

# Educational Psychology Master's Programs General Handbook

## Table of Contents

### Part I

Preface.....	2
Mission Statements .....	2
EPS Coursework and Programs .....	5
Certifications and Licensures.....	7
Program of Studies Policies .....	8
Transfer of Credits Policies .....	8
Grade Point Average Policies .....	8
General Policies and Procedures.....	9
Graduate Financial Assistance.....	10
Assistantships and Waivers.....	10
Graduate Assistantships .....	10
Tuition Waiver Scholarships.....	10
Other Financial Assistance .....	11
Scholarships, Grants, Employment, Loans and Veterans Benefits.....	11
Scholarships .....	11
Grants.....	12
Employment Programs.....	12
Loan Programs .....	12
Veterans Education Benefits.....	13
EPS Professional Development Awards.....	13
Application for Graduation .....	13
Job Placement Assistance .....	13
Program Endorsement Policy .....	14
<b><u>!Unexpected End of Formula</u></b>	
EDUCATIONAL PSYCHOLOGY FACULTY.....	16
APPENDIX A: Clinical Hours .....	23
APPENDIX B: Student-EPS Program Agreement Contract .....	24
APPENDIX C: Continuing Student Evaluation Form.....	25

## Preface

This document is intended to serve as a guide for students enrolled in the Educational Psychology Department and their program advisors. These guidelines and policy statements establish procedures that are current and predictable. When followed, these procedures will result in orderly progression toward the completion of the degree pursued. 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.

In conjunction with the material found in this Handbook, the section of the University Catalog pertaining to regulations and requirements for graduate degree and certification programs offered should be reviewed. 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://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>.

## Mission Statements

### **Northern Arizona University**

Northern Arizona University is a comprehensive public university. The Main Campus is located in Flagstaff, with instructional sites throughout the state and an off-campus center in Yuma. Serving close to 22,000 full-time and part-time students, approximately 15,000 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. The University's commitment to undergraduate education is derived from its heritage as a residential campus, is reflected in its present character, and is a major focus of its aspirations.

### **NAU Mission Statement**

Provide an outstanding undergraduate residential education strengthened by important research, graduate and professional programs and a responsive distance learning network delivering programs throughout.

### **NAU Strategic Five-Year Goals 2005-2010**

1. Provide undergraduate educational excellence in a residential learning community
2. Strengthen graduate and professional education, economic development and research.
3. Increase enrollment and retention.
4. Provide leadership in the development, use and assessment of technologies in administrative systems and educational programs.
5. Foster a culture of diversity, community and leadership.
6. Become the nation's leading university serving Native Americans.
7. Ensure financial stability and growth.

### **College of Education**

#### **Vision**

*We develop educational leaders who create tomorrow's opportunities.*

#### **Mission**

*Our mission is to prepare professionals to serve and lead education and human services organizations.*

The central charge of our college is to provide the competent and committed professionals who will make a difference in schools, higher education institutions, and human services organizations. We recognize that this mission involves a number of issues, which deserve further clarification.

*To prepare professionals* requires that we build programs which offer the broad range of learning experiences necessary for the complexities of practice. This further means that our students must gain content knowledge relevant to their work, practical knowledge for linking that content with learners or clients, and the sound judgment associated with professionalism. We view professionals as those who will thoughtfully apply what they learn and continue to learn throughout their careers.

We articulate dual targets for our work. We wish to produce professionals who will succeed as they enter institutions, but who will also maintain the disposition to work for the improvement of these institutions in the face of a changing society. *To serve and lead* recognizes that our graduates will both meet immediate needs in organizations, but that they will also become leaders in improving those organizations. Serving education organizations consists of improving student achievement, understanding, and application of skills, as well as the conditions of schooling, especially for those who are most at a disadvantage. To serve education organizations successfully means creating school conditions that honor democratic practices, diversity, and civility. To lead education organizations means to participate in the improvement of such entities.

*Education and human services organizations* indicate the breadth of our mission. While our primary focus is on preparing professionals and generating knowledge for educational institutions, we recognize that our graduates will serve in a variety of helping organizations (such as clinics, community centers, and other entities). Moreover, in the course of our work with these organizations, we strive to serve them directly by providing knowledge, wisdom of practice, and resources.

This mission builds on the mission of Northern Arizona University: "to provide outstanding undergraduate education strengthened by research, graduate, and professional programs and sophisticated methods of distance delivery." As an institution, Northern Arizona University has an articulated set of values that includes the following: excellence in education, student success (placing the learner at the center), educational access, diversity, integrity, and civility. The mission of the college embraces these values.

Finally, our mission calls on us to hold *high expectations* for our students, our colleagues, and ourselves; to embody *active respect* for our colleagues and those we serve; and to provide the *tenacious support* needed for all to succeed.

## Philosophy

*We believe in the dignity and inherent worth of all people and in the central role of education in a democratic society. To be effective, educators must have strong content background, professional competence, dispositions to be caring, confident, open, and ethical, and the ability to inspire a love of learning, inquiry, and innovation.*

The faculty members of the College of Education particularly value the following features of learning:

1. **Education** is taken to be a process of human growth and understanding that is at the center of democratic life.
2. **Learner-centered programs** serve students well. Learners have the greatest opportunity for success in programs which include components that are *experiential, collaborative, problem-centered, reflection-oriented, outcome-based, research-guided, and technology-oriented*. Such program features, thoughtfully applied, give learners the opportunity to develop the high professional competence and ethical standards that will be expected as they enter the profession. Learners engaged in such programs also develop the capacity to address creatively the barriers and problems that will face tomorrow's schools in an increasingly multicultural, diverse and complex society.
3. **Learning** is best achieved in an environment that helps students develop the interpersonal skills, professional knowledge and values necessary for becoming effective practitioners. The learning environment should also prepare professionals to be thoughtful contributors to improved practice and visionary leaders in a variety of educational contexts, including culturally diverse and rural settings.
4. **Diversity** enhances the learning experience. Therefore, the college seeks diversity among its faculty and students and develops admission/retention criteria and curricula addressing the educational imperatives of today's global realities.
5. **Partnerships** with schools and other agencies enable greater learning, a benefit to both the professionals-in-preparation and the partnering institutions. Our partnerships engender a

collaborative process for simultaneously transforming schooling, professional preparation and the profession. Partnerships underscore the importance of democratic principles in education.

6. **Innovation and inquiry** enhance learning and help to answer fundamental questions that will shape schools and educational policies/practices of the future. Our focus is on research that serves the very institutions for which we prepare professionals, and we view our mission as incorporating new knowledge into the preparation of professionals and spreading this knowledge to the practitioners already in the field. Our discovery activities are intended to explore how students, education professionals and institutions can employ strategies, policies and practices that further the success of all their constituents. Our participation in innovation and inquiry can inspire a love of learning, inquiry and innovation in our students.
7. **Advocacy** for learners and for equitable and effective institutions is a central responsibility of a learning-centered organization. A shared *intellectual conscience and advocacy* for the profession and for the education of all learners is embedded in our work.
8. **Modeling** effective learner-centered practices and dispositions is a core value of our community of faculty.

