- Clarence E. Fishburn Scholarship

- Craig W. Sidles Educational Psychology Scholarship
- Gillenwater Special Education Scholarships
- Ida Belle McGill Memorial Scholarship
- Lawrence V. Grinnell Educational Psychology Memorial Scholarship
- Meagan Lee Danielson School Psychology Scholarship
- Persis Fuller Educational Psychology Scholarship

## GRANTS

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

## EMPLOYMENT

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

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

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

## LOANS

You may also want to consider the following loan programs.

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

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

If you have questions about these loans, contact NAU's Office of Student Financial Aid: (855) 628-6333 or you may call the U.S. Department of Education's Federal Direct Loan customer service line at 800.848.0979. Remember that you may not borrow more than NAU's annual cost of attendance minus other financial aid and resources; please consider employment and only borrow what you need.

The Federal Perkins Loan is a low-interest (five percent), need-based educational loan with limited availability. The Office of Student Financial Aid determines eligibility and awards the loan as funds become available. For award information, contact the Office of Student Financial Aid. For questions about Perkins loan repayment or general information, please contact NAU's Student and Departmental Account Services' Office at (866) 234-6153.

## VETERANS BENEFITS

If you are eligible or wish to find out if you are eligible for veteran benefits, contact NAU's Office of Veteran Services (Gammage Administration Building in Flagstaff). You can write to us at Office of Veteran Services, NAU, PO Box 4110, Flagstaff, AZ 86011-4110. You can also call us at (928) 523-8387, email [VETS@nau.edu](mailto:VETS@nau.edu), or visit our website at: <https://nau.edu/military-veteran-education/>

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

## SUPPORT TO ATTEND PROFESSIONAL CONFERENCES AND PRESENT RESEARCH

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

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

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

Students are also encouraged to seek other sources of funding through the Office of Sponsored Projects (<https://in.nau.edu/osp/grant-and-contract-administrator/>) or at their place of work (e.g., School District). *Preference will be given to those students who are presenting at conferences.* Only completed applications along with some documentation (e.g., conference brochure) or proof of acceptance for presentations/posters and a letter of support from an EPS faculty member or faculty advisor will be reviewed. Support letters from faculty can be emailed to the Dept. Chair at [Robert.Horn@nau.edu](mailto:Robert.Horn@nau.edu). All travel must be completed by the end of a fiscal year (June 30<sup>th</sup>).

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

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

## **STUDENT RESPONSIBILITIES AND REPRESENTATION**

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

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

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

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

## **SURVEY OF PROGRAM GRADUATES**

Our Program graduates are surveyed every few years in order to provide data on how the Program prepared students for their practice. The goal of the survey is to:

- identify current employment setting
- professional activities on the job
- job title
- percent of time spent in key activities in current employment
- career satisfaction
- licensure/certification status

- scholarship activities including publications and presentations in professional psychology
- specialized training received and certifications held
- other professional achievements
- engagement in continuing education
- engagement in professional organizations
- perception of the quality of the training program
- ratings on experiences in the program in several areas including:
  - academic challenge
  - practica experiences
  - responsiveness of program faculty and coordinator
  - respect from faculty
  - student-faculty relationships
  - training in multicultural issues
  - domains of practice competencies
  - overall preparation for entry-level practice
- debt incurred for training
- ratings on quality of training to achieve each objective of the program

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

## Appendix A Useful Weblinks

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

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

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

[Academic Catalog Policies](#) - transfer credit, timelines, program requirements, residency, and other policies

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

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

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

Eligibility for Graduate Study at NAU: <https://nau.edu/graduate-college/admission-information/>

Administrative and financial assistance

University resources for Graduate Students: <https://nau.edu/graduate-college/campus-resources/>

Financing Graduate Education: <https://nau.edu/graduate-college/funding/>

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

Child Care Voucher Program: <https://nau.edu/transfer-online-connections/childcare-voucher-program/>

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

Student Services

Academic Success Centers: <https://nau.edu/SSI/Academic-Success-Centers/Welcome/>

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

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

Office of Inclusion: Multicultural & LGBTQIA Student Services: <http://nau.edu/ims/>

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

Campus Housing and housing partnership information can be found here:

<http://nau.edu/Residence-Life/Housing-Options/Residence-Halls/>

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

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

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

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

University Due process and grievance procedures

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

Academic Appeal Policy for Non Grade Related appeals:

<https://policy.nau.edu/policy/policy.aspx?num=100103>

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

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

## **Appendix B**

### **PROFESSIONAL CODES OF ETHICS AND LICENSURE**

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

#### **Ethical Codes**

[National Association of School Psychologists](#)

American Psychological Association: (<https://www.apa.org/ethics/code/index>)

#### **Licensure and Certification Guidelines**

National Association of School Psychologists website for State School Psychology Credentialing Requirements: <http://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>

[Arizona Department of Education Certification Requirements](#)

## Appendix C

### COMPETENCY EVALUATION OF PRACTICUM/FIELD/INTERN EXPERIENCES IN SCHOOL PSYCHOLOGY

Practicum Candidate/Intern: \_\_\_\_\_ Fall/Spring (circle) Year \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ NAU Supervisor: \_\_\_\_\_

Field Experience: \_\_\_\_\_ Practicum EPS 675 \_\_\_\_\_ Internship EPS 693 \_\_\_\_\_ Fieldwork EPS 608  
\_\_\_\_\_ Doctoral Practicum EPS 741 \_\_\_\_\_ Doctoral Internship EPS 796

