

**CACREP Programs
Student Handbook for 2025-2026
Revised April 2025**

Purpose of Handbook:

To orient all Clinical Mental Health Counseling (CMHC) and School Counseling (SC) students in accordance with major CACREP (Council for Accreditation of Counseling and Related Educational Programs) Program policies in accordance with CACREP (2024) Section 1 (The Learning Environment) Standards 1.K and 1.M as shown below.

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

The handbook is disseminated during the initial New Student Orientation mandatory meeting each new academic year. Those unable to attend the meeting must watch the recording within one week.

Students' ethical and professional obligations and personal growth as counselors-in-training (CITs) are explained during the initial orientation meeting and are reiterated in the first weeks of the semester in Introduction/Orientation class meetings (EPS 592 for Clinical Mental Health; EPS 594 for School Counseling).

Personal growth expectations are also discussed in individual advisement meetings, and at the end of each fall and spring semester, students receive their Professional Disposition Evaluations (PDEs) from their faculty advisor. PDEs are submitted to each student in their Tevera account for review and signature their Tevera account. Students struggling significantly in academic, interpersonal, or intrapersonal domains may receive a request to meet with their faculty advisor to discuss their challenges and create a success plan.

Introduction/Orientation class meetings (EPS 592 for CMHC, and EPS 594 for SC). Personal growth expectations are also discussed in individual advisement meetings, and at the end of each fall and spring semester, students receive their Professional Disposition Evaluations (PDEs) from their advisor - PDEs are emailed to each student in the form of the PDE Qualtrics survey. Students struggling significantly in academic, interpersonal, or intrapersonal domains may receive a request to meet with their faculty advisor to discuss their challenges and create a success plan.

M.12 The requirements for licensure and certification in professional counseling are reviewed in the handbook below and discussed in the initial class meetings in EPS 592 and EPS 594.

Programmatic policies designed to meet Standard M:

To provide a student handbook for all program delivery types that include:

1. *The mission statement and objectives of the counselor education program*
2. *Degree requirements*
3. *Expectations of students*
4. *Technology resources and competence needed to complete the program*
5. *Individual student assessment procedures, including key performance indicators and professional dispositions*
6. *Academic appeal policy, including potential outcomes*
7. *Policy for student retention, remediation, and dismissal from the program*
8. *Diversity, equity, inclusion and accessibility policies*
9. *Information about disability services and reasonable accommodation processes at the institution*
10. *Information about personal counseling services provided by professionals other than counselor education program faculty and students*
11. *Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students*
12. *Professional counseling certification and licensure requirements and*
13. *Written endorsement policy explaining the conditions for recommending students for credentialing and employment*

M.1.a. The Mission Statement of the Academic Unit and Program Objectives

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

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

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

1. Understand the requirements for being a professional counselor, including the relevant research and literature pertinent to the discipline.
2. Become knowledgeable about the nature and needs of individuals at all developmental levels.
3. Develop a thorough understanding of knowledge and competencies related to issues and trends in a multicultural and pluralistic society, and to effectively demonstrate multicultural counseling competencies.
4. Demonstrate effective counseling skills.
5. Become familiar with studies in group dynamics and demonstrate effective group counseling skills.
6. Understand the major theories of career development and related life factors, and demonstrate effective career counseling skills.
7. Develop an understanding of assessment processes and demonstrate skills in individual and group approaches to assessment and evaluation.

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8. Understand research, statistics, and program evaluation, especially as they apply to the practice of counseling.
9. Develop a clear sense of professional identity in counseling, which includes professional ethics, legal responsibilities, professional preparation standards, participating in professional organizations, and obtaining necessary credentials.
10. Understand the process of counseling supervision and receive supervision from peers, site supervisors, and faculty, allowing students to integrate and apply the knowledge and skills they have acquired throughout their experience.
11. Use feedback-informed processes on experientially learned course material to further one's development in the program.
12. Acquire knowledge and skills related to the ways that counselors use a variety of technologies designed to assist students, clients, and the systems they work within.
13. Acquire knowledge related to the professional identity, roles, and functions of professional counselors.
14. Practice ongoing self-assessment, strengths, weaknesses, professional and personal development as related to counseling professional identity, counseling ethics, and the overarching principles of ethics of client autonomy, non-maleficence, beneficence, justice, and fidelity.

M.4. Technology Resources and competence needed to complete the CMHC & SC program

Students upon the start of the semester need to have the following:

- Access to a desktop or laptop computer.
- Knowledge of using Microsoft Office Suite (Microsoft Word, Excel, and PowerPoint).
- Upon matriculation, students are provided with a Northern Arizona University (NAU) email account to be used for all university communication.
- *Activate and complete your profile in Tevera. Students receive an invitation via email before the start of their first semester (please complete the demographic information for CACREP reporting purposes). Tevera is used throughout your coursework at NAU to house Key Performance Indicator (KPI) assignments, required practicum and internship documents, time reporting, and other academic information. Tevera is also available to students after graduation to obtain their timecards and necessary information when applying for licensure and/or certification for their respective program.*
- A Health Insurance Portability and Accountability Act (HIPAA) Compliant Zoom account for telehealth counseling during their practicum experience. All students are provided a regular Zoom account by downloading the Zoom App and visiting <https://nau.edu/zoom>. To sign into their unique Zoom account, use your individual NAU credentials for access. They will receive instructions to add their HIPAA-compliant Zoom before entering the practicum experience.

