

DOCTOR OF PHILOSOPHY IN EDUCATIONAL PSYCHOLOGY – SCHOOL PSYCHOLOGY

Program Philosophy

There is an increasing need for the provision of school psychological services in a broad array of settings including schools, workplace, and school-based and school linked health centers. Moreover, school psychological services are needed in medical, social service and correctional facilities. Our doctoral program reflects a training curriculum that is sequential, cumulative, and graded in complexity. At the core of the school psychology training program at Northern Arizona University is the integration of theory, research, and practice rooted in psychology and education. We believe that this core is best realized using a scientist-practitioner training model that includes a systematic analysis of human behavior, careful applications of best practice, and a methodical evaluation of the effectiveness of these applications.

We emphasize conducting ecologically valid assessments and interventions that promote positive learning and healthy development for individuals from birth to young adulthood from diverse backgrounds. This emphasis involves working collaboratively with families, teachers, parents, other adults, and professionals from various organizations and agencies. School psychologists are trained to provide: (a) comprehensive assessment of abilities, achievement, social and emotional functioning, personality, developmental status, and eligibility status, (b) primary and secondary prevention services, (c) crisis intervention services, (d) consultation, supervision, professional development, and designing of comprehensive and integrated services, and (e) educational evaluation services.

Our school psychology training program has two unique specialty areas of training. First, our program capitalizes on the ethnocultural diversity of Northern Arizona and its rural environment by providing students with the opportunity to participate in practica with Native American and Hispanic children within their school, family, and community contexts. A second area of opportunity for gaining specialized expertise is working with individuals who have developmental disabilities and their families. Students receive specialized course work in disabilities and have opportunities to collaborate with the Institute for Human Development (IHD).

Our program philosophy is consistent with the goals and objectives of Division 16-School Psychology Division of the American Psychological Association (2003) and the National Association of School Psychologists (2003).

References

APA Division 16-Division of School Psychology. (2003). *Goals and objectives*. Retrieved February 28, 2003, from the Council of Counseling Psychology Training Programs Web site: <http://www.indiana.edu/~div16/index.html>

National Association of School Psychologists. (2003). *What is a school psychologist?* Retrieved February 28, 2003, from the National Association of School Psychologists. Web site: http://www.nasponline.org/about_nasp/whatisa.html

Program Goals and Objectives

- 1) To prepare psychologists who have a comprehensive foundation in the core and foundational areas of psychology. Students will acquire and demonstrate knowledge competencies in:
 - 1.1 biological bases of behavior.
 - 1.2 cognitive and affective bases of behavior.
 - 1.3 social aspects of behavior.
 - 1.4 history and systems of psychology.
 - 1.5 human development.

- 2) To prepare psychologists who use ethical decision-making and responsible professional behavior and who apply best practices in school psychology assessment, intervention, prevention, health promotion, program development and evaluations services when working with children, youth, families, learners of all ages, and the schooling process. Students will acquire and demonstrate knowledge and skill competencies in:
 - 2.1 Professional standards and ethics
 - 2.2 theories and methods of psychological measurement.
 - 2.3 assessment using individual, group, and systems techniques.
 - 2.4 effective interventions with children and families including evaluating their efficacy.
 - 2.4 professional standards and ethics.

- 2.5 collaboration with children, family, school, and community-based personnel providing health care provision.
 - 2.6 individual and cultural diversity.
 - 2.7 dysfunctional behavior or psychopathology.
 - 2.8 specialized assessment and interventions designed for young children with developmental disabilities and other handicapping conditions.
 - 2.9 specialized assessment and interventions for Native American children within their school, family, and community contexts.
- 3) To prepare psychologists who have thorough knowledge and skills in analytical and quantitative methods to effectively consume and generate empirical evidence associated with school psychology theory and practices. Students will acquire and demonstrate knowledge and skill competencies in:
- 3.1 research methodology.
 - 3.2 techniques of data analysis.
 - 3.3 understanding the influence of professional practice on the science of psychology.
 - 3.4 program and service evaluation theory and practices.
 - 3.5 the application of research methodology and techniques of data analysis during each year of training.
- 4) To prepare psychologists who demonstrate the ability to train others in the content and skill areas of school psychology and provide effective prevention, psycho-education, and consultation methods with individuals, families, groups, members of environmental systems, and other professionals. Students will acquire and demonstrate knowledge and skill competencies in: pedagogical theory and methods.
- 4.1 pedagogical theory and methods.
 - 4.2 theories and techniques in prevention and psycho-education.
 - 4.3 theories and practice of consultation and supervision.
- 5) To prepare psychologists who integrate theory, research, and practice and apply their expertise in a variety of settings with diverse persons having varied problems and needs. Students will acquire and demonstrate the knowledge and skill competencies in:
- 5.1 applying scientific theory and methods to assessment, intervention, training, prevention, psycho-education, and consultation.
 - 5.2 integrating psychological theory, research, and practice in applied settings during each year of training.