Field Placement: District \_\_\_\_\_  
School(s) \_\_\_\_\_

#### **Instructions**

*This evaluation aligns with the APA Standards of Accreditation (SOA) Professional Competency Domains and the Domains of Practice from the National Association of School Psychologists. We strongly suggest using those statements to provide context for completing your evaluation. This form requires both the self-evaluation of the NAU trainee or intern and evaluation by the field-based supervisor.*

#### **Practicum Candidate/Intern Instructions:**

1. Provide a brief summary of this semester's activities in each of the program areas.
1. Provide a self-evaluation of your competency development in each area, with commentary.
2. Discuss your self-evaluation with your field supervisor; obtain field supervisor's evaluation.
3. Enter the field supervisor evaluations into the online CEFE survey form to record your evaluation for NASP reporting. Obtain this link from your university supervisor.
4. Make copies for yourself, your field supervisor, and your university supervisor; Submit original to the Program Office to be placed in your cumulative file.

#### **Field Supervisor Instructions**

- Review the Practicum Candidate/intern self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee/intern's competency development in each area.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern self-evaluation.
- Specific directions and information about the rating structure and meaning is noted on the next page.

*We recognize that professional competencies are developed over time and across multiple settings. The rating is comparing the student to what you expect based on end of internship (End of the program) competency.*

***Evaluation of Competency Development compared to the END of the Program  
(End of Internship)***

| <u>Rating</u> | <u>Descriptor</u> | <u>Definition</u>                                                      |
|---------------|-------------------|------------------------------------------------------------------------|
| 1             | Minimal           | little to no experience and is in need of direct supervised assistance |
| 2             | Emerging          | requires some direct assistance in this area                           |
| 3             | Adequate          | requires minimal supervision, but no direct assistance                 |
| 4             | Entry             | requires occasional supervision/consultation                           |
| 5             | Professional      | can independently demonstrate the skill with no supervision            |

*A rating of “1” represents an area of significant concern suggesting that remediation is needed if the candidate is in the internship year. Ratings in this range are acceptable for beginning practicum. A specific plan for development of competency (at adequate) should be discussed and implemented. The possibility of a Professional Growth Plan should be discussed, however, an informal plan is more common. The area of concern should be discussed mid-semester in the Spring to determine if progress has been shown. A rating of “1” at the end of practicum or internship will be discussed with all supervisors and the candidate to determine how to effectively move the student forward. Repeat of semester of field placement may be necessary in some cases if concerns are broad. Practicum students are expected to achieve level 2 by the end of practicum.*

*A rating of “2” during the Fall semester is an opportunity for growth for an intern. A rating of 2 in first semester of practicum for a practicum student is the target. The candidate skill level is considered to be likely to improve with additional experience and supervision. A rating of “2” should be discussed by the site supervisor, university supervisor and candidate if the candidate is an intern. An informal plan should be made to address areas of weakness or opportunities needed to achieve ratings of “3” by the end of internship.*

*A minimum average passing rating per section at the end of practicum is a “2” and by the end of internship is a “3.”*

*“No opportunities” should be rated sparingly as supervisors and students are encouraged to discuss issues within supervision to an extent that will allow supervisor to provide a judgement of student knowledge and skill.*

**These written evaluations are extremely important and must be submitted prior to obtaining a grade for the field experience this semester.**

Date of Evaluation \_\_\_\_\_  
 Time Period of Evaluation : From \_\_\_\_\_ to \_\_\_\_\_  
 \_\_\_\_\_ Initial Assessment of Baseline Competencies  
 \_\_\_\_\_ MidYear Performance Evaluation  
 \_\_\_\_\_ End of the Training Year Performance Evaluation  
 \_\_\_\_\_ MidYear of Second Year (Part-time Internship or Residency)  
 \_\_\_\_\_ End of the Second Year (Part-time Internship or Residency)

**Supervision**

- \_\_\_\_\_ Regularly Scheduled Primary Supervision  
Provided by \_\_\_\_\_
- \_\_\_\_\_ Regularly Scheduled Secondary Supervision  
Provided by \_\_\_\_\_
- \_\_\_\_\_ Group Supervision
- \_\_\_\_\_ Supervision by Practicum/Intern/Postdoc Under Supervision

**Didactic/Experiential Learning Activities**

- \_\_\_\_\_ Attendance at Training Events (at least 8 hours each month for internship)  
\_\_\_\_\_
- \_\_\_\_\_ On-Site Didactic Activities:  
\_\_\_\_\_
- \_\_\_\_\_ Pre-approved Conferences and Trainings:  
\_\_\_\_\_