### Purpose

Our programs in professional education are designed to accomplish the following purposes:

1. To prepare professionals who will serve existing education and human services organizations.
2. To prepare professionals who will lead education and human services organizations in ongoing improvement.
3. To further the development of knowledge through the symbiotic relationship between preparation programs and innovation and inquiry.
4. To serve education and human services institutions through preparing personnel and providing knowledge.

### College of Education Goals 2009-2014

GOAL 1: Maintain prominent leadership in Arizona education and human services.

GOAL 2: Enhance and expand scholarship/research, especially as it relates to the core mission and goals of the college, the university, the community and the profession.

GOAL 3: Provide leadership in technology integration.

GOAL 4: Be a national leading college of education serving Native Americans.

GOAL 5: Be a national leading college of education serving Latina/Latino/Hispanic students.

GOAL 6: Become a state leader in early childhood education.

GOAL 7: Increase global engagement.

GOAL 8: Foster a culture of inclusion, civility and respect.

For more information on the college, visit <http://www.coe.nau.edu/>

### Educational Psychology Mission Statement and Goals

Because of the barriers to learning and living in our society, there is an increasing need for professionally trained counseling and school psychology personnel. Our graduate programs are based in a developmental, experiential training model that includes understanding theory, building assessment and intervention skills, practicing skills in a supervised clinical setting, and performing skills in vivo. Integrated throughout our programs is a scientist-practitioner orientation that prepares students to ascertain the efficacy of assessment and intervention techniques." -[William E. Martin, Jr.](#)

Our goals in Educational Psychology are to:

- help students in teacher preparation to understand and use the principles of educational psychology in pedagogy
- assist at-risk undergraduate students in reaching their educational goals

- prepare counseling and psychological professionals who can apply best practices in assessment, intervention, follow-up, and evaluation when working with individuals, families, groups, and organizations
- provide a curriculum based on a developmental, experiential training model that includes understanding theory and building assessment and intervention skills in a supervised clinical settings.

## **EPS Coursework and Programs**

### **Teacher Preparation**

EPS 324 (Educational Psychology in Elementary Education) and EPS 325 (Educational Psychology in Middle School/Secondary Education) are required courses in the teacher preparation program in the College of Education (COE). We also teach other graduate level educational psychology courses that are part of programs of studies for Teaching and Learning and Educational Specialties.

### **Student Retention**

During the Fall and Spring semesters, EPS 101: Academic and Personal Development classes are offered to new students entering NAU. The purpose of EPS 101 is to increase the students' chances for success in academic work and thus the likelihood of greater persistence in their educational process. In addition, we offered a one credit class for high school students (EPS 199) that focused on similar content. Finally, a new version of EPS 101 numbered as EPS 199 was offered to athletes. The new section for athletes included content related to the CHAMPS curriculum. Additionally, several classes taught by Student Service professionals to prepare NAU resident assistants and peer mentors in theories, methods, skills, orientation and special topics in the field of student personnel are offered.

### **Research and Statistics**

Four major statistics classes are offered through EPS. These include EPS 525 (Introduction to Statistics), EPS 625 (Intermediate Statistics), EPS 725 (Multivariate Statistics) and EPS 624 (Computer Statistics). These courses are made available to graduate students in all COE graduate programs. EPS 525 is now offered online (beginning summer 2009). In additions, graduate students in programs across NAU also enroll in these classes.

### ***Graduate Programs***

The EPS department offers a doctoral program with three emphasis areas as well as several masters programs. Each program description follows:

#### **Doctoral Programs**

- Ph.D. in Educational Psychology (Counseling Psychology Emphasis) – A 109-hour program that prepares you to function as an applied counseling psychologist, a trainer of other counselors or psychologists and/or as a researcher. This program meets the criteria of the National Register of Health Service Providers in Psychology and the Association of State and Provincial Psychology Boards.
- Ph.D. in Educational Psychology (School Psychology Emphasis) - A 109-hour program that prepares you to function as a well-rounded generalist in school psychology, a trainer of other school psychologists, and/or as a researcher. This program is fully approved by National Association of School Psychologists (NASP) through 2011 (first approved in 1998). This program also meets the criteria of the National Register of Health Service Providers in Psychology and the Association of State and Provincial Psychology Boards.
- Ph.D. in Educational Psychology (Learning and Instruction Emphasis) - A 109-hour program that prepares you to function as an educational psychologist with a strong knowledge base of educational psychology and the application of that knowledge to educational endeavors. (As of spring 2009, this program is currently not accepting new applicants.)

### **Masters Programs**

- M.A. School Psychology + Certification– A 72-hour program that prepares you to become a school psychologist emphasizing assessment of learning and behavior problems and becoming an effective consultant in school settings. This program is fully approved by National Association of School Psychologists (NASP) through 2011 (first approved in 1991).
- M.A. Counseling – A 60-hour program that prepares you to become an applied counseling practitioner with a unique educational developmental orientation to work with adults and children in social, mental health and human service agencies. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March, 2014 (first approved in November, 1998).
- M.Ed. School Counseling – A 48-hour program that prepares you to become a professional school counselor. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through March, 2014 (first approved in November, 1998).
- M.Ed. Student Affairs Counseling – A 48-hour program with a specialization in counseling and a foundation in student affairs work that prepares you to become an effective professional in student-service positions in higher education.
- M.Ed. Human Relations – A 36-hour theoretically oriented non-practitioner program that is appropriate if you are in the business world, the military, education, or related fields and are seeking advanced preparation in facilitating an understanding of human behavior and the learning process.

### **Statewide Programs**

- The M.Ed. in Human Relations can be earned by students taking courses at various distance sites and Yuma. In fact, the M.Ed. Human Relations degree is available at almost every NAU distance location and it has pioneer status in that it was the first degree to be offered off-campus in the late 1980's. The program can be completed totally online starting Fall 2009.
- The M.Ed. in School Counseling was taken off-campus in the mid-1990's and since then, school counseling cohorts have existed in Maricopa County, Tucson, Navajo-Hopi reservation, and Yuma.
- During the 1999-2000 year, the M.A. in Community Counseling was taken off-campus and is now also offered on a regular basis in Central Phoenix. In Fall 2002, the Community Counseling program was offered for the first time in Yuma. Both sites continue to offer this program on a regular basis.

## **Certifications and Licensures**

### **School Psychologist State Certification**

Students completing the M.A. in School Psychology (48 hours) and the additional courses (24 hours) required for State Certification for a total of 72 hours which includes an academic year internship. Student are eligible for State Certification by the State Department of Education. Students who have completed the coursework and the internship requirements of the Ph.D. Educational Psychology with an emphasis in School Psychology are also eligible for this certification.