M.8. Diversity, equity, inclusion, and accessibility policies

M.8.a. NAU Program Statement of Inclusion:

We align with the American Counseling Association's (ACA) commitment to diversity, equity, inclusion, and belongingness. As a program and a profession, we respect, honor, and support the uniqueness of individuals across varying multicultural identities, which include but are not limited to sexual and affectional orientation, gender identity and expression, age, race, color, ethnicity, sexual/affectional orientation, socioeconomic status, military affiliation, religion or spiritual beliefs, ability, language, national origin, ancestry, and political views. Our counseling program welcomes students and faculty with diverse backgrounds and life experiences

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to ensure the representation of varying perspectives, worldviews, and ideas. We strive to build inclusive learning spaces in which all students feel their voice is valued and recognized as an asset to the classroom. These beliefs reflect the core values of the counseling profession and echo the sentiment: "Everyone counts, everyone has an opportunity, and everyone is welcomed."

M.9. Disability Services and Accessibility Policy

Northern Arizona University strives to create and maintain inclusive, accessible, and usable environments for the NAU community.

Professional disability specialists are available through NAU Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting *Disability Resources at 928-523-8773 (voice), 928-523-8747 (fax), or dr@nau.edu (e-mail)*. Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive accommodation. Accommodation must be requested through the Office of Disability Resources, and not with the instructor. Accommodations do not renew from semester to semester, students must connect with their disability advisor to renew accommodations before the start of each semester.

Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting NAU Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

M.10. Personal Counseling

Northern Arizona University's Counseling Services (NAU CS) offers short-term, in-person, and telehealth mental health counseling, crisis intervention, outreach, consultation, and referral services to currently enrolled students. Students interested in ongoing therapy may call (928) 523-2661 or come to Campus Health Services to schedule a same-day appointment or consultation in person or via telehealth. [Jacks Care](#) is available 24/7 and offers FREE crisis and mental health support, online peer support and interactive mental health tools. For information or immediate/urgent concerns, call 928-523-2261. Additional Information about the Scope of Care and the Counseling Center may be found at the NAU Counseling Website: <https://in.nau.edu/campus-health-services/nau-counseling-services/>

Statewide students (North Valley, Tucson & Yuma campuses) who wish to receive in-person, short-term counseling are eligible to receive in-person counseling at ASU (Arizona State University) or UofA (University of Arizona) campuses.

- [Arizona State University Counseling Services](#) offers services at all its campuses [Downtown Phoenix, Tempe, Polytechnic (Mesa), and West (Glendale)]. To connect with the counseling center at any of these campuses please call (480) 965-6146 Monday–Friday from 8:00 a.m. – 5:00 p.m.
- [University of Arizona Counseling & Psych Services](#) Tucson campus is open Monday–Friday from 8:00 a.m. – 6:00 p.m. Please call (520) 621-3334 to make an appointment and connect with a counselor.

*Students are welcome to seek counseling at the NAU Practicum Clinic on any NAU campus. However, Clinical Mental Health and School Counseling students will be directed to a different campus for in-person or virtual counseling. This is to ensure confidentiality and avoid any potential conflicts of interest, as these students cannot attend counseling at their primary campus.

M.11. Information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students

1. National:

- American Counseling Association (<http://www.counseling.org/www.counseling.org>)
 - NAU Counseling students are expected to join ACA during their master's program. Students are required to have liability insurance for practicum and internship experiences. Joining ACA, at the student membership rate, allows you to obtain liability insurance at a discounted rate.
- American Mental Health Counselors Association (<https://www.amhca.org/home>)
 - Students in the Clinical Mental Health programs are encouraged to join AMHCA,, but not required
- American School Counseling Association (www.schoolcounselor.org)
 - All School Counseling students will receive free access to Arizona's chapter: Arizona School Counselors Association (AzSCA).
- Chi Sigma Iota at Flagstaff Campus (https://www.csi-net.org/member/beta_alpha)
 - NAU Beta Alpha chapter of Chi Sigma Iota (National Honor Society for Counseling students) at our Flagstaff campus.
 - Active since 2014
 - Conducts multiple presentations for CSI students and local counselors
 - Holds multiple service projects, fundraisers, and social events
 - Advisor: [Dr. Shane Haberstroh](#)

2. State:

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

M.2. Degree Requirements

Academic Requirements

NAU Policies, course information and the current year's catalog may be found on the Academic Catalog webpage at nau.edu/catalog .

NAU expects students to have adequate undergraduate preparation for their intended major. Generally, the student must have at least the equivalent of an undergraduate minor (18 units), and the student's advisor or academic unit may require that the student take, as a prerequisite for graduate study, any undergraduate course normally required of undergraduate majors in the field.

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All graduate students must adhere to the academic requirements and criteria outlined by their program, Graduate College, and NAU. Students are required to complete their master's degree within *six consecutive years*. See NAU Policy 1008 Requirements for master's degree and NAU Policy 100319: [Academic Continuation, Probation, Dismissal, and Readmission - Graduate](#) for more detailed information .