**NASP Domain 2.1**

**Data Based Decision Making & Accountability**

Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases

**APA SOA Profession-Wide Competencies**

II. B. (vi) Assessment and (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                            | Self-Evaluation |   |   |   |   |    | Supervisor Evaluation |   |   |   |   |    |
|-------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|---|---|----|-----------------------|---|---|---|---|----|
|                                                                                                                         | Circle rating   |   |   |   |   |    | Circle rating         |   |   |   |   |    |
| Fluency with relevant theories of cognitive abilities and tests as evidenced in discussions and report writing          | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Administration & scoring of standardized achievement & IQ tests                                                         | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Clearly and accurately defines student referral problems before conducting evaluations                                  | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Chooses appropriate assessment techniques relevant to a specific referral issue                                         | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Effectively communicates assessment results to consumers (teachers, staff, parents, outside agencies)                   | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Considers social/academic/psychological/environmental/cultural factors when making diagnostic or intervention decisions | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Interpretation of test data in professionally written format that integrates evaluation information                     | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Behavioral assessment: Observation skills                                                                               | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Behavioral assessment: Behavior rating scales and social/emotional tests administered and scored                        | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Adequately completes and interprets Functional Behavioral Assessments                                                   | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Universal screening: CBM, DIBELS, other agency specific screenings                                                      | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Integrates assessment data into well thought out recommendations linked to assessment results                           | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |
| Graphs progress monitoring data and makes decisions using research validated procedures                                 | 1               | 2 | 3 | 4 | 5 | NO | 1                     | 2 | 3 | 4 | 5 | NO |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

**NASP Domain 2.2  
Consultation & Collaboration**

**APA SOA Profession-Wide Competencies**  
II. B. (ix) Consultation and Interprofessional

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                                                      | Self-Evaluation | Supervisor Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                                                   | Circle rating   | Circle rating         |
| Interpersonal communication skills related to the development and facilitation of consultative and collaborative relationships (listening, empathy, paraphrasing) | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Works collaboratively with others for school-based problem-solving                                                                                                | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Conveys information effectively in writing                                                                                                                        | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Conveys information effectively in speaking                                                                                                                       | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Works effectively with school teams                                                                                                                               | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Is able to effectively use various consultation models and processes in school settings                                                                           | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Implements effective systematic consultation process in school settings                                                                                           | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

**NASP Domain 2.3**

**Academic Interventions & Instruction**  
**APA SOA Profession-Wide Competencies**  
 II. B. (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| <b>Competencies</b>                                                                                 | <b>Self-Evaluation</b> | <b>Supervisor Evaluation</b> |
|-----------------------------------------------------------------------------------------------------|------------------------|------------------------------|
|                                                                                                     | <b>Circle rating</b>   | <b>Circle rating</b>         |
| Articulates and is able to work within existing intervention systems in schools                     | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Identifies research-based and evidence-based academic interventions                                 | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Evaluates instruction/intervention for effectiveness using data and graphing techniques             | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Evaluates effective instructional strategies for student engagement                                 | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Delivers and/or monitors instruction and intervention for fidelity                                  | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Is able to demonstrate effective assessment of motivational factors in CBM and academic performance | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |
| Communicates with school teams regarding effective instructional practices                          | 1 2 3 4 5 NO           | 1 2 3 4 5 NO                 |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor’s Comments:**

**NASP Domain 2.4**  
**Interventions for Social, Behavior & Mental Health Services**  
**APA SOA Profession-Wide Competencies**  
 II. B. (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                            | Self-Evaluation | Supervisor Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                         | Circle rating   | Circle rating         |
| Demonstrates effective communication with teams in recommendations of research-based and evidence-based social/behavioral interventions | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Develops social and behavioral interventions based on FBA data                                                                          | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Evaluates social/behavioral intervention effectiveness using data and graphing techniques                                               | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Monitors social and behavioral interventions for fidelity                                                                               | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Models/implements social/behavioral interventions with integrity                                                                        | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Effectively communicates knowledge of typical and atypical development in various settings with staff and parents                       | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Develops counseling plans to address student needs                                                                                      | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Understands local resources available to meet student and family needs in the area of mental health                                     | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

**NASP Domain 2.5**  
**School-wide Practices to Promote Learning**  
**APA SOA Profession-Wide and Program Competencies**  
 II. B. (v) Communication and Interpersonal Skills  
 (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                            | Self-Evaluation | Supervisor Evaluation |
|-------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                         | Circle rating   | Circle rating         |
| Candidate utilizes knowledge of the school's Multi-Tiered Support Systems in school-based service delivery              | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Problem solves with school teams regarding organizational/school-wide practices that enhance or impede student learning | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Models and facilitates practices for positive school climate                                                            | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Candidate consistently utilizes a PBIS philosophy in interactions and intervention planning                             | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Develops and/or delivers training activities for staff and parents                                                      | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

**NASP Domain 2.6  
Preventive & Responsive Services**

**APA SOA Profession-Wide Competencies**

II. B. (iii) Individual and Cultural Diversity (vi) Assessment and (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                                                                              | Self-Evaluation | Supervisor Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                                                                           | Circle rating   | Circle rating         |
| Effectively identifies typical or atypical features of child & adolescent development to facilitate case problem solving                                                                  | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Effectively identifies risk factors associated with conduct & other disorders and guide team discussion related to intervention                                                           | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Identifies and/or recommends additional prevention and risk reduction programs to assist school teams (examples may be: Bully-Proofing your School, Second Step, Wilson Reading Programs) | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Responds to crisis situations in the school setting (may rate as NO = no opportunity)                                                                                                     | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Identifies student needs (which Tier) for academic and behavioral and social-emotional support                                                                                            | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

**NASP Domain 2.7  
Family-School Collaboration**

**APA SOA Profession-Wide Competencies**

II. B. (iii) Individual and Cultural Diversity (v) Communication and Interpersonal Skills and (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                       | Self-Evaluation | Supervisor Evaluation |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                    | Circle rating   | Circle rating         |
| Applies understanding of family characteristics and practices and their influence on development and behavior in case work         | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Promoting home-school collaboration permeates candidates school-based service delivery                                             | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Engages parents in interactions relative to children’s intervention needs and education process                                    | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Displays empathy and a supportive stance in interactions with families in the course of school-based service delivery              | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| During supervision candidate effectively communicates how diversity may (or may not) influence their course of action in case work | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor’s Comments:**