For this degree, you must complete 109 semester hours beyond the bachelor's degree and have a master's degree. The degree minimally requires two years of coursework, a preliminary examination, comprehensive examinations, a one year internship, and completion of a dissertation. Most of the necessary coursework is available only on the Flagstaff campus during fall and spring semesters. You must complete at least two consecutive semesters of full-time residency during fall and spring semesters.

Affirmative Action and Equal Opportunity

Faculty and staff of the Department of Educational Psychology at Northern Arizona University actively recruit men and women from culturally and ethnically diverse life experiences and backgrounds. We are seeking students who are interested in collaborating with faculty in serving the needs of an increasingly multicultural society as part of their teaching, research and practice interests. Our programs are designed to provide the highest quality educational experience for all students. Although the admission review process is competitive, program faculty conduct a multifaceted review of each applicant's materials. Consideration is given to each applicant's strengths as a whole person, with no "cut-off" scores for any single criterion.

Northern Arizona University maintains a strong commitment to affirmative action and equal opportunity in our admission, employment, and educational plans and activities. For a complete description of this policy, visit:

<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>.

Steps in Program Admission

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| 1. Complete the online combined (Graduate College and Department) application at:
http://www.applyweb.com/apply/northazg/ |
| 2. Submit official transcripts from all previous universities attended to: Graduate College, Box 4125, NAU, Flagstaff, AZ 86011-4125. |
| 3. Submit 3 form letters of recommendation to the EPS Office at: EPS Dept, Box 5774, Flagstaff, AZ 86011-5774. Recommendation forms can be obtained by writing to the EPS office or by visiting the department website at http://coe.nau.edu/academics/eps and clicking on Applications. All recommendation forms must be received by the application deadline. |
| 4. Submit an official report of scores on the General Test of the Graduate Record Examination to the Graduate College at Northern Arizona University by the application deadline and use the following codes: Institution code: 4006, Department code: 3403. <u>GRE Scores must be no more than six years old at the time of application.</u> |

Contact Information

Northern Arizona University Graduate College Box 4125, Flagstaff, AZ 86011-4125. Telephone: (928) 523-4348 E-mail: Graduate.College@nau.edu Website: www.nau.edu/gradcol	Department of Educational Psychology Box 5774, NAU, Flagstaff, AZ 86011 Telephone: (928) 523-7103 Fax: (928) 523-9284 Email: eps@nau.edu Website: www.coe.nau.edu/academics/eps
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Admission Deadlines

Completed application files are reviewed and admission decisions are made once each year. All application materials must be received in the Educational Psychology Department, COE Box 5774, Flagstaff, AZ 86011-5774 by **January 15** to be reviewed. Admission decisions are made by the first week of March and students receive notification of this decision by mail. It is the student's responsibility to ensure that his or her application file is complete. Incomplete files are not reviewed.

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:

- (a) 60% **Academic Aptitude for Graduate Study** (GRE scores and GPA),
- (b) 15% **Life Experiences** (autobiographical questions),
- (c) 7.5% **Work Related Experiences** (relevant paid and volunteer work),
- (d) 7.5% **Potential to Contribute to Profession and Program** (professional activities and letters of recommendation),
- (e) 10% **Goodness of Fit to the Program** (areas of focus congruency, fit to COE mission, and professional characteristics)

Each applicant is ranked within the applicant pool after points have been assigned. Highly-ranked candidates will be invited to participate in an on-campus/telephone interview. Interviews will generally be held during the second week of February. Up to five persons are offered admission each year. These individuals must begin the program during the subsequent summer of fall semesters. Individuals unable to begin at this time must re-apply to the program.