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

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

- NAU Graduate Online application is required for all programs. Details on admission requirements are included in the [online application](#).
- Undergraduate degree from a regionally accredited institution.
- Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent.
- Admission to many graduate programs is on a competitive basis, and programs may have higher standards than those established by the Graduate College.
- Transcripts.
- For details on graduate admission policies, please visit the [Graduate Admissions Policy](#).
- International applicants have additional admission requirements. Please see the [International Graduate Admissions Policy](#).
- Individual program admission requirements include:
- GRE® revised General Test for applicants with a GPA lower than 3.0.
- 3 letters of recommendation.
- Responses to specific essay questions.
- Candidate interview.
- Program Prerequisite course: [EPS 525 Introduction to Statistics](#) or successful completion of an upper-division undergraduate Statistics course within the past three years of admission. Students who have not completed the program requirement may take EPS 525 or an equivalent class during the summer before their first-semester start or during their first fall semester at NAU.

Matriculation

- Students in the master's CMHC or SC programs are required to:
 - Successfully complete all 60 credits, including passing Practicum and Internship (a program of study outlined in the following pages).
 - Earn no more than 2 C's on their transcript.
 - Earn A's or B's in all skills courses (listed below for each degree).
- Students in the
 - **School Counseling** program are required to pass EPS 660, EPS 661, and receive passing grades in the Practicum and Internship. Additionally, an Arizona Fingerprint Clearance card and professional liability insurance are required to initiate the practicum and internship experiences (see "expectation of students" below).

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- **Clinical Mental Health** program are required to pass EPS 660, EPS 661, EPS 681, and receive passing grades in Practicum and Internship. An Arizona Fingerprint Clearance Card and professional liability insurance are also required to begin the practicum and internship experiences (see "*expectation of students*" below).
- Students must enroll in one semester of practicum, a 3-credit hour course. Practicum classes are usually 15 weeks in length per semester. In accordance with CACREP guidelines, students are required to complete a practicum experience in their supervised area prior to graduation. Students must complete at least 100 hours in a supervised counseling practicum, of which at least 40 hours must be direct service with clients.
 - Statewide Students are obliged to split their practicum experience between the on-campus practicum clinic and an off-campus field site.
- Students must enroll in two semesters of internship, each being 3 credit hours. Internship classes are usually 15 weeks in length per semester. In accordance with CACREP guidelines, students must complete a field experience internship in their supervised area before graduation. Students must complete a minimum of 600 hours in a supervised counseling internship, of which at least 240 hours must be direct service with actual clients. (Please see the *Addendum Timeline* at the end of this manual.)
- Students in CMHC and SC programs who do not meet program requirements will be placed on a Professional Growth Plan (PGP) that must be successfully completed to remain in good standing.

The Program of Study for Clinical Mental Health Counseling and School Counseling programs may be found here: <https://nau.edu/graduate-college/programs-of-study/>

M.3. Expectations of Students

1. Success in a Professional Disposition Evaluation (PDE) is expected and provided by all counseling faculty to each student. PDE's are conducted each fall and spring semester to successfully resolve any potential Professional Growth Plans (PGPs) in the timeline designated within the PGP contract. PDE's include the following domains:
 - a. Academic,
 - b. Counseling Skills,
 - c. Goals and Objectives congruent with success as counselors, and
 - d. Personal and Professional Dispositions.
2. Students are encouraged to join their respective professional organizations: the American Counseling Association (ACA) for CMHC students and the American School Counselors Association (ASCA) for School Counselors.
3. **Liability Insurance** - *All students are expected to have liability insurance throughout Practicum and Internship. Proof of liability insurance will be uploaded in Tevera as a course requirement.* Students are not allowed to enroll in either course without providing current liability insurance documentation. Insurance for students may be purchased from:
 - a. Clinical Mental Health Counseling students: American Counseling Association (www.counseling.org)
 - b. School Counseling students: American School Counselor Association (www.schoolcounselor.org)

4. Fingerprint Clearance Cards

Clinical Mental Health Students: An IVP card is required to provide services during your Practicum and Internship experiences in a mental health setting in Arizona. The expectation is to have your AZ Fingerprint clearance card *by the end of your first academic year*. *EPS 592 Introduction to Clinical Mental Health Counseling* will have an assignment within the course that reviews this information and the deadline.

School Counseling Students: An IVP card is required to be a student counselor in the Practicum Lab at NAU Campuses. An IVP Card may be required by the AZ State Board of Education for on-site school-based practicum and internship experiences in Arizona. Please check with your district. The expectation is to have your AZ Fingerprint clearance card *by the end of your first academic year*. *EPS 594 School Guidance & Counseling* will have an assignment within the course that reviews this information and deadline.