**NASP Domain 2.8**  
**Student Diversity in Development and Learning**

**APA SOA Profession-Wide Competencies**

II. B. (iii) Individual and Cultural Diversity (vi) Assessment and (vi) Intervention

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                                                                                | Self-Evaluation | Supervisor Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                                                                             | Circle rating   | Circle rating         |
| Guides discussions of issues related to dimensions of diversity in school-team activities                                                                                                   | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Incorporates knowledge of second-language acquisition in case consultation and evaluation                                                                                                   | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Candidate affirms student’s racial, cultural, socio-economic status, gender, ethnic, sexual orientation, religious, ability, and disability identification                                  | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Accommodates diversity in assessment and intervention, interaction with students, staff, families                                                                                           | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Demonstrates multicultural sensitivity/responsiveness to ethnically, culturally, and racially different individuals (for example, judgment of eye contact with Native American individuals) | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor’s Comments:**

**NASP Domain 2.9  
Research and Program Evaluation**

**APA SOA Profession-Wide Competencies**  
II. B. (i) Research

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                 | Self-Evaluation | Supervisor Evaluation |
|------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                              | Circle rating   | Circle rating         |
| Candidate reads and interprets peer-reviewed journal articles from the field | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Candidate uses quantitative methods to evaluate research data                | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Implements research design methods for research in school psychology         | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Assists school staff apply methods of program evaluation                     | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Utilizes single-subject design methods in school setting                     | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor’s Comments:**

**NASP Domain 2.10**  
**Legal, Ethical, & Professional Practice**

**APA SOA Profession-Wide Competencies**

II. B. (ii) Ethical and Legal Standards (iv) Professional values, attitudes and behaviors, (viii) Supervision

1 - Minimal; 2 -Emerging; 3 – Adequate; 4 – Entry; 5 – Professional; NO – No Opportunity

| Competencies                                                                                                                                                                                          | Self-Evaluation | Supervisor Evaluation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------|
|                                                                                                                                                                                                       | Circle rating   | Circle rating         |
| Engages in legal and ethical principles relevant to cases                                                                                                                                             | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Knows/is able to apply laws regarding special education                                                                                                                                               | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Participates in professional development activities                                                                                                                                                   | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Persists in task completion with minimal oversight                                                                                                                                                    | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Accepts responsibility for work and for choices                                                                                                                                                       | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Adheres to institutional policies governing dress, attendance, punctuality, etc.                                                                                                                      | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Candidate is organized in work                                                                                                                                                                        | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Awareness of personal strengths & weaknesses for example: actively uses self-evaluation and self-reflection to promote professional growth; seeks out training or feedback to ensure skill competency | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Displays appropriate personal adjustment professionally & personally by reacting well and displaying patience in ambiguous or difficult situations                                                    | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others (Supervision)                                 | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Openness to Change, example: Responds well to feedback (Supervision)                                                                                                                                  | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Ability to work with individuals from diverse backgrounds                                                                                                                                             | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| Candidate is timely with assignments and meetings                                                                                                                                                     | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| DOCTORAL PRACTICUM: Engages in supervision and mentoring activities with candidates from EPS 675                                                                                                      | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |
| DOCTORAL PRACTICUM: Forms productive relationship with supervisees and reflects on experiences during 741 supervision                                                                                 | 1 2 3 4 5 NO    | 1 2 3 4 5 NO          |

**Briefly describe activities:**

**Comments (Trainee/Intern):**

**Supervisor's Comments:**

## PROFESSIONAL INTERPERSONAL DISPOSITIONS

PLEASE RATE THE CANDIDATE’S PROFESSIONAL INTERPERSONAL DISPOSITIONS USING THE FOLLOWING SCALE:

### RATINGS:

|   |                |
|---|----------------|
| 1 | Unacceptable   |
| 2 | Emerging Skill |
| 3 | Acceptable     |

### Dispositions Critical to the Practice of School Psychology:

| Disposition Rating                                                                                                                                       | Self-Evaluation |   |   |  | Supervisor’s Evaluation |   |   |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---|---|--|-------------------------|---|---|--|
|                                                                                                                                                          | 1               | 2 | 3 |  | 1                       | 2 | 3 |  |
| Demonstrates positive interpersonal skills                                                                                                               |                 |   |   |  |                         |   |   |  |
| Establishes rapport and effectively interacts with students                                                                                              |                 |   |   |  |                         |   |   |  |
| Establishes rapport and effectively interacts with parents                                                                                               |                 |   |   |  |                         |   |   |  |
| Establishes rapport and effectively interacts with school staff                                                                                          |                 |   |   |  |                         |   |   |  |
| Exhibits punctuality in all areas                                                                                                                        |                 |   |   |  |                         |   |   |  |
| Uses sound, practical judgment                                                                                                                           |                 |   |   |  |                         |   |   |  |
| Dresses appropriately                                                                                                                                    |                 |   |   |  |                         |   |   |  |
| Learns from feedback or criticism                                                                                                                        |                 |   |   |  |                         |   |   |  |
| Candidate is organized in work                                                                                                                           |                 |   |   |  |                         |   |   |  |
| Accepts and respects cultural diversity                                                                                                                  |                 |   |   |  |                         |   |   |  |
| Assumes responsibility for personal/professional actions                                                                                                 |                 |   |   |  |                         |   |   |  |
| Aware of personal strengths and weaknesses                                                                                                               |                 |   |   |  |                         |   |   |  |
| Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others. |                 |   |   |  |                         |   |   |  |
| Openness to Change, example:<br>Responds well to feedback                                                                                                |                 |   |   |  |                         |   |   |  |
| Persists in task completion with minimal oversight                                                                                                       |                 |   |   |  |                         |   |   |  |