Professional Code of Ethics and Licensure Guidelines

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

American Psychological Association, Inc.
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
<http://www.apa.org/>

State of Arizona Board of Psychologists Examiners
1400 West Washington, Suite 235
Phoenix, AZ 85007
(602) 542-8162
<http://www.psychboard.az.gov/>

Program Costs and Financial Resources

For more information on tuition and fees, please visit the bursar's website at <http://www4.nau.edu/bursar/fees.htm>. To access information on financial resources for graduate students, please visit the following website: http://coe.nau.edu/academics/eps/finaid_res.php

Program Reports

Information on program admission rates, time taken to complete the program, retention rates, and data on internships is available at the following website: <http://coe.nau.edu/academics/eps/>. For information regarding student learning outcomes and expectations, and assessment of these outcomes, visit the NAU Office of Academic Assessment website at: <http://www4.nau.edu/assessment/>

School Psychology Faculty Contacts

Dr. Mary McLellan, Professor (928) 523-6786; email: Mary.McLellan@nau.edu

Dr. Lena Gaddis, Associate Professor (928) 523-1895; email: Lena.Gaddis@nau.edu

Dr. Robert Horn, Assistant Professor (928) 523-0545; email: Robert.Horn@nau.edu

Dr. Phillip Tanner, Clinical Assistant Professor (928) 523-7148; email: Phillip.Tanner@nau.edu

Prerequisites

Please review the online catalog for selected courses where prerequisites are required. Please check with the department or a faculty advisor if you have questions regarding prerequisites.

Program of Studies Policies

The attached program of study is the agreed upon plan between the student and faculty advisor on 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, signed program of study should be given to the Department Chair to be placed in the student's file in the Educational Psychology Department and copies should be kept by the student and advisor. Amendments with advisor approval can be made to the program of studies during the student's course of study. The time line policy and residency policies for a Doctoral degree can be viewed online through the Graduate College Catalog at:

<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>

Doctor of Philosophy in Educational Psychology - School Psychology
PROGRAM OF STUDIES

Student's Name _____ NAU ID _____

Advisor _____ Date _____

Course #	Course Title	Where Taken	Date Taken/ To be Taken	Hrs	Transfer or Equivalent Course
I. Psychological Foundations (21 hours required)					
A. History and Systems of Psychology (3 hrs required)					
*	PSY 675 History of Psychology				
B. Biological Bases of Behavior (3 hrs required)					
	PSY 670 Psychopharmacology Pre-req.: PSY 650				
*	PSY 650 Physiological Psychology Pre-req.: PSY 350 or PSY 561				
	PSY 655 Theories of Perceptions Course in physiological psychology recommended				
B. Cognitive – Affective Bases of Behavior (3 hrs required)					
*	EPS 712 Foundations in Learning Pre-req.: EPS 605 or PSY 621				
	PSY 620 Theories of Learning Undergrad. course in Learning recommended				
	PSY 621 Cognitive Processes Undergrad. course in Learning & Perception recommended				
C. Social Bases of Behavior (3 hrs required)					
	EPS 661 Group processes Pre-req: EPS 601 and EPS 660 & admission to EPS program requiring this course				
*	PSY 635 Social Psychology				
	PSY 677 Theories of persistence and change				
	SOC 612 Sociology of Education				
	SOC 641 Theories of Deviance				
	SOC 642 Theories of Social Control				
	ANT 528 Anthropology of Education				
	ANT 638 Psychological Anthropology				
D. Individual Behavior (15 hrs required)					
*	EPS 610 Child Psychology Pre-req: EPS 580 is recommended				
	EPS 611 Adolescent Psychology Pre-req: EPS 580 is recommended				
*	EPS 701 Seminar in Early Child Development Pre-req: EPS 610 is recommended				
*	EPS 702 Seminar in Developmental Disabilities				
*	PSY 610 Personality Theory Undergrad. Course in Personality recommended				
*	EPS 680 Assessment & Diagnosis				