- Fingerprint Clearance Cards may be obtained by going to the Arizona Department of Public Safety website (<https://psp.azdps.gov/>)
 - 1 Log in (create an account) to apply for the card – *NOTE cards may take 4-6 weeks to process. Students will not be permitted to participate in the practicum clinic and/or internship without a fingerprint clearance card.*
 - 2 Under “Reasons Applying” choose *Public and/or Charter School Contractor, Sub Contractor or Vendor and their Employees ARS § 15-512*
 - 3 Choose *Employee*
 - 4 Answer *Yes to” Are there other reasons you are applying”*
 - 5 *Find DHS – Children’s Behavioral Health Programs Employees and Volunteers ARS § 36-425.03*
 - 6 Once an account is established with AZ Department of Public Safety – go to [Arizona.fieldprint.com](https://arizona.fieldprint.com) to have your fingerprints taken and processed
 - a Go to Services > Fingerprint clearance cards > SIGN UP with fingerprint.com as a new user
 - b E-sign content
 - c Create field print and then schedule – it will give you locations where to get your fingerprint taken and processed.

** Any student looking to do an internship outside the state of Arizona will need to obtain an AZ IVP card and fingerprint clearance through their respective state’s Department of Public Safety**

➡ If there is an issue with obtaining your fingerprint clearance, contact your faculty advisor as soon as possible.

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PROGRAM CHECKLIST FOR CACREP MASTER COUNSELING STUDENTS

- _____ Complete the CMHC or SC Program of Study with your advisor within the first 2 weeks of your first semester.
- _____ Decide on which elective(s) you will take, and when (total of 3 credits required).
- _____ New Students – Check your NAU email to create and complete your Tevera profile. Obtain your AZFPCC by the end of your first academic year. You will be asked to verify your AZPFCC in your course requirements for practicum/internship in Tevera.
- _____ Returning Students – if you have not obtained your AZFPCC, please do so immediately. You will be asked to verify your AZPFCC in your course requirements for practicum/internship in Tevera.
- _____ Before practicum, ensure you have purchased your liability insurance. Once available, please upload it to your course requirements for practicum/internship in Tevera. Reminder: You will NOT be allowed to take practicum/internship without it.
- _____ During (or before the end of) practicum, secure an internship site and complete the internship contract with the site supervisor. Be sure to check that your site has an affiliation agreement and upload that contract into your course requirements in Tevera.
- _____ Confirm you wish to take the National Counselor Exam (NCE) with your campus Program Coordinator the *semester prior to your practicum or internship experience*. Successful completion of this exam will earn you a National Counselor Certification (NCC). Your names will be submitted to the National Board of Certified Counselors (NBCC) during (or before) practicum/internship. Work with our National Counseling Exam advisor to schedule a date with the NBCC to take the NCE (The NCE is usually taken during practicum/internship).
 - *School Counseling students who wish to obtain the National Certified School Counselor credential in the future (after graduation) must successfully complete the NCE.
- _____ Successful completion of all coursework before internship, including practicum.
- _____ Apply for graduation on the Graduate College website by the deadline of the *semester prior to completion of graduate requirements*
 - Decide if you are going to participate in Mountain Campus commencement ceremonies. (Either at the end of the fall semester or the end of the spring semester.)
 - Statewide campuses may also hold convocation ceremonies that students can attend in addition to or instead of the Mountain Campus commencement ceremonies. Check your student emails for announcements and information.
- _____ Complete internship Field Experience
 - During internship, think about post-graduate work.
- _____ Graduation ***CONGRATULATIONS***
Join our Alumni Network to stay connected with NAU!
- _____ CMHC graduates: Apply for Licensed Associate Counselor (LAC) or equivalent credential in the state where you will be working.
- _____ CMHC Graduates: Secure position as an LAC, gather hours and supervision in accordance with the [Arizona Board of Behavior Health Examiners](#) (AzBBHE) licensure rules (or other state's rules in not in AZ).

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- _____ School Counseling Graduates: Apply for a School Counselor Certification for PreK-12 in the state you will be working (If you are staying in Arizona go to www.azed.gov).
- _____ School Counseling Graduates: Secure position as a School Counselor.
- _____ Keep CEU's for the National Counselor Certification (NCC) through the [National Board for Certified Counselors \(NBCC\)](http://National Board for Certified Counselors (NBCC)).
- _____ CMHC Graduates: Complete all LAC hours successfully and apply for LPC (independence licensure completion of under direct supervision and while receiving clinical supervision).
- _____ CMHC Graduates: Once you are an LPC, be mindful of CEU hours to keep and maintain licensure and continue developing as a competent and ethical counselor or school counselor.
- _____ SC Graduates: Add to your credential a National Certified School Counselor certification through the NBCC. Information on this optional certification may be found here: <https://nbcc.org/certification/ncsc> .

M.4. Class Policies - Grading Philosophy in Select Counseling Courses:

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

Counseling is both a science and an art. In other words, one may be able to learn the skills of counseling, but if one is unable to apply those skills in a manner which contributes to the overall growth of the client, counseling does not take place. The art of counseling requires timing, vision, involvement, and depth.

- *Timing* means knowing when and when not to say and do things which will facilitate the counseling process.
- *Vision* means being able to see where the client has been and where the client needs to go to experience personal growth.
- *Involvement* means being physically, psychologically, and spiritually with your client at every step of the counseling process.
- *Depth* means being aware that there is more going on than meets the eye and it means being willing to take the client beyond the superficial to a more meaningful level of interaction.