**Briefly describe activities:**

**Comments (Trainee/Intern)  
Supervisor's Comments:**

**SUMMARY: OVERALL DEVELOPMENT**

| <b>Trainee/Intern Self-Evaluation</b>       | <b>Supervisor's Evaluation</b>                       |
|---------------------------------------------|------------------------------------------------------|
| <b>Areas of Strength</b>                    | <b>Areas of Strength</b>                             |
| <b>Areas to Target for Growth</b>           | <b>Areas to Target for Growth</b>                    |
| _____<br>_____<br>Student Signature<br>Date | _____<br>_____<br>Field Supervisor Signature<br>Date |

**Supervisor:** Please indicate your recommendation for this individual's next phase of experience:

Fall Semester [for Spring]

Spring Semester [for Next Year]

\_\_\_\_ continue in this phase of field experience as planned

\_\_\_\_ advance to next phase of field experience as planned

\_\_\_\_ continue in internship as planned

\_\_\_\_ ready to advance to full-time internship

\_\_\_\_ ready to work as a credentialed school psychologist

\_\_\_\_ OTHER: Please call, phone number(s) \_\_\_\_\_

## Appendix D

### Continuing Student Evaluation Form (Mid-year)

During each semester following a student's admission to an Educational Psychology program, the respective EPS Faculty Committee will evaluate the student's progress in the program based upon the criteria identified below. If a student exhibits a weakness (rating of needs improvement or unacceptable) in any of the criteria, the student's advisor and student, in consultation with the Educational Psychology Chair, will develop a Professional Growth Plan (PGP) to remediate the weakness. The advisor will evaluate and report to the Chair and/or Program Committee successful completion of the PGP by the student. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student has not completed the PGP successfully, the advisor reports to the Chair and the Program Committee who will then make the determination that the student has not met the objectives, activities, and timelines of the PGP. If it is determined that the student has not met the objectives, activities, and timelines of the PGP, he or she will be denied continuance in the program.

**Student:** \_\_\_\_\_ **Year in Program:** \_\_\_\_\_

**Program:**  M.A. Community Counseling    M.Ed. School Counseling    M.A. School Psychology    M.Ed. Student Affairs  
 Ph.D. Counseling Psychology    Ph.D Learning & Instruction    Ph.D School Psychology

**Advisor:** \_\_\_\_\_ **Evaluation Date:** \_\_\_\_\_  
**Cumulative GPA:** \_\_\_\_\_ **Cumulative Hours:** \_\_\_\_\_

**Will student be rated this semester?**    YES    NO

**If NO, please state reason:** \_\_\_\_\_

*Please rate this student on the following dimensions*

**A. Academic Aptitude**

|                         | Presently<br>Unacceptable  | Needs<br>Improvement       | Competent                  | Excellent                  | Outstandin<br>g            | Haven't<br>Observe<br>d  |
|-------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| 1. Writing Skills       | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Speaking Ability     | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Research Skills      | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Assessment Skills    | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Quantitative Skills  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Content Knowledge    | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Technological Skills | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |

**B. Professional Skill Development**

|                                | Presently<br>Unacceptable  | Needs<br>Improvement       | Competent                  | Excellent                  | Outstandin<br>g            | Haven't<br>Observe<br>d  |
|--------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| 1. Working with<br>Individuals | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Working with Groups         | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Leadership &<br>Persuasive  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Teaching &<br>Presentation  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |

**C. Goals & Objectives**

|                                  | Presently Unacceptable     | Needs Improvement          | Competent                  | Excellent                  | Outstanding                | Haven't Observed         |
|----------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| 1. Student Goals                 | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Desire to Achieve             | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Potential to Complete Program | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |

**D. Professional and Personal Characteristics Relevant to Training**

|                                                                                                             | Presently Unacceptable     | Needs Improvement          | Competent                  | Excellent                  | Outstanding                | Haven't Observed         |
|-------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| 1. Openness to Change                                                                                       | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Awareness of Personal Strengths & Weaknesses                                                             | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Displays Appropriate Personal Adjustment Professionally & Personally                                     | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ability to Work Cooperatively with Others                                                                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ability to Work with Individuals from Diverse Backgrounds                                                | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Professional & Ethical Behaviors                                                                         | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Displays Interpersonal Behavior that is not Disruptful/Injurious to Students, Faculty, Classes & Program | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> | <input type="checkbox"/> |

***For Students in the School or Community Counseling Programs:***

Group Experience Completed  YES  NO      Form Submitted to Dept.  YES  NO

Overall Strengths:

Overall Weaknesses:

---

\*If student is in the second year and has not completed the group experience, please formulate PGP with specific timelines.  
PGP Plan (check one)       YES  NO      (If yes, please attach plan to evaluation for