### **National School Psychology Certification System (NSPCS)**

The National Association of School Psychologists (NASP) created the National School Psychology Certification System (NSPCS) for the purpose of credentialing school psychologists who meet a nationally recognized standard. The administration of the NSPCS is vested under the authority of the National School Psychology Certification Board (NSPCB). Students completing the Master's of Arts + Certification program in School Psychology or the Doctoral Emphasis in School Psychology, both of which are NASP approved programs are eligible to apply for this certification. Requirements include a completion of a program that is officially titled "School Psychology," 60 graduate semester hours (exclusive of internship) in school psychology, a 1200 hour internship in school psychology of which 600 hours must be completed in a school setting and achieve a passing score of 660 on the School Psychologist Praxis II examination of administered by the Educational Testing Service (ETS).

### **Licensed Professional Counselor (LPC)**

Students completing at least a 60-hour master's program, with an emphasis in Counseling, and two years of supervised post-master's experience and successful completion of the National Counselor Exam are eligible to be licensed as professional counselors by the Arizona Board of Behavioral Health Examiners. Students who are graduates from the M.A. Counseling program are currently eligible for this license.

### **Licensed Associate Counselor (LAC)**

Students completing at least a 60-hour Counseling program can also seek the Licensed Associate Counselor credential. Students must meet curriculum requirements specified for the LPC including passing the National Counselor Exam. A licensed associate counselor shall not engage in independent practice and only provides counseling services under direct supervision from a qualified supervisor.

### **Guidance Counselor State Certification**

Students completing a master's degree in Counseling with a practicum/internship in a school setting in a state approved program are eligible for this certification. Students who are graduates from the M.Ed. in School Counseling program are eligible for this certification.

### **National Counselor Certification**

Students completing a graduate degree in Counseling or Related field, from a regionally accredited program, meet specific curricular criteria, and pass the National Counselor Exam are eligible for this certification. Since the M.A. Counseling and M.Ed. School Counseling programs are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), students are eligible for this certification immediately upon graduating provided they have passed the NCC exam. Students in the M.Ed. Student Affairs program who are also eligible for this certification have to also have two years full-time post-master's supervised experience to obtain this certification.

### **State Psychologist License**

Students who have earned the Ph.D. Educational Psychology program with emphases either in School Psychology or Counseling Psychology are eligible for licensure as a psychologist in Arizona after passing the National Professional Psychology exam and completing 1500 hours of post-doctoral supervised psychological experience.

## Program of Studies Policies

### Programs of Studies

The program of study is the agreed upon plan between the student and faculty advisor for completing program requirements. It is used as a verification document when the student applies for graduation. The student should complete the program of study with his or her advisor during the first semester of graduate work. The original program of study should be given to the Department Chair to be placed in the student's file in the COE Graduate Studies Office and copies should be kept by the student and the advisor. Amendments with advisor approval can be made to the program of studies during the student's course of study. There is a six-year time limit for completion of the master's degree as stated in the Graduate Catalog (<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>). There are provisions for renewing credits and petitioning to extend the six-year limit.

## Transfer of Credits Policies

The department of Educational Psychology allows credits to transfer through the Graduate College.

To be considered for transfer credit, your courses must:

- have been earned at a regionally accredited institution
- have been earned with a grade of A or B  
(We will accept a pass grade if the course is graded only on a pass-fail basis.)
- have been earned within the six-year period required for completing your degree at NAU (master's degree only)
- be applicable to a graduate degree at the institution where the credit was earned
- meet the Arizona Board of Regents' requirement for credit: A minimum of 45 hours of work is required for each unit of credit. (Note: An hour of work is equivalent to 50 minutes of class time, often called a "contact hour," or 60 minutes of independent study work. We require at least 45 contact hours for each 3-credit course, and we assume at least 90 hours of student homework for that course.) Ordinarily, a course must cover a one-week period for every unit of credit given.
- the number of units you transfer from other institutions cannot exceed twenty-five percent of the total minimum units of credit required for your master's degree. A student in the M.Ed. in Secondary Education plan may transfer 12 units in the content area.

Master's students must complete the Petition for Transfer Credit form. For doctoral students, the transfer credit should be noted on the plan of study. The Graduate College will finalize the transfer credit at the time of admission to candidacy.

Students who have a graduate non-degree standing may apply for twelve hours of appropriate credits taken in non-degree status with the approval of their advisor. Students seeking a second Masters degree may apply for up to **nine hours** of previous Masters to apply toward a degree at Northern Arizona University. All program requirements must be met for the second Masters degree and all but nine of the hours must be earned at Northern Arizona University.

Specific policies can be obtained from the Graduate Catalog, which can be found online at <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>.

## Grade Point Average Policies

The department of Educational Psychology adheres to grade point average guidelines established through the Graduate College. If you are working toward a degree, you must maintain a 3.0 grade point average for all courses taken and for all courses required in your plan. No more than 6 units of C grades can be counted on a master's degree. A grade below C does not earn graduate credit.

Admission to a program may be denied or revoked for any graduate student who receives unsatisfactory grades. If you have more than 6 units of graduate work with a grade of C or below, you cannot continue in your master's or doctoral plan, regardless of your grade point average.

At the time of graduation, if you have earned a cumulative grade point average of at least 3.9 for all courses taken at NAU on your plan of study, we recognize you with the notation "with distinction" on your transcript.

If you are not in an academic plan, you can continue as a graduate student as long as you maintain a cumulative graduate grade point average of 2.5 or better. For more information, read the catalog at: <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>

## **General Policies and Procedures**

The following policies are taken from the University Catalog, which can be viewed online at <http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm> or from the NAU Student Handbook <http://www4.nau.edu/stulife/>

A student can obtain a copy of the Student Handbook from the Office of Student Life, University Union 105, 523-5181. The Graduate Catalog and Graduate Assistant Handbook can be obtained from the Ashurst Building 107, 523-4348.

### Academic Integrity

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 Appeals

You can petition to have a course grade reviewed, beginning with your instructor. Refer to the Student Handbook, the Office of Student Life, and/or the dean's office in your college or school for complete policies and procedures. A complete copy of the grade appeal process is available in Appendix H at <http://www4.nau.edu/stulife/>

We also have policies pertaining to appeals of academic matters other than grade appeals. For information about these policies, contact the Graduate College or the department office.

### Appeals of Graduate College Regulations

You can petition for an exception to any graduate regulation, in writing, to the associate dean of the Graduate College. Your letter should be endorsed by your adviser and department chair.

### Student's Anti-Retaliation Policy

Students have the right to be free from retaliation. Threats or other forms of intimidation or retribution against a student who files a complaint or grievance, requests an administrative remedy, participates in an investigation, appears as a witness at an administrative hearing, or opposes an unlawful act, discriminatory practice or policy, are prohibited and subject to university disciplinary procedures. If you have a complaint of retaliation, you should use the procedures available under the University Code of Conduct, the Student Code of Conduct, the Student Employee Grievance Procedure, the Sexual Harassment Policy, nondiscrimination policies, or other available administrative procedures as appropriate.