The assessment of the 'art of counseling' is often a matter of professional judgment. Years of experience are often required to be able to judge whether 'real' counseling is taking place or if one is only going through the motions in a mechanical style. Therefore, instructors will be calling upon their own professional knowledge and experience in counseling and in teaching and supervising counseling to give students meaningful feedback as to their performance.

M.5.a. Individual Student Assessment

M.5.b. Key Performance Indicators

As a CACREP-approved program, each accredited master's program may select and emphasize "special" curricular standards or Key Performance Indicators (KPIs). NAU has selected approximately 10 KPIs for specific classes within the CMHC and SC curriculum. KPIs are pertinent to specific classes within the CMHC and SC coursework. Each KPI may be found within the master syllabus for that course. Key performance indicators may be knowledge and/or skill-based and comprised of quizzes, exams, project rubrics, or supervisory scores (practicum and internship). Students who do not successfully complete a KPI may meet with their course faculty member and/or faculty advisor to create a remediation plan to successfully complete the KPI. All work must be completed during the same semester as the class.

Grading

- A grade of "A" means...that, in the professional judgment of the instructor, the student has mastered both the art and the science of that class. The student will have clearly demonstrated the knowledge and skill/competencies expected in the course and will have successfully completed all class assignments. The message the grade of "A" should carry to the student is, "You are progressing extremely well in this class, and you should experience success in subsequent counseling skill courses. You are aware of your own strengths and weaknesses and are addressing both appropriately and you have shown exceptional commitment to your work and your profession."
An "A" in EPS 660 Counseling Processes means that you are ready to begin seeing clients in Counseling Practicum under faculty supervision. An "A" in EPS 661 Group Processes means that you are ready to begin leading groups with minimal supervision.

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- A grade of "B" means...that, in the professional judgment of the instructor, the student has mastered the science of that class, but has some shortcomings regarding the 'art of counseling' It is much less likely that one would master the art, but not the science. Often the student may be blind to these shortcomings and further practice or further work with the instructor and/or a student counselor may be called for. The message the grade of "B" should carry to the student is this, "You are progressing satisfactorily, but your skills are often used in a mechanical manner, and you need more practice to sharpen those skills."
A "B" in EPS 660 means that you are ready to begin seeing clients in Counseling Practicum under faculty supervision, but your initial sessions may focus on continuing your practice of the basic skills which were taught in EPS 660. A "B" in EPS 661 means that you are ready to begin leading groups, but co-leading groups with a more experienced student counselor or leading under direct supervision may be advised until you gain more experience in group counseling.
- A grade of "C" means...that, in the professional judgment of the instructor, the student has not mastered the knowledge and/or skill competencies required in the course and must take the course again before taking the next course in the sequence. Specifically, a student receiving a "C" in EPS 660 has not mastered the skills necessary to succeed in Counseling Practicum and therefore cannot enroll in practicum until EPS 660 has successfully been repeated. A grade of "C" is to be given when there is sufficient evidence that repeating the course will prove beneficial to the student. That is, the student demonstrates their potential to successfully complete the retake of the course with additional practice and/or personal growth experiences.
- A grade of "D" means...that, in the professional opinion of the instructor, the student is unlikely to succeed, even with additional practice and personal growth experiences. A student cannot graduate until the course is repeated and a higher grade is achieved.
- A grade of "F" means...that the student is unable to repeat the course. In most cases, this is because, in the instructor's professional judgment, the student has committed some serious ethical or legal violation or does not have the mental stability to be effective with clients. A grade of "F" will also be given when there is no evidence of the student having made any attempt to meet the requirements of the course. Serious consideration of alternative endeavors is advised.

In Progress and Incomplete Grades

- A grade of "In Progress" may be given in situations where, in the professional judgment of the instructor, the student is making satisfactory progress toward completing the requirements of the course. Due to some classes requiring course-continued supervision after the end of the semester, the "In Progress" may not be possible if supervision cannot be obtained. If a student's progress is questionable at the midterm, the instructor should discuss the possibility of giving a grade of "In Progress" at that time. When given, the message associated with a grade of "In Progress" is that the student appears to have the potential to move on but needs to complete course requirements before a final determination can be made. Also, while a grade of "In Progress" is meant for courses that normally extend beyond the end of the semester, if the course requirements cannot be fulfilled in an additional eight weeks, the student should register again for the entire course. When courses are repeated, both the original and the new grades figure into the student's grade point average.

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- A grade of "Incomplete" may be given in situations where, in the instructor's professional judgment, the student cannot complete course requirements due to circumstances, such as serious illness, which are beyond their control.
- If a grade of "Incomplete" or "In Progress" is not changed by the end of the following semester, the grade remains on the student's record forever as an "Incomplete" or "In Progress", thus neither grade Incomplete or In Progress adversely affects the student's grade point average.

When a student has a graduate assistantship and earns any grade other than an "A" or "B", the instructor should discuss the student's progress with the student's assistantship supervisor if the instructor wants the student to repeat the course but does not want to jeopardize the student's assistantship. Each situation should be handled on an individual basis.

M.6. Academic Appeal Policy

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

The graduate student will use this appeal process for situations involving (but not limited to) the following:

- Dismissal from a program for academic reasons.*
- Procedural matters related to admissions, academic progress, thesis and dissertation, and/or comprehensive exams.
- Any academic issues not addressed by other university policies or procedures.