## Appendix E

### Continuing Student Evaluation Form (end of year)

*At the end of each year of study following a student's admission to the School Psychology program, the School Psychology Faculty Committee, with the student's participation and input, will evaluate the student's progress in the program based upon the criteria identified below. If a student exhibits an unacceptable weakness (rating of needs further development) in any of the criteria, the student's advisor and student, in consultation with the Educational Psychology Chair, will develop a Professional Growth Plan (PGP) to remediate the weakness. The advisor will evaluate and report to the Chair and/or Program Committee successful completion of the PGP by the student. If the Advisor and the Chair and/or Program Committee determine that the student has met the objectives, activities, and timelines of the PGP, he or she can continue in the program. If the student has not met/completed the PGP successfully, the advisor reports to the Chair and the Program Committee who will then make the determination that the student has not met the objectives, activities, and timelines of the PGP. If it is determined that the student has not met the objectives, activities, and timelines of the PGP, he or she will be denied continuance in the program.*

Process for Completion of the Review: As the student approaches the end of the first year of study, the Advisor will meet with the student and provide guidance and direction for the student complete Part 2 *Program Activities* section and Part 3 *Self-Ratings/comments* sections. Once the student submits completed Parts 2 and 3 to Advisor, the Advisor schedules the Faculty Committee review. The Faculty Committee reviews all parts and provides ratings and additional comments. The Faculty Committee determines conclusion. The Advisor meets with candidate to review results and discuss actions. The Advisor schedules Professional Growth Plan meeting with Department Chair and Student if needed. Advisor submits completed evaluation to student file. *\*Part 3: Self-Ratings is completed by the student only during the evaluation(s) prior to entering practicum. Once in practicum, student self-ratings are completed at the training site on the practicum/intern evaluation instrument.*

#### **PART 1: Program Status to be completed by student**

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

**Program:** Ed.S. School Psychology **Year Started Program:**

**Date of Review:**

**Total earned credits towards EdS degree:** \_\_\_\_\_ (72 credits total)

**Is the student on target with the Program of Studies?**

**Cumulative GPA:** \_\_\_\_\_ **Acceptable for program continuation?**

**NAU School Psychology Year 1 Exam:**

**NAU Pre-Internship Competency Exam:**

**Current Funding:**

**Advisor's Name:** \_\_\_\_\_ **Evaluation Date:**

**Will student be rated this semester?**

**If NO, please state reason:**

**PART 2: Program Activities to be completed by student**

**List Courses completed and grades obtained this year:**

| Summer Course | Grade | Fall Course | Grade | Spring Course | Grade |
|---------------|-------|-------------|-------|---------------|-------|
|               |       |             |       |               |       |
|               |       |             |       |               |       |
|               |       |             |       |               |       |
|               |       |             |       |               |       |

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

School-Based Practicum Site #1 District: \_\_\_\_\_ Name of School:  
 Course: \_\_\_\_\_ Grade Level:  
 School-Based Supervisor:  
 Semester/Year Started and Ended:  
 Number of Hours Completed (to date):

School-Based Practicum Site #2 District: \_\_\_\_\_ Name of School:  
 Course: \_\_\_\_\_ Grade Level:  
 School-Based Supervisor:  
 Semester/Year Started and Ended:  
 Number of Hours Completed (to date):

Internship Site/District: \_\_\_\_\_ Name of School(s): \_\_\_\_  
 Type of Setting:  
 Course: \_\_\_\_\_ Grade Level:  
 Internship work plan:  
 Funded:  
 Site Supervisor:  
 Year Started and Ended:  
 Number of Hours Completed (to date):  
 APPIC or APA-accredited site:

**Professional Activities during this evaluation period:**

Are you a Member of a Professional Organization:  
 If YES, check all that apply: AASP NASP AzPA APA CEC AERA Other:

Number of Oral and/or Poster Presentations at conferences:

Number of regional/state conferences attended:  
 If YES, list all conferences attended:

Number of national conferences attended:  
 If YES, list all conferences attended:

Do you have Teaching Experience (at the college or university level):  
 If yes, list courses taught:

## Research Experiences during this evaluation period:

Involved in faculty research:

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

Received grants for student research:

Comments/Descriptions:

## PART 3: PROGRESS RATINGS

### Faculty Committee Members Providing Ratings and Progress Review:

#### **Developmental Path of Acquiring Competence**

NAU School Psychology faculty recognizes that competencies are acquired at different rates.

Basic competencies, such as timeliness, ability to utilize supervision, etc., may be expected at a competent professional level within the first year of training. *The differences in rate of skill development are reflected in the level of competence expected at the conclusion of practicum training (EPS 675).* For example, in the Consultation and Collaboration Section below, “Interpersonal communication skills (listening, empathy, paraphrasing).” is expected to be at the Competent or Exemplary level by the end of the practicum, since these skills are basic or foundational clinical skills; in the Data-Based Decision Making Section below, “Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases in a school setting” is expected to be at the Emerging level at the end of practicum, since these skills will be a focus of considerable work in the internship year.

*Please rate this student on the following dimensions using these performance definitions.*

**Exemplary** - Competence is very well developed and reflects a capacity for independent functioning with little or no supervision required. Candidate shows outstanding ability, initiative, and adaptability.

**Acceptable/Proficient** - Competence is assessed to be acceptable and proficient; only a minimal need for supervision.

**Emerging** - Competence is currently considered below average and requires supervision. Supervision and experience are expected to develop the skill. Candidates at the emerging level of competence have gained some skills, but are still considered below average. With additional supervision and experience, Candidate is expected to develop necessary skills.