For assistance with procedures, contact the dean of the college if the circumstances are related to a course or academic evaluation or the Dean of Students for all other circumstances.

### Safe Working and Learning Environment Policy

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. This policy covers students, staff, faculty, administrators, contractors, vendors, visitors, residents, and guests in accordance with federal and state statutory and decisional law. A copy of the Safe Working and Learning Environment Policy can be obtained from the Office of Affirmative Action, Babbitt Administrative Center 110, or online at <http://www4.nau.edu/stulife/>

#### Student Grievance System

While the university endeavors to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, it recognizes that, from time to time, misunderstandings and disagreements may arise during the course of a student's enrollment. In response to this situation, Northern Arizona University has established several boards, committees, and procedures to resolve problems and ensure fair adjudication of students rights in the following functional areas: Code of Conduct and other discipline matters; Grade Appeal Procedures; Policy on Inspection and Review of Student Records.

Copies of the various policy are available in the Office of the Associate Provost for Student Affairs, the Counseling Center, the Coordinator of Disabled Student Services and the Office of Student Life and in the NAU student handbook or at the following website: <http://www4.nau.edu/stulife/>.

#### EPS Academic Appeals Policy

Students have the right to submit appeals or grievances for various decisions they see as unfair or other problems that they may encounter within their program/department. For a detailed copy of the policy and grievance forms, visit the following website: [www.coe.nau.edu/academics/EPS](http://www.coe.nau.edu/academics/EPS).

## **Graduate 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.

#### Assistantships and Waivers

This section describes the kinds of financial assistance available through the Graduate College or academic programs:

- graduate assistantships
- tuition waivers

#### Graduate Assistantships

Assistantships are available in most departments that offer graduate programs. As a graduate assistant, you receive a stipend and normally work twenty hours per week. You must also be enrolled as a full-time graduate student, meaning that you take at least 9 credit hours each term. Additional benefits are available to graduate assistants; consult the Graduate College website at [www.nau.edu/gradcol/](http://www.nau.edu/gradcol/) for current information.

For information about how to apply for an assistantship and when, contact your department of study.

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.

#### Tuition Waiver Scholarships

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 your department of study.

## Other Financial Assistance

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

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

To be considered for federal or state aid, including loans and other need-based programs, you must:

- be considered a degree-seeking student by NAU's Graduate College
- 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 [www.nau.edu/finaid/SAP/](http://www.nau.edu/finaid/SAP/).

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  
928-523-4951

NAU-North Valley  
I-17 and Greenway  
602-776-9570

NAU-Tucson  
401 N. Bonita Avenue  
520-879-7910

NAU-Yuma  
9500 South Avenue, AWC #8E  
928-317-6400

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

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

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

## 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 NAU's Office of Student Financial Aid locations.

## Employment Programs

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.

Off-campus employment opportunities are available to all enrolled students regardless of financial need. Off-Campus Student Employment locates and develops off-campus employment opportunities for students and assists employers in finding qualified students to fill their job openings. Positions may be local or nationwide and may include full-time, part-time, volunteer, temporary, seasonal, internship, and co-op jobs.

You can find job postings for all of these opportunities at two on-campus locations in Flagstaff as well as on our website at [www.nau.edu/finaid/Employment/](http://www.nau.edu/finaid/Employment/).

## Loan Programs

You may also want to consider the following loan programs.

**Federal Direct Student Loans** are low-interest, need-based and non-need-based loans offered by the federal government. The interest rates are variable and are adjusted each July 1, with a cap of 8.25 percent. You may borrow up to \$18,500 per year, not to exceed the determined NAU cost of attendance minus other aid or resources to be received.

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 another school, you don't have to sign another one for student loans for ten years. The onus lies with you to keep track of how much you have borrowed each year. If you have not previously signed a master promissory note, NAU's Office of Student Financial Aid mails one to you with instructions about how to accept, reduce, or decline the loan. You can find additional information at [www.nau.edu/finaid/loans](http://www.nau.edu/finaid/loans).

If you have questions about these loans, contact NAU's Office of Student Financial Aid at 928-523-LOAN (523-5626), or you may call the U.S. Department of Education's Federal Direct Loan customer service line at 800-848-0979. Remember that you may not borrow more than NAU's annual cost of attendance minus other financial aid and resources; please consider employment and only borrow what you need.

The **Federal Perkins Loan** is a low-interest (five percent), need-based educational loan with limited availability. The Office of Student Financial Aid determines eligibility and awards the loan as funds become available. For award information, contact the Office of Student Financial Aid. For questions about Perkins loan repayment or general information, please contact NAU's Bursar's Office (928-523-3122).

### Veterans Education Benefits

If you are eligible or wish to find out if you're eligible for veteran benefits, contact NAU's Office of Veteran Services (Gammage Administration Building in Flagstaff). You can write to us at Office of Veteran Services, NAU, PO Box 4110, Flagstaff, AZ 86011-4110. You can also call us at 928-523-4931, email [Veterans.Services@nau.edu](mailto:Veterans.Services@nau.edu), or visit our website at [www.nau.edu/finaid/Vets/](http://www.nau.edu/finaid/Vets/).

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

Scholarship Information within the College of Education and the Department of Educational Psychology  
Students also can apply for COE and EPS scholarships during early Spring. Please check the COE ([coe.nau.edu](http://coe.nau.edu)) webpage for deadlines and application forms.

Scholarships available within the college are:

**Clarence E. Fishburn Scholarship**

**Persis Fuller Educational Psychology Scholarship**

**Gillenwater Special Education Scholarships**

**Ida Belle McGill Memorial Scholarship**

**Craig W. Sidles Educational Psychology Scholarship**

**Jerry Petersen Doctoral Student Dissertation**

**Meagan Danielson School Psychology Scholarship**

### **EPS Professional Development 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 website ([www.coe.nau.edu/academics/eps](http://www.coe.nau.edu/academics/eps)). Completed applications are accepted two times a year –October 1<sup>st</sup> or February 1<sup>st</sup> at the Educational Psychology office at Box 5774, Flagstaff, AZ 86011. LATE APPLICATIONS WILL NOT BE ACCEPTED. A student may be eligible for expenses related to registration and/or travel to a conference up to \$150.00 during an academic year. Students are also encouraged to seek other sources of funding through the Office of Grants and Contracts (<http://www.research.nau.edu/undergrad/funding.html>) 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 [Kathy.Bohan@nau.edu](mailto:Kathy.Bohan@nau.edu). All travel must be completed by the end of a fiscal year (June 30<sup>th</sup>).