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

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

- Grade appeals.
- Violations of NAU's Student Code of Conduct.
- Violations of NAU's Academic Integrity policies.
- Discipline-specific ethical standards.
- Issues of Research Misconduct.
- Issues that fall under the purview of NAU's Office of Equity and Access.

Grounds for Appeal/Burden of Proof

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

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

Time Limit on Appeal

A graduate student must initiate the appeal process **NO LATER** than the end of the next regular term (Fall or Spring) following the date in which the appealable issue occurred. If the faculty member(s) involved with the

issue is no longer with the university, the chair, director, or dean of the students' academic unit will assign a proxy in place of the original faculty member.

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

Extension of Time

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

Definitions

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

1.M.13. Written Endorsement Policy Explaining the Procedures for Recommending Students for Credentialing and Employment

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

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

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

- Arizona: <https://www.azbbhe.us/node/556>
- For states outside of Arizona: <https://www.counseling.org/knowledgecenter/licensure-requirements/state-professional-counselor-licensure-boards>

For School Counseling graduates, Counseling certification information is as follows:

- Arizona: <https://cms.azed.gov/home/GetDocumentFile?id=58fe4f961130c01f0c1cfd36>
- For states outside of Arizona: [Education & Accreditation](#)

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

M.7.a. Retention

- Students in the MA/CMHC or SC programs are required to:
 - Successfully complete all 60 CMHC credits, including passing Practicum and Internship. See Program of Study (above).
 - Have earned no more than 2 C's on their transcript.
 - Have earned A's or B's in Counseling Skills courses.

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SC: EPS 660, EPS 661, plus Passing grades in Practicum and Internship.

- CMHC: EPS 660, EPSE 661, EPS 681, plus Passing grades in Practicum and Internship.
- Successfully resolve of any Professional Growth Plans (PGP) if required to do so (which can include violations of ethical concerns).

M.7.b. Remediation

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

M.7.c. Dismissal

CONSIDERATION FOR DISMISSAL FROM THE MA CLINICAL MENTAL HEALTH OR MED SCHOOL COUNSELING PROGRAM:

Graduate students are expected to maintain:

- 1) High academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements; and 3) high standards of personal conduct and behavior.
- 2) To assist in maintaining such standards, any one or more of the factors listed below will result in a student being recommended to the Graduate College for dismissal from the program.
 1. Possessing a grade point average of less than 3.0 in NAU graduate courses during two consecutive semesters or unacceptably low grades in content courses.
 2. Possessing 3 or more grades that are lower than B.
 3. Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined in the Professional Growth Plan (e.g., excessive delay in completing course requirements; first and second year examinations (if applicable), Practica, Poor ratings on the *Professional Disposition Evaluation*, our annual continuing student evaluation, commensurate with program and university expectations.
 4. Any of the following: a) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in counseling; b) conduct unbecoming of a counselor as outlined by the ACA Code of Ethics; or c) failure to comply with departmental, college, and university regulations or procedures.
 5. Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

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6. All communication is considered professional communication whether via email, in person, over the phone, in Canvas, and/or in class. Students are expected to uphold the ethical standards of a CACREP-accredited program.

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

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Appendix A: Professional Disposition Evaluation (completed in Tevera each semester – students receive a copy to sign in their Tevera account)

Introduction: During each semester following a student's admission to an Educational Psychology program, the respective EPS Faculty Committee will evaluate the student's progress in the program based upon the criteria identified below. This Professional Student Disposition (PSD) is a semester-by-semester opportunity for students to receive feedback about their overall progress in the program, and includes praise for their success and being "on-track", and/or remediation. Students should expect to receive their PSD results via their NAU email address from their faculty advisor at the end of each Fall and Spring semester, although some might not be received until the beginning of the following semester.

A rating of Needs Remediation means the student exhibits a weakness in that area. If a Needs Remediation is given in any of the given criteria, the student and student's faculty advisor (in consultation with the Counseling Committee and Educational Psychology Chair) will determine if a Professional Growth Plan (PGP) is needed in order to create goals to remediate the weakness. The PGP process is handled via a PGP contract between the advisor, student, and chair. If the faculty advisor and the Chair and/or Counseling Committee determine that the student has met the objectives, activities, and timelines of the PGP, they can continue in the program. If the student does not complete the signed PGP contract, or has not met/completed the PGP successfully, they may be denied continuance in the program (pending the vote of the EPS Chair and Counseling Committee Faculty).

Student Evaluation Form Information

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

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

- Needs remediation: Performance did not consistently meet expectations – performance failed to meet expectations in one or more essential areas of responsibility (may lead to formal PGP).
- Meets expectations: Performance consistently met expectations in all essential areas of responsibility, and the quality of work overall was good.
- Exceeds expectations: Performance consistently exceeded expectations in all essential areas of responsibility, and the quality of work overall was excellent.
- NA = Not applicable: Knowledge and/or skill is not applicable for this item, or, if at mid-term, the opportunity to complete this item has not been available yet.