**Needs Further Development** - Competence is considered to be in need of further development and training. Candidate has limited knowledge and understanding of skills and competencies. Candidate is not able to perform activity satisfactorily or seems to lack basic professional maturation in area.

## Data-based decision making (NASP 2.1)

|                                                                                                                                                                               | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                                               | Not Applicable                                            | Needs Further Development  | Emerging                   | Competent                  | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Development of skills and habits in seeking and applying theoretical and research knowledge, including accessing and applying scientific knowledge bases in a school setting. | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Knowledge of relevant theories of cognitive abilities and tests (EPS 664, 673)                                                                                                | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Administration & scoring standardized achievement & IQ tests (EPS 673, 674, 675)                                                                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Clearly and accurately defines student referral problems before conducting Evaluations. (EPS 675 – not rated until year 2)                                                    | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Chooses appropriate assessment techniques relevant to a specific referral issue. (EPS 675 – not rated until year 2)                                                           | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Considers social/academic/psychological/environmental/cultural factors when making diagnostic or intervention decisions. (EPS 673, 674, 675)                                  | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Interpretation of test data in professionally written format that integrates evaluation information. (EPS 664, 673, 674, 738, 675)                                            | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Behavioral assessment:<br>Observation skills<br>(year 1 test behavior                                                                                                         | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

|                                                                                                                                                               |                          |                            |                            |                            |                            |                          |                            |                            |                            |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| observations EPS 673, 674, <b>year 2</b> addition of school and classroom observations EPS 607, 675)                                                          |                          |                            |                            |                            |                            |                          |                            |                            |                            |                            |
| Behavioral assessment: Behavior rating scales and social/emotional tests administered and scored (EPS 738, 607, 675) ( <i>may not be rated until year 2</i> ) | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Universal screening: CBM, DIBELS (EPS 607, 674, 675) ( <i>may not be rated until year 2</i> )                                                                 | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Integrate assessment data into well thought out recommendations linked to assessment results.                                                                 | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

## Consultation & Collaboration (NASP 2.2)

|                                                                                                                 | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                 | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Interpersonal communication skills (listening, empathy, paraphrasing ) (EPS 660, 671, 675)                      | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Works collaboratively with others (observation in all courses)                                                  | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Conveys information effectively in writing (observation in all courses)                                         | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Conveys information effectively in speaking (observation in all courses)                                        | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of effective school teams (EPS 604, 671, 675)                                            | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates effective “counseling process” skills (EPS 660, 671, 675)                                          | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of consultation models and process for school settings (EPS 604, 671, 675)               | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Implements effective systematic consultation process in school settings (EPS 675) <b>Not rated until Year 2</b> | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

### Academic interventions & instruction (NASP 2.3)

|                                                                                                                                                                                             | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                                                             | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Demonstrates knowledge of the history and evolution of Rtl in school psychology. (EPS 604, 607, 675)                                                                                        | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Identifies research-based and evidence-based academic interventions (EPS 673, 674, 607, 675)                                                                                                | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Evaluates intervention effectiveness using data and graphing techniques (EPS 607, 675) <b>Not rated until year 2</b>                                                                        | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge and skills for monitoring and implementing academic interventions with integrity & observes interventions for integrity (EPS 607, 675) <b>Not rated until year 2</b> | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge and assessment skills of motivational factors in CBM and academic performance (EPS 605, 607, 675)                                                                    | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of effective instructional practices (EPS 605, 607, 675)                                                                                                             | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

### Interventions for social behavior & mental health services (NASP 2.4)

|                                                                                                                                                                                                      | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                                                                      | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Demonstrates knowledge of research-based and evidence-based social/behavioral interventions (EPS 738, 607, 675)                                                                                      | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Evaluates social/behavioral intervention effectiveness using data and graphing techniques (EPS 607, 675)<br><b>Not rated until year 2</b>                                                            | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge and skills for monitoring and implementing social/behavioral interventions with integrity & observes interventions for integrity (EPS 607, 675) <b>Not rated until year 2</b> | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of typical and atypical development (EPS 580, 640, 738, 675)                                                                                                                  | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Develops counseling plans to address student needs (EPS 622, 675)<br><b>Not rated until student has completed EPS 622</b>                                                                            | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

**School-wide Practices to Promote Learning (NASP 2.5)**

|                                                                                                                            | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                            | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable                 | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable                 | Exemplary                  |
| Describes institutional/school or district wide practices that influence group behavior (EPS 604, 607, 675)                | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of organizational/school-wide practices that enhance or impede student learning (EPS 604, 607, 675) | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of practices for positive school climate (EPS 607, 675)                                             | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of effective disciplinary practices (EPS 606, 607, 675)                                             | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Develops training activities for staff and parents (EPS 607, 675) <b>Not rated until year 2</b>                            | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

## Preventive & Responsive Services (NASP 2.6)

|                                                                                                                                                     | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                     | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Demonstrates knowledge of typical features of child & adolescent development (EPS 580, 640)                                                         | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of atypical features of child & adolescent development (EPS 580, 591, 640, 738)                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Knows risk factors associated with conduct & other disorders (EPS 580, 738, 675)                                                                    | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Knowledgeable of prevention & risk reduction programs (EPS 604, 607, 738, 675)                                                                      | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge and skills for response to crisis situations (EPS 604, 669, 675)                                                             | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of multi-tiered academic and social/behavioral services for various levels of risk in the school setting (EPS 604, 607, 675) | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