### **Application for Graduation**

During the semester before you intend to graduate, you will obtain an Application for Graduation Form from the Educational Psychology Department Secretary or at the Graduate College website. Carefully read the directions on the form and complete it. After you have done this present it to your academic advisor for review and approval. You will then give the advisor approved form to the Educational Psychology Department Administrative Assistant along with substantiating materials. The EPS Administrative Assistant will give it to the EPS Department Chair for review and approval. The approved Application for Graduation Form is then sent to the Graduate College **by the department** for review and approval.

### **Job Placement Assistance**

Position announcements for EPS students/graduates are posted on the EPS bulletin board and through the EPS list serve. More information on listserve for the Educational Psychology department can be found at <http://jan.ucc.nau.edu/~rpc4/eps/epslistserv.html>.

### Career Counseling

For all NAU students, the Gateway Student Success Center also provides career counseling, helping you match majors to career fields. Through individual counseling, workshops, and web-based services, we

encourage you to clarify your values, interests, and skills as a first step in making solid decisions for a satisfying future.

### Employment Support

Additionally, the Gateway Student Success Center offers resume critiques, mock interviews, and job-search assistance for all NAU students. You can register for our on-line job-search service, which is accessible twenty-four hours a day. We also encourage you to attend our annual career fairs during the fall and spring terms, where you can talk with a wide variety of employers about internship or professional post-graduate employment opportunities. We specialize in providing on-campus interview services for employers from corporations, schools, and government agencies. We also provide services to alumni for a nominal fee.

We invite you to stop by the Gateway (building 43 on the campus map), near Sechrist resident halls. You can also visit our website at [www.nau.edu/gateway](http://www.nau.edu/gateway), call us at 928-523-4772, or write us at Gateway Student Success Center, NAU, PO Box 4097, Flagstaff, AZ 86011-4097.

## **Program Endorsement Policy**

Graduates receive endorsements only for the program for which the graduate has undergone preparation and faculty will not endorse or recommend individuals for positions or credentials for which they have not been specifically prepared.

More specifically, while the Arizona Licensed Professional Counselor (LPC) credential is viewed by the Board of Behavioral Health Examiners as a general practice credential, the Guidance Counselor Certification of the Arizona Department of Education - Certification Unit is a specialty credential. Thus, counselor education faculty members will support the LPC application of graduates of NAU's Community Counseling program, and only support the K-12 Guidance Counselor Certificate application of graduates of the school counseling program. Similarly, graduates of all three programs will be supported for the NCC general certification, but only school counseling graduates will be supported in their attempts to obtain the NCSC credential. Similarly, only master's and students who have completed curricular requirements and school psychology internships will receive endorsement for the School Psychology Certification through the Department of Education.

Requests for program endorsement for certification/licensure purposes are generally made in writing to the Educational Psychology Chair, Northern Arizona University, Box 5774, Flagstaff, AZ 86011.

## Continuing Student Evaluation Process

Students are required to adhere to the professional and ethical standards observed by the Program and/or Department in which they are enrolled. In addition, they are required to follow the Code of Conduct adopted by the Board of Regents. Refer to the following web site: <http://www4.nau.edu/stulife/>

**The following criteria are set forth to alert you to some of the behaviors that are expected, and if a weakness is noted in any of the criteria, it may form the basis for action under this Process. This is not an exhaustive list, and in general, candidates for graduation in any program of the College of Education, at every stage of their degree programs, are required to maintain the highest standards of behavior expected of professional educators, both in their University-related responsibilities and personal lives.**

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 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) (see below) to remediate the weakness. The designated EPS Faculty will evaluate and report to the Committee and/or Chair successful completion of the PGP by the student. If 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 Chair and/or Program Committee determine that the student has **not** met the objectives, activities, and timelines of the PGP, he or she will be denied continuance in the program. The student can appeal this academic decision by submitting a written appeal statement to the EPS Chair who will present the written appeal to the full EPS faculty for a decision. If the full EPS Faculty decision is unacceptable to the student, he or she may appeal next to the Associate Dean of the COE. If the decision is still unacceptable, the student can request formal grievance procedures from the Associate Provost for Student Affairs. Students may also be referred to the Professional Conduct Committee for violations of professional behavior or failure to address recommendations outlined in the professional growth plan. More details on grievance procedures and appeals are available at [www.coe.nau.edu/academics/eps](http://www.coe.nau.edu/academics/eps).

### Evaluation Criteria

- A. Academic Aptitude
  - 1. Writing Skills
  - 2. Speaking Ability
  - 3. Research Skills
  - 4. Quantitative Skills
  - 5. Content Knowledge
  - 6. Technological Skills
- B. Professional Skill Development
  - 1. Skills Working with Individuals
  - 2. Skills Working with Groups
  - 3. Leadership/Persuasive Skills
  - 4. Teaching/Presentation Skills
- C. Professional Goals and Objectives
  - 1. Student's Goals Consistent with Program Goals
  - 2. Desire to Achieve Academically
  - 3. Potential to Complete the Program Successfully
- D. Professional and Personal Characteristics Relevant to Training
  - 1. Openness to Change
  - 2. Awareness of Personal Strengths and Weaknesses
  - 3. Displays Appropriate Personal Adjustment both Professionally and Personally
  - 4. Ability to Work Cooperatively with Others
  - 5. Professional and Ethical-Behaviors
  - 6. Ability to work with individuals from diverse backgrounds
  - 7. Displays Interpersonal Skills that are not Disruptive and/or Injurious to Students, Faculty, and the Program

### Professional Growth Plan (PGP) Components:

- A. Objectives
- B. Activities to Meet Objectives
- C. Timelines to Meet Objectives
- D. Evaluation of Fulfillment of Objectives, Activities, and Timelines

## EDUCATIONAL PSYCHOLOGY FACULTY

As of Fall 2007, the Educational Psychology Department has 21.5 full-time equivalent (n=22) faculty (includes Chair of dept.) and 1.5 FTE support staff. Of these faculty, 21 are in tenure-track/tenured positions, and one is a clinical associate professor. Of the 21 that are in tenure-track positions, 15 (71%) are fully tenured. Seven (46%) of these 15 tenured faculty are Full Professors. Of the 23 faculty members, two are located at the Yuma campus, two in Tucson, and four in Phoenix, one in Tuba City with the remaining 14 located in Flagstaff. In terms of gender, there are 13 women (57%) and 10 men (43%). On ethnicity, we have two (9%) Hispanics, two African-Americans (9%), and the remaining 1 (80%) being White Non-Hispanic. The department also has a large number of highly qualified part-time faculty who provide instruction in all of our programs. Information on the full-time faculty and those with tenure status in the department follows:

**KATHY BOHAN, Ed.D.**, Department Chair; Associate Professor of Educational Psychology (Area: School Psychology); B.S., Illinois State University; M.A., Arizona State University; Ed.D., Northern Arizona University, 1996.