PDE Domains:

A. Academic Aptitude

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

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B. Professional Skill Development

1. Working with Individuals (in Counseling Processes course, etc.)
 2. Working with Groups (small group work, working successfully within the cohort, in group supervision, in the Group course, etc.)
 3. Leadership Skills
- Comments.

C. Goals & Objectives

1. Student goals are congruent with success as professional counselor
 2. Student is motivated, ambitious, demonstrates consistent effort
 3. Potential to complete program
- Comments.

D. Professional and Personal Disposition Relevant to Training

1. Openness to Change
 2. Awareness of Personal Strengths/Weaknesses
 3. Displays Appropriate Personal Adjustment (both professionally & personally)
 4. Ability to Work Cooperatively with Others
 5. Ability to work successfully with individuals from Diverse Backgrounds
 6. Legal and/or Ethical Behaviors
 7. Displays Interpersonal Behavior that is NOT Disruptful/Injurious to Students, Faculty, Classes & Program
 8. Professional approach to faculty feedback and supervisory input
- Comments.

Overall Strengths:

Overall Weaknesses:

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

PGP required? YES NO

Appendix B: Professional Growth Plan form



Department of Educational Psychology

PROFESSIONAL GROWTH PLAN (PGP)

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

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

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

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

Resources to aid in completion of the plan (check all that apply):

- Extra feedback on work
- Regular appointments with faculty
- Referral to campus writing center
- Referral for tutoring
- Provision of extra training modules (e.g. plagiarism certificate, research compliance, other content)
- Opportunity to retake a course or attend portions of a course
- Articles or other reading materials to enhance success
- Referral to counseling services
- Other (please specify): _____

Signature of Advisor _____ Signature of Student _____ Date _____

Date PGP Successfully Completed: _____ Student Signature: _____

Advisor Signature: _____

Training Director Signature: _____ Chair Signature: _____

Revised: YEG 5-2020

Appendix C: Timeline and Checklist for Site Placements, Practicum & Internship

Steps toward securing your internship prior to Internship

During the First Semester of CMHC program

1. _____ Discuss initial ideas about internship with the Internship Coordinator and your Advisor in order to begin planning ahead for internship possibilities that match your career aspirations.
2. _____ Submit your application for your Arizona Fingerprint Clearance Card

Between your First Semester of CMHC program and before Practicum

1. _____ Continue to discuss ideas about internship with the Internship Coordinator and your Advisor, and begin to cultivate internship possibilities by reaching out to internship sites and supervisors.
2. _____ Our CMHC-approved partnerships are updated annually, and can be found on our Google Form here:
<https://docs.google.com/spreadsheets/d/1qbKlzJAtw7j7DMFbNqjMk78U7XZzGbASy0Dj8G84Ong/edit?usp=sharing>
3. _____ Attend internship fairs and meetings as recommended by NAU faculty and continue to cultivate internship relationships

During Practicum, the semester before internship (or sooner)

1. _____ Meet with prospective internship sites and supervisors and aim for at least 2-3 interviews.
2. _____ Once you have an informal offer to begin internship:
 - a. _____ Check with Internship Coordinator to see if your site has a current-established institution-to-institution Affiliation Agreement or not. If yes, you don't need to do anything else regarding the Affiliation Agreement. If we do not, your practicum faculty or Internship Coordinator will submit the agreement. Please check that your site is in Tevera, if not contact your campus' Academic Program Coordinator to enter it.
 - b. _____ Obtain the Site supervisor's CV/resume, and review it with your Practicum Instructor OR the Internship Coordinator for approval (*it must meet all 5 components of the CACREP 2024 standards as mentioned above in Agency Supervisor Qualifications section*). Be sure to have an electronic version of this before Internship begins - you will be uploading it into CANVAS.
 - c. _____ Gather evidence that your site supervisor is currently licensed and in good standing by using the Verifications of Licensure tab at the <https://bbhe.az.gov/> website (or state in which the supervisor is practicing). Be sure to have an electronic version of this before Internship begins - you will be uploading it into TEVERA.
 - d. _____ Once your Practicum Instructor or Internship Coordinator approves of the prospective site supervisor's credentials, set up a meeting (preferably in-person) to discuss the Internship Contract with the site supervisor. Go to CMHC internship page, and click on the Internship Contract online survey. Ideally, set up a Zoom meeting to collaboratively review each Direct and Indirect service Activity *plus* the Hours expected for each Activity in

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the contract. Be sure to discuss how the internship hour per week will be handled, and how crisis situations will be handled as well (i.e., how to contact whom in the event of a crisis). Let your site supervisor know immediately if there will be days you will be absent. The contract will be automatically sent to your NAU email address, the site supervisor's email address and the internship faculty supervisor's email address.