## Family-School Collaboration (NASP 2.7)

|                                                                                                                                                               | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                               | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Understands how characteristics of families and family-school interaction can impact children's develop. (EPS 604, 607, 738, 675)                             | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Has knowledge of family systems and their influence on children's characteristics. (EPS 604, 622, 669, 675)                                                   | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of multi-tiered academic and social/behavioral services for various levels of risk in the school setting (EPS 601, 604, 607, 622, 675) | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Has knowledge of evidence-based practices that promote collaboration and partnership between families, schools, and community agencies. (EPS 601, 622, 669)   | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates the use of consultation techniques that improve family functioning and promote children's learning. (EPS 604, 607, 622)                          | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

**Student diversity in development & learning (NASP 2.8)**

|                                                                                                                                                                                                       | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                                                                       | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Describes issues related to dimensions of diversity (EPS 601, 604, 580, 591, 605, 660, 673, 674, 738, 607, 675; ESE 548)                                                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates and uses knowledge of social bases of behavior and learning (example, behavioral theory)                                                                                                 | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Identifies occurrence & impact of institutional bias (EPS 604, 607, 675)                                                                                                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Accommodates diversity in assessment and intervention, interaction with students, staff, families (EPS 673, 674, 738, 607, 675)                                                                       | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates multicultural sensitivity/responsiveness to, knowledge of, and understanding about ethnically and racially different individuals. (EPS 604, 580, 591, 605, 660, 673, 674, 738, 607, 675) | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

**Research and Program Evaluation (NASP 2.9)**

|                                                                                                                   | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                   | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Candidate reads and interprets peer-reviewed journal articles from the field (EPS 604, 607, 675)                  | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Candidate demonstrates knowledge and application of quantitative methods to evaluate research data (EPS 625, 725) | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of research design methods for research in school psychology (EDR 610, 767, 720)           | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge of methods of program evaluation (EDR 610, 720, 767, EPS 599)                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Demonstrates knowledge about single-subject design methods (EDR 610, EPS 607)                                     | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

## Legal, Ethical, & Professional Practice (NASP 2.10)

|                                                                                                                                                                                                        | Student self – rating (completed prior to practicum year) |                            |                            |                            |                            | Faculty Rating           |                            |                            |                            |                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
|                                                                                                                                                                                                        | Not Applicable                                            | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  | Not Applicable           | Needs Further Development  | Emerging                   | Acceptable/Competent       | Exemplary                  |
| Understands and applies legal/ethical principles relevant to schools (EPS 604, 670, 675)                                                                                                               | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Knows/is able to apply laws regarding special education (ESE 548, EPS 604, 607, 675)                                                                                                                   | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Participates in professional development activities (AASP, NASP, AzPA, etc.)                                                                                                                           | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Persists in task completion with minimal oversight (observed in all courses)                                                                                                                           | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Accepts responsibility for work and for choices (observed in all courses)                                                                                                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Adheres to institutional policies governing dress, attendance, punctuality, etc                                                                                                                        | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Candidate is organized in work (observed in all courses)                                                                                                                                               | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Awareness of personal strengths & weaknesses for example: actively uses self-evaluation and self-reflection to promote professional growth; seeks out training or feedback to ensure skill competency. | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Displays appropriate personal adjustment professionally & personally by reacting well and displaying patience in ambiguous or difficult situations.                                                    | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Ability to work cooperatively with others by actively expressing ideas and questions, listening with openness to ideas and thoughts expressed by others                                                | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Openness to Change, example: Responds well to feedback                                                                                                                                                 | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Ability to work with individuals from diverse backgrounds                                                                                                                                              | <input type="checkbox"/>                                  | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

|                                                    |                          |                            |                            |                            |                            |                          |                            |                            |                            |                            |
|----------------------------------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Candidate is timely with assignments and meetings. | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Responds promptly to correspondence.               | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

Comments:

Overall Strengths:

Overall Weaknesses:

**Complete the appropriate conclusion that reflects the result of the evaluation:**

- 1) Results of this evaluation, completed on \_\_\_\_\_ suggest that the Candidate is on track with the competencies/skills/activities at this point in the training program. The committee recommends continuation for the Candidate at this time.
- 2) Results of this evaluation, completed on \_\_\_\_\_ suggest that the Candidate is not satisfactorily on track with the competencies/skills/activities at this point in the training program. The committee recommends a *Professional Growth Plan* at this time.

**Professional Growth Plan developed:**

If Yes, Please attach the Professional Growth Plan.

Form Submitted to EPS Department:

|                                       |      |                           |
|---------------------------------------|------|---------------------------|
| School Psychology Candidate Signature | Date | Faculty Advisor Signature |
| Faculty Reviewer                      | Date | Faculty Reviewer          |
| Faculty Reviewer                      | Date | Faculty Reviewer          |

## Appendix F

### Professional Growth Plan (PGP) Form

Student:  
Program: \_\_\_\_\_  
Advisor: \_\_\_\_\_

Year in Program:  
Evaluation Date:

#### Objective 1.

Activities to Accomplish the Objective:

Timeline for Completing Activities:

Criteria for Successfully Completing the Objective:

#### Objective 2.

Activities to Accomplish the Objective:

Timeline for Completing Activities:

Criteria for Successfully Completing the Objective:

---

\_\_\_\_\_  
Signature of Advisor

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

---

Date PGP Successfully Completed: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Chair Signature: \_\_\_\_\_