Areas of Teaching:

Psychodiagnostics II, School Psychology Practicum, Psychoeducational Assessment, Applied Behavior Management, Special Education.

Research Interests:

Behavioral assessment, evidence-based interventions, consultation and collaboration, and school-wide positive behavioral supports.

Professional/Honorary Affiliations:

National Association of School Psychologists; American Psychological Association; Council for Exceptional Children, Arizona Association of School Psychologists

**LAKOTA GRACE BAKER, Ph. D.**, Associate Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B. S., Northern Arizona University; M. C., Ph. D., Arizona State University; N. A. U., 1997-

Areas of Teaching:

Counseling Practicum, Professional Problems, Counseling Internship, Group Counseling, Counseling Process, Theories of Counseling, Introduction to School Counseling

Research Interests:

Counseling Gifted Students, Accountability in School Counseling, Rural School Counseling, Spirituality and Counseling.

Professional/Honorary Affiliations:

American School Counseling Association, Western Psychology association. American Counseling Association.

**RICHARD STEVEN BROWN, Ed.D.**, Adjunct Professor; B.B.A. North Texas State University; M.A. Incarnate Word College; Ed.D. University of Houston, 1976; N.A.U. 2007-

Areas of Teaching: Statistics, Research Methods, Testing and Measurement, Higher Education

Research Interests: Attribution Theory/Locus of Control; Higher Education, Policy and Practice

Professional/Honorary Affiliations: American Educational Research Association, Phi Kappa Phi, National Council of Education Administration

**RICHARD CARROLL, Ph.D.**, Director, Institute for Human Development (Area: School Psychology); Associate Professor of Educational Psychology; B.S., University of San Francisco; M.S., Ph.D., University of Arizona; N.A.U., 1980-

Areas of Teaching:

Child Psychology, Adolescent Psychology, Consultation, Special Education-Mental Retardation and Developmental Disabilities.

Research Interests:

Early Childhood Hearing Development, Infant and Child Evaluation Services, Counseling and Support Services for Parents of Handicapped Children, Native American Rehabilitation and Vocational Training, Integration of Interdisciplinary Evaluation and the IEP, Integrating Handicapped and Non-handicapped Preschoolers.

Professional/Honorary Affiliations:

Arizona Interagency Coordinating Council, Council for Exceptional Children, Arizona Department of Education Preschool Advisory Committee, Member, Board of Directors for Hacienda de Los Angeles.

**REBECCA POLLARD CAMPBELL, Ph. D.**, Associate Professor of Educational Psychology and Freshman Academic Experiences Coordinator (Area: Learning & Instruction); B. A. & B. S., New Mexico State University; M. S. & Ph. D., Texas A&M University; N. A. U. 1996-

Areas of Teaching:

Undergraduate: Educational Psychology for Elementary & Secondary School Teachers, Freshman Seminar, Graduate: Applied Educational Psychology.

Research Interests:

Epistemological Beliefs in Developmental and Underprepared Learners, Freshman Seminar, Freshman Retention.

Professional/Honorary Affiliations:

National Association for Research in Science Teaching, American Educational Research Association, American Psychological Association-Division 15, College Reading and Learning Association,

**HARVEY CHARLES, Ph.D.**, Vice Provost for International Education; Adjunct Professor of Educational Psychology (Areas: Student Affairs & International Education); B.A., Caribbean Union College; M.A., Andrews University, Ph.D., The Ohio State University, 1991.

Areas of Teaching Interest:

Comparative International Education; Internationalizing the Curriculum; History of US Higher Education

Research Interests:

Internationalizing the Curriculum; Advancing Campus Internationalization

Professional/Honorary Affiliations:

Association of International Education Administrators, NAFSA: Association of International Education, American Association of Colleges and Universities, American Council on Education, Phi Beta Delta Honor Society

**THOMAS J. DE STEFANO, Ed.D**, Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.A., Northeastern Illinois University; M.A. & Ed.S., Ed.D., University of Northern Colorado; N.A.U. 1991-

Areas of Teaching: Counseling Theories, Counseling Processes, Ethics, Group Counseling Administration of Psychological Services

Research Interests: Counseling Outcome Studies, Program Assessment and evaluation Human Resource and Mental Health, Rural Mental Health.

Professional/Honorary Affiliations:

American Counseling Association, American Psychological Association, American College Personnel Association, American Association for Marital and Family Therapy.

**JOYCE A. DEVOSS, Ph. D.**, Associate Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B. S., University of Illinois; M. A. Chapman University; Ph. D, University of Arizona: NAU 1998-present

Areas of Teaching: Child and Adolescent Counseling, Counseling Processes, School Counseling, Group Counseling, Theories of Counseling, Counseling Practicum & Internship

Research Interests:

Leadership Training for School Counselors, Transformation of School Counseling Initiative, Counselor Advocacy.

Professional/Honorary Affiliations:

American Psychological Association, American Counseling Association, American School Counseling Association, American Educational Research Association, Phi Delta Kappa International.

**THOMAS G. FETSCO, Ph.D.**, Professor of Educational Psychology (Areas: School Psychology, Learning & Instruction); B.S., M.S., M.A. University of Wyoming; Ph.D., Texas A & M University; N.A.U., 1989-

Areas of Teaching:

Undergraduate: Educational Psychology for Elementary/Middle School Teachers, Graduate: Applied Educational Psychology; Seminar in Learning.

Research Interests:

Application of Cognitive Psychology Models to Assessment and Teaching.

Professional/Honorary Affiliations:

American Psychological Association.

**LENA R. GADDIS, Ph.D.**, Associate Professor of Educational Psychology (Area: School Psychology); B.S., North Georgia College; M.Ed., Ph.D., University of Georgia; N.A.U., 1991-

Areas of Teaching:

Psychodiagnostics, Tests and Measurement, Seminar in Early Childhood, Practicum Internship.

Research Interests:

Social-emotional assessment; preschool assessment and development; evidence-based interventions

Professional/Honorary Affiliations:

Counsel of Exceptional Children, Arizona Association of School Psychologists, Western Psychology Association, National Association of School Psychologists.

**Y. EVIE GARCIA, Ph. D.**, Associate Dean of the Graduate College; Associate Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.A., M.C., Ph.D., Arizona State University; N.A.U., 1999.

Areas of Teaching:

Community Counseling, Group Processes, Multicultural Counseling, Seminar in Learning.

Research Interests:

Multicultural Counseling, Counselor education, Health Psychology, neuropsychology.

Professional/Honorary Affiliations:

American Psychological Association; National Latina/o Psychology Association., International Neuropsychological Society; National Academy of Neuropsychology, American Counseling Association

**MELVIN E. HALL, Ph.D.**, Professor, Educational Psychology and Educational Leadership. (Area: Learning and Instruction, Community College/Higher Education); B.S., Ph.D., University of Illinois at Urbana Champaign; M.S., Northern Illinois University; N.A.U., 1998-

Areas of Teaching:

Program Evaluation, Psychological Tests and Measurement; Qualitative Research in Education; Applied Education, Program for At-Risk College Students; Workshop in Program Evaluation, Higher Education in The US.