- e. _____ Once you are certain the site supervisor has approved of the contract, be sure to get an email approving the contract directly from the site supervisor. Save this email as a pdf – you will be uploading it into CANVAS. Your completed contract will be in Tevera where you, your site supervisor, and faculty can review and sign it.
2. _____ Collect an electronic copy of your Liability Insurance that you initiated during Practicum - you will be uploading it into TEVERA.
3. _____ If your Site Supervisor does not have an account in Tevera, please email your campus' Academic Program Coordinator for your site supervisor to be entered. Your site supervisor will receive a link to create and edit their profile. They will receive a link to complete Internship Orientation Video #1 and online quiz, UNLESS they have already completed this recently. Ask Internship Coordinator if unsure
4. _____ Once you have completed all of the above steps, you will be able to enter your field site in Tevera. Your internship faculty member will be able to check in Tevera that all steps above have been met – if they have, the internship coordinator will send you and the Chair's office (Vicki.stevenson@nau.edu) an email so she can register you. (Again - the EPS office technically registers you once they hear that your contract and all supervisor credentials have been obtained and approved)
5. _____ Be sure to complete the Graduation application (discuss with your Advisor)
6. _____ Find out from your NAU Internship Faculty instructor when Group supervision will take place, and book that time (1.5 hours per week on average) into your schedule.

Once Internship Begins

Early Semester

1. _____ As semester begins, log onto Canvas for Internship (EPS 694). Be sure to click on the Canvas link to create your class in Tevera. Check that all required documents are in Tevera (pdf of contract, evidence of liability, site supervisor resume) and your field site has been created. (See instructions in CANVAS)
2. _____ Attend orientation and all trainings offered by the agency
3. _____ Attend and actively participate in your First Group SV Meeting at NAU (weekly schedule arranged by faculty).
4. _____ Arrange for and complete Contact #1 with site supervisor, NAU Internship Faculty member and yourself.
5. _____ Remind your site supervisor to check Tevera for your evaluation documents. Explain that you will be reminding them at mid-point.

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Throughout Internship (daily/Weekly)

1. _____ Behave professionally and ethically throughout the entire internship
2. _____ Complete all aspects of your Contract, including participating in individual supervision on a weekly basis
3. _____ Keep track of hours in Time Track in Tavera
4. _____ Attend all Group supervision meetings at NAU in-person or via Zoom. Weekly schedule for Group SV arranged by internship faculty
5. _____ At the beginning of each new month, check your time log in Tavera for site and faculty signatures

Nearing Mid-Point of Internship (approximately 120 direct hours & 300 total hours)

1. _____ Apply to graduate via the NAU Graduate College. Email gradgradauton@nau.edu and eps@nau.edu with questions
2. _____ About 2 weeks before you're due to reach 120 direct hours, Email your site supervisor to remind them to complete the Mid-pt evaluation of you online (re-send them the link if needed)
3. _____ Email your site supervisor and NAU faculty instructor to arrange for Contact #2 (be sure that all mid-pt requirements/evaluations are completed *before* Contact #2 takes place)
4. _____ Mid-Term case conceptualization handled during group supervision (in conjunction with faculty supervisor, select your date to present on a _____)
5. _____ Site Supervisor completes all mid-term evaluation, discussed at Contact #2
6. _____ Contact # 2 between Intern, Site Supervisor, and NAU faculty member. The meeting will primarily review the Site Supervisor's mid-pt evaluation, and identify strengths and areas of growth for the 2nd half of internship. A Professional Growth Plan can be implemented at this point if the mid-point evaluation requires a PGP

NOTES:

- Be sure that you, your site supervisor and faculty supervisor all sign the required Tavera documents as required.
- Regarding Monthly hours, if you start, for instance, in May, then May is Month 1, June is month 2, July is month 3, and August is month 4. Then, when the new semester begins in fall, you'll be in a different section of internship and Tavera, thus, September becomes Month 1, October is Month 2, etc.
- If you have a 2nd site, use the "2nd site" links in Tavera.

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End Point of Internship (@ approximately 240+ direct hours & 600 total hours)

7. _____ If you haven't done so already, be sure to apply to graduate via the NAU Graduate College. Email gradgraduation@nau.edu and eps@nau.edu with questions
8. _____ About 2-3 weeks before you're due to reach 240 direct hours, Email your site supervisor to remind them to complete the Final evaluation of you online (re-send them the link if needed)
 - i. _____ Email your site supervisor and NAU faculty instructor to arrange for Contact #3 (be sure that all mid-pt requirements/evaluations are completed before Contact #3 takes place
9. _____ Intern completes all final requirements found in Tavera
 - i. _____ Feedback for Agency Supervisor
 - ii. _____ Feedback for NAU faculty
 - iii. _____ Feedback for Site
 - iv. _____ Completion of all monthly logs, including the End of Semester Hours Summary
10. _____ Contact #3 between Intern, Site Supervisor, and NAU faculty member takes place (ideally as you are near/at 240 direct hours). The meeting will primarily review the Site Supervisor's Final evaluation, and identify strengths and areas of growth for the intern to address as they graduate and move into the field.
11. _____ NAU Faculty member enters grade of Pass, In-Progress or Fail for internship
12. _____ NAU discusses graduation and post-graduation steps toward licensure during intern's final Group SV mtg

NOTES:

- Be sure that you, your site supervisor and faculty supervisor all sign the required Tavera documents as required.
- Regarding Monthly hours, if you start for instance in May, then May is Month 1, June is month 2, July is month 3, and August is month 4. Then when the new semester begins in fall, you'll be in a different section of internship and Tavera, thus, September becomes Month 1, October is Month 2, etc
- If you have a 2nd site, use the "2nd site" links in Tavera.