Course #		Course Title		Where Taken	Date Taken/ To be Taken	Hrs	Transfer or Equivalent Course
II. Educational Foundations (6 hours required)							
	EDF	630	Foundations of Educational Law				
	EDF	670	Philosophy of Education				
	EDF	671	History of American Education				
	EDF	672	Comparative Education				
	EDF	673	International Education				
	EDF	677	Educational Sociology				
	EDF	703	Sociological Foundations of Education				
	EDL	623	Publicity and Politics of Education				
	EPS	599	School –based Interventions				
	EPS	720	Seminar in Learning Pre-req.: EPS 605 or EPS 712				
III. School Psychology Specialization (58 hours required)							
A.		Professional Ethics and Standards (4 hrs required)					
*	EPS	670	Professional Ethics, Legal Standards and Responsibilities				
*	EPS	700	Educational Psychology Doctoral Orientation Seminar (1 credit hour)				
B.		Assessment (12 hours required)					
*	EPS	604	Intro. to School Psych.: History and Current Trends Pre-req: Admissn. to a program in School Psychology				
	EPS	664	Tests and Measurements Pre-req: EPS 525 or Co-req: EPS 625				
*	EPS	673	Psychoeducational Assessment I Pre-req: EPS 664 & admission to an EPS grad. prog. requiring this course				
*	EPS	674	Psychoeducational Assessment II Pre-req: EPS 664 and 673 & admisn. to an EPS grad. prog. requiring this course				
	EPS	737	Psychodiagnostics I Pre-req: EPS 591 or PSY 610 & admissn. to an EPS grad. prog. requiring this course				
*	EPS	738	Psychodiagnostics II Pre-req: EPS 591 or PSY 610, EPS 664 and admissn. to an EPS grad. prog. requiring this course				
	EPS	753	Neuropsychological Assessment Pre-req: EPS 673 and PSY 650 or instructor's consent				
	ESE	548	Survey of Special Education				
	BME	634	Test & Evaluation of Minorities				
C.		Interventions (30 hours required)					
	EPS	601	Theories of Counseling				
*	EPS	606	Applied Behavior Management				
	EPS	620	Vocational Counseling & Career Development				
*	EPS	621	Marital Counseling & Family Systems Pre-req: EPS 601 or instructor's consent & admisn. to an EPS grad. prog. requiring this course				
	EPS	622	Child & Adolescent Counseling Pre-req: EPS 601 & admisn. to an EPS grad. prog. requiring this course				

Course #				Course Title	Where Taken	Date Taken/ To be Taken	Hrs	Transfer or Equivalent Course
*	EPS	660	Counseling Processes Pre-req: EPS 601 and admission to an EPS grad. prog. requiring this course					
*	EPS	690	Multicultural Counseling Pre-req: EPS 601 and co-req: EPS 660					
*	EPS	675	Psychoeducational Practicum (6 hours required) Pre-req: EPS 606, 673, 674, and 738					
*	EPS	741	Doctoral Pract./Sch. Psych. (6 hours required) Pre-req: EPS 606, 671, & 675 and admissn. to doctoral prog. in Sch. Psych.					
*	EPS	796	Doctoral Internship (6 hours required)					
<i>D.</i>	Consultation, Program Development & Evaluation, Supervision (6 hours required)							
*	EPS	671	Consultation in the Helping Professions					
*	EPS	764	Administration of Psychological Services Pre-req: EPS 670 and admission to doctoral program in Ed. Psych. or instructor's consent OR EPS 750					
*	EPS	750	Counseling Supervision Pre-req.: EPS 740 or EPS 741					
	BME	537	Structured English Immersion Methods for Secondary Schools OR BME 631					
	BME	631	Structured English Immersion & Sheltered English Content Instruction					
	ESE	650	Methods in Special Education					
	SOC	656	Program Evaluation					
IV. Research Block (24 hours required)								
*	EPS	625	Intermediate Statistics Pre-req: EPS 525					
*	EPS	724	Computer Statistics Pre-req: EPS 525 or 625					
*	EPS	725	Multivariate Statistics Pre-req: EPS 525 or EPS 625					
*	EPS	767	Research Paradigms in Educational Psychology					
	EDR	720	Research Design					
*	EPS	798	Dissertation Seminar					
*	EPS	799	Dissertation (9 hours required) Pre-req: Admission to a doctoral program in EPS					

*required

STUDENT: _____ ADVISOR: _____

DATE PREPARED: _____

Semester/Yr.

Student plans to take Preliminary Examination

Student plans to take Comprehensive Examinations

APPROVED: Program Committee

PROGRAM CHAIR

DATE

MEMBER

DATE

MEMBER

DATE

DEPARTMENT CHAIR

DATE

Program of Studies Work Sheet

Name of Student: _____

Please use worksheet to plan courses by semester (e.g. Fall 2000
EPS 700
EPS 625, etc.)

FALL _____

SPRING _____

SUMMER _____

FALL _____

SPRING _____

SUMMER _____

FALL _____

SPRING _____

SUMMER _____

FALL _____

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