Research Interests:

Higher Education/Community Engagement; Minority Student Recruitment and Retention; Academic Outreach With Pre-College Students

Professional Affiliations:

American Educational Research Association, Association for the Study of Higher Education, American Evaluation Association, American Association for Higher Education

**ROBERT HAGSTROM, Ph.D.**, Assistant Clinical Professor of Educational Psychology (Area: Learning and Instruction); Areas of Teaching: Educational Psychology, Human Development, Child Development

Research Interests: Test Anxiety, Assessment & Feedback, Standards-Based Education, Multi-age Classrooms, Early Childcare, Development of Second Language During Immersion, Personality & Moral Development, Development of Perceptual and Organizational Patterns, Problem Solving Approaches

Professional Affiliations: American Psychological Society, National Association of School Psychologists, American Educational Research Association

**ROBERT A. HORN, Ph. D.**, Assistant Professor of Educational Psychology (Area: Counseling Psychology, Counselor Education, and School Psychology); B. A., University of Central Oklahoma; M. S., University of Memphis; Ph. D. University of Memphis; N. A. U., 2004-

Areas of Teaching:

Statistics and Research

Research Interests:

Holland's Theory and Career Decision Making; College Student Development

Professional/Honorary Affiliations:

American Educational Research Association, Association for the Study of Higher Education

**WILLIAM (PIT) KOLODINSKY, Ph.D.**, Associate Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.A., University of Delaware; M.A. University of Central Florida; Ph.D. Mississippi State University, 1994.

Areas of Teaching:

Diagnosis & Treatment, Counseling Theory, Personality Theory, Group Counseling, Practicum, Counseling Internship, Applied Research, Professional Orientation.

Research Interests:

Self-efficacy, Family adaptability concerning eating disorder, Stress reduction, Multifamily group therapy, Spiritual Practices Research, Neurotherapy, Ken Wilber; Integral Psychology.

Professional/Honorary Affiliations:

American Counseling Association, American Mental Health Counselors Association, National Board of Certified Counselors, Co-Chair of the Arizona Counseling Association-Southwest Chapter, Secretary for the Arizona Counseling Association.

**SUSAN D. LONGERBEAM, Ph.D.**, Assistant Professor of Educational Psychology (Area: Student Affairs Counseling); B.S., University of California, Santa Cruz; M.A., Antioch University; Ph.D., University of Maryland. N.A.U., 2005-

Areas of Teaching:

Multicultural Counseling; College Students and Student Services in Higher Education; College Student Development; College Outcomes Assessment

Research Interests:

Campus climate, openness to diversity, living-learning programs, and student learning outcomes.

Professional Affiliations:

American Educational Research Association; Association for the Study of Higher Education; American Association of Colleges and Universities; American College Personnel Association; National Association of Student Personnel Administrators.

**WILLIAM E. MARTIN JR., Ed.D.**, Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.S., Iowa State University; M.A., University of Northern Iowa; Ed.D., University of Northern Colorado; N.A.U., 1986-

Areas of Teaching:

Intermediate Statistics, Vocational Counseling and Career Development, Tests and Measurement, Research.

Research Interests:

Rehabilitation Psychology, Systemic and Differential Psychology, Cognitive Behavioral and Developmental Counseling, Chemical Dependency Prevention and Intervention Methods and American Indian Rehabilitation.

Professional/Honorary Affiliations:

American Counseling Association, American Psychological Association, Editorial Board of Vocational Evaluation and Adjustments Bulletin.

**SUSANNA MAXWELL, Ph.D.**, Professor of Educational Psychology & Vice-Provost for Academic Personnel (Area: School Psychology); B.A., Ph.D., University of Texas; N.A.U., 1978-

Areas of Teaching:

Consultation, Self-Management Techniques, School Psychology.

Research Interests:

Relationship Between Attributions, Anxiety, and Academic Performance, Including Gender Differences; Issues Related to Women in Administration, Mentoring, Factors Predicting Success, Stress.

Professional/Honorary Affiliations:

State and National School Psychology Associations, American Psychological Association, Arizona Psychological Association, Arizona Association for School Psychologists, National Association for Women Deans, Administrators, and Counselors.

**SHERRI McCARTHY, Ph.D.**, Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.Ed. & B.A., Arizona State University; M.A. Arizona State University; Ph.D., Arizona State University, 1996-

Areas of Teaching:

Personality Adjustment; Self-Management Techniques; Educational Psychology; Behavior Management; Adolescent Psychology; and Tests and Measurements.

Research Interests:

Gifted education for Native Americans, Teaching reality-based logic to improve adolescent critical thinking, Coping with special needs classmates.

Professional/Honorary Affiliations:

International Council of Psychologists, American Psychological Society, American Psychological Association, Western Psychological Association, American Educational Research Association, Arizona Educational Research Organization.

**MARY J. MCLELLAN, Ph.D.**, Professor of Educational Psychology (Area: School Psychology); B.A., University of Texas-Austin; M.S. & Ph.D., Syracuse University; N.A.U., 1993-

Areas of Teaching:

Tests and Measurement, Intellectual Assessment, Applied Behavioral Management, Early Intervention Practices, Consultation, School Psychology.

Research Interests:

Best practices in assessment, the development of anxiety in children, assessment of multi-handicapped children.

Professional/Honorary Affiliations:

National Association of School Psychologists, American Psychological Association, Arizona Association of School Psychologists, Western Psychological Association, Infant toddler Mental health Coalition of Arizona.

**JOHN R. McCLURE, Ph.D.**, Associate Professor of Educational Psychology (Area: Learning & Instruction); B.A., University of Pennsylvania; M.S., Ph.D., The Pennsylvania State University; N.A.U., 1994-

Areas of Teaching:

Educational Psychology, Seminar in learning

Research Interests:

Concept map analysis, assessment issues in education, Skill Learning

Professional/Honorary Affiliations:

American Psychological Society, Phi Delta Kappa, American Educational Research Association,

**RAMONA NETTO MELLOTT, Ph.D.**, Dean of the Graduate College; Professor of Educational Psychology (Area: Counseling Psychology & Counselor Education); B.A., M.A., University of Bombay; M.S., Ph.D., University of Southern Mississippi; N.A.U., 1991-

Areas of Teaching:

Psychodiagnostics, Theories of Counseling, Counseling Practicum, Alcohol and Drug Abuse Prevention and Intervention, Counseling Supervision, Ethics, Doctoral Practicum, Assessment and Diagnosis

Research Interests:

Psychological Adjustment of Sexually Abused Girls, Familial Alcoholism, The Big 5 Personality Factors Among Different Cultures

Professional/Honorary Affiliations:

American Psychological Association, American Counseling Association, American School Counselor's Association, Arizona Psychological Association, Arizona Counselor's Association, Northern Arizona Psychological Association, Counselor Education and Supervision

**EUGENE MOAN, Ed.D.**, Professor of Educational Psychology (Counseling Psychology & Counselor Education); B.A., Arizona State University; M.A., Ed.D., Northern Arizona University; N.A.U., 1981-

Areas of Teaching:

Marital and Family Therapy, Ethics, Counseling Practicum, Counseling Theories.

Research Interests:

Wellness, Spiritual Values in Counseling; Development and Evaluation of New Interventions, Factors in Effective On-Line Learning.

Professional/Honorary Affiliations:

Arizona Psychological Association, American Counselors Association, Phi Kappa Phi.

**LORI PASHNIK, Ph.D.**, Assistant Professor of Educational Psychology (Counseling Psychology and Counselor Education), B.S., M.A., Central Michigan University, Ph.D., Western Michigan University; N.A.U., 2007 -

Areas of Teaching:

School Counseling and Guidance, Assessment, Counseling Practicum

Research Interests:

Relational Aggression, Developmental Guidance, and Developmental discipline/moral development.

Professional/Honorary Affiliations:

American Counseling Association, American School Counselors Association,; Arizona School Counselors Association

**ADELAIDA SANTANA, Ph.D.**, Associate Professor of Educational Psychology (Counseling Psychology & Counselor Education); B.A., M.A., Ph.D., Kent State University; N.A.U., 1988-

Areas of Teaching:

Freshman Orientation, Multi-Cultural Counseling, School Counseling.

Research Interests:

Multi-Cultural Issues, Multicultural Students, Secondary and Higher Education.

Professional/Honorary Affiliations:

Phi Delta Kappa, American Association for Counseling and Development, American College Personnel Association, Association for Multi-Cultural Counseling and Development, American School Counselors Association.

**PHILLIP TANNER, Ph.D.**, Assistant Clinical Professor of Educational Psychology (Area: School Psychology); B.A. Northern Arizona University; M.Ed. University of Phoenix, Ph.D., Northern Arizona University, 2006-

Areas of Teaching:

Psycho-educational Assessment I, Psycho-educational Assessment II, School Psychology Practicum, Applied Behavior Management, Special Education, Consultation/Collaboration, Educational Psychology in the Elementary and Secondary Education

Research Interests:

The diagnostic value of curriculum-based and psycho-educational assessments; Response to Intervention practices, evidence-based intervention, school-wide academic and behavioral supports, early intervention and child-care

Professional Affiliations:

National Association of School Psychologists, Arizona Association of School Psychologists

**TIMOTHY C. THOMASON, Ed. D.**, Professor of Educational Psychology (Counseling Psychology & Counselor Education); B. A., Memphis State University; M. A., Ed. S., Ed. D., George Peabody College of Vanderbilt University; N.A.U., 1989-

Areas of Teaching:

Counseling Practicum, Advanced Counseling and Psychotherapy, Counseling Internship

Research Interests:

Counseling Native Americans,

Professional/Honorary Affiliations:

American Psychological Association, American Counseling Association, National Career Development Association, Arizona Counseling Association, Northern Arizona Psychological Society.

**JENNIFER WALKER, Ph.D.** Assistant Clinical Professor of Educational Psychology (Counselor Education & Supervision); B.A., M.A., University of Missouri-Kansas City; Ph.D. University of Arkansas; NAU 2008-

Areas of teaching:

Counseling theories, Counseling Practicum, Multicultural Counseling

Research Interests:

Multicultural issues in counseling; counselor education and training

Professional/Honorary Affiliations:

American Counseling Association, Association for counselor Education and Supervision, Phi Delta Kappa, Oklahoma Counseling Association

## APPENDIX A: Clinical Hours

### Number of Practicum and Internship Hours Earned in Clinical, Testing, and Intervention Educational Psychology Classes

Classes	Direct Contact Hrs	Indirect Contact Hrs	Total Hrs
EPS 608: Fieldwork in Student Affairs	150	150	300
EPS 660: Counseling Processes	15	0	15
EPS 661: Group Processes	15	0	15
EPS 673: Psychoeducational Assessment I	26	40	66
EPS 674: Psychoeducational Assessment II	23	25	48
EPS 675: PsyEd. Assess. Practicum	40	60	100
EPS 692: Counseling Practicum	40	60	100
EPS 694: Counseling Inter.-Mast.	240	360	600
EPS 693: School Psych. Cert. Internship	480	720	1200
EPS 737: Psychodiagnostics I	10	20	30
EPS 738: Psychodiagnostics II	10	20	30
EPS 740: Doct. Practicum in Professional Psychology	120	180	300
EPS 741: Doct. Practicum in School Psychology	120	180	300
EPS 750: Counseling Supervision	40	60	100
EPS 796: Doctoral Internship_School Psychology	600	900	1500
EPS 796: Doctoral Internship_Counseling Psychology	500-800	1200-1500	2000

**APPENDIX B: Student-EPS Program Agreement Contract**



**NORTHERN  
ARIZONA  
UNIVERSITY**

**College of Education**

---

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**Student-EPS Program Agreement Contract**

(This is placed in the student's file in the EPS Office)

I, \_\_\_\_\_ (student name), have received and read the Student Handbook from the Northern Arizona University Educational Psychology Department.

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

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

I understand that there may be policies against receiving certifications from state credentialing offices if I was convicted of certain criminal offenses.

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

\_\_\_\_\_  
Date

Please have an EPS Faculty Member sign the form. After you sign it, please give it to your advisor or hand it in directly to the EPS office.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## APPENDIX C: Continuing Student Evaluation Form



College of Education

Department of Educational Psychology

### Continuing Student Evaluation Form

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 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.

**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 Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
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 Unacceptable	Needs Improvement	Competent	Excellent	Outstanding	Haven't Observed
1. Working with 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 & 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 & Presentation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

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

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

<b>For Students in the School or Community Counseling Programs:</b>	
<b>Group Experience Completed</b> <input type="checkbox"/> YES <input type="checkbox"/> NO	<b>Form Submitted to Dept.</b> <input type="checkbox"/> YES <input type="checkbox"/> 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 form)



Professional Growth Plan (PGP) Form

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

Program: \_\_\_\_\_ Year in Program: \_\_\_\_\_

Advisor: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Objective 1. \_\_\_\_\_

Activities to Accomplish the Objective: \_\_\_\_\_

Timeline for Completing Activities: \_\_\_\_\_

Criteria for Successfully Completing the Objective: \_\_\_\_\_

Objective 2. \_\_\_\_\_

Activities to Accomplish the Objective: \_\_\_\_\_

Timeline for Completing Activities: \_\_\_\_\_

Criteria for Successfully Completing the Objective: \_\_\_\_\_

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

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

\_\_\_\_\_  
Date

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

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

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

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