

PROGRAM OVERVIEW

Counseling Psychology is a PhD program and is accredited by the American Psychological Association. The office of accreditation can be contacted at: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; Telephone (202) 336-5979, Fax (202) 336-5978, Email apaaccred@apa.org, or <http://www.apa.org/ed/accreditation>.

Applicants must submit all application materials by **December 1** for admission the following fall. New students are not admitted for spring or summer. Incomplete applications will not be considered.

Affirmative Action. The Counseling Psychology Program maintains an active policy of providing equal opportunity through affirmative action in employment, educational programs and activities, and admissions to programs. The Program encourages racial/ethnic minority applicants and welcomes all applicants regardless of race, color, religion, national origin, citizenship, intending citizenship, gender, sexual orientation, age, disability, special disabled veteran and Vietnam war veteran status.

INTRODUCTION

The doctoral program in Counseling Psychology at Arizona State University closely adheres to the scientist-practitioner training model in preparing graduates for employment in academic and/or service delivery settings. Although faculty interests are diverse, there is a common emphasis on empirical data as the basis for professional practice. The program faculty has endorsed the *Multicultural Counseling Competencies* of the American Counseling Association and the *Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* and the *Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients* of the American Psychological Association.

The Counseling Psychology program is committed to the scientist practitioner model. One manifestation of that commitment is the three complementary functions of the program's Counselor Training Center, namely service delivery, clinical training, and research. Research foci include: multiculturalism, at-risk populations, positive psychology, retention in education, process/outcome in therapy, supervision, and training.

The program is the 2006 recipient of the Suinn Minority Achievement Award from the American Psychological Association for our commitment to ethnic minority issues in psychology.

Our doctoral program in Counseling Psychology is accredited by the American Psychological Association. Although the content of our program is consistent with the licensure requirements of most states, it is wise to determine the exact requirements of the state in which one intends to reside.

PROGRAM OBJECTIVE

Our program seeks to train scientist-practitioners who will manifest the highest standards of excellence and cultural competency in academic and/or service delivery settings. Consequently, we provide extensive course work and other learning opportunities in all areas relevant to the counseling psychology profession. These include:

- A general psychology core consisting of the traditional substantive areas supplemented by seminars in ethics, history and systems.
- An extensive empirical-foundations sequence that is fully adequate for enabling graduates to conduct independent scholarly inquiry, as well as to evaluate aspects of professional practice.
- A counseling theory and method curriculum that fosters a full array of assessment and intervention skills, ensures competence in the career development field, multicultural competencies, and encourages the acquisition of specialized counseling capabilities.
- A counseling practice curriculum consisting of practica, field placements, externships, and internships that allow for the acquisition and display of counseling skills with diverse client populations and problems.

Students should be aware that self-exploration and self-knowledge are prerequisites for effective counseling, and many courses require students to engage in this self-reflection.

We do not attempt to pre-select the specific career paths of our students. Rather we hope to provide our students with a sufficient critical mass of empirical and applied skills which will enable them to find success and satisfaction throughout the field of counseling psychology. Some will opt to become researchers, other service providers, but all will be scientist-practitioners whose individual career decisions will be made on the basis of information and a broad repertoire of obtained competencies.

TRAINING VALUES OF THE COUNSELING AND COUNSELING PSYCHOLOGY PROGRAMS

The Counseling and Counseling Psychology Programs at Arizona State University subscribe, and expect all students to subscribe, to the current ethical standards of the counseling and psychology professions (ACA, 2005; APA, 2002). These standards apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, research, consultation, and collegial relations. In addition, the Programs are committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues.
2. An essential part of training is understanding and appreciating all aspects of human diversity, including sexual orientation, gender, race ethnicity, cultures, language, religion, spirituality, economic status, ability, and age. Students are expected to use their training to free themselves, as much as possible, from prejudice related to any of these aspects of diversity. Again, people may differ regarding what constitutes prejudice, and students are encouraged to work through these issues in the manner described in Point 1 above. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the Programs. There are no acceptable excuses for such behavior; therefore, students are cautioned about what they may say as a “joke” or “in the heat of the moment.”
3. Throughout their training, students should expect to work with colleagues and clients who are different from themselves. Learning to work with different kinds of people is a central goal of professional training. Students who have difficulty in working with particular kinds of clients must address and resolve these difficulties in supervision.
4. It is not acceptable for students to refuse to work with clients simply because the clients belong to a particular category of people (see Point 2 above). Nor is it acceptable for students to cite their own values as grounds for refusing to work with clients who are different—for example, “As a separatist, I refuse to work with men,” or “I refuse to work

with gay men or lesbians because I am morally opposed to homosexuality.” Students who take such positions do not belong in the Counseling and Counseling Psychology Programs at ASU.

THE DOCTORAL CURRICULUM

To keep our programs current, faculty revises requirements from time to time. If your decision to apply for the program is based on specific course requirements, please be sure you have the latest program description before you accept any offer for admission and register for classes.

The faculty reserves the right to make modifications to the program, curriculum, and exams to better address student, faculty, program, university and/or community needs.

We are frequently asked about the applicability of graduate work at other institutions in meeting doctoral program requirements in Counseling Psychology at Arizona State University. Because the actual content of similarly named courses at other institutions may vary, honoring such credit is not routine. If pre-existing mastery of a given requirement is clearly demonstrable, after admission the student may submit a formal petition to the advisor in which, for example the syllabi and competencies achieved in previous course work are compared with a current requirement. Formal testing out may be necessary. Under no conditions will previous practica from other institutions or work experience be applied to meeting the APA-mandated practicum requirements of our program.

Students can complete a Master of Education (MEd) degree en route to the PhD degree. This requires 30 credits of coursework normally taken as a PhD student and completion of the Master’s research equivalency project.

Students wishing to complete a Master of Counseling (MC) degree en route to the PhD must fulfill all requirements of the MC program’s research option described in the Master of Counseling brochure.

Our doctoral curriculum typically requires three to five years of full-time graduate study plus a year-long internship in an APA-approved setting. Each of these years involves course work pertaining to theory, research, and practices in Counseling Psychology. Students are expected to maintain full-time status while in the program, though exceptions may be made in consultation of the faculty. Full-time status involves being registered for at least 9 credits per semester in the course work years. This requirement applies only to the academic year and not summer sessions. At a minimum, students are required to complete two years of course work in residence at Arizona State University.

Completion Statistics: For all those individuals who graduated after 1999, the mean number of years for degree completion was 5.2 (median = 4.8) for student entering with a master's degree and 6.0 (median = 5.0) for students without a master's degree. For those students completing their degree after 1999 and who entered with a master's degree, 33% completed the program in fewer than 5 years, 35% took five years, 20% took six years, 5% took seven years, and 7% took more than seven years. For those students completing their degree after 1999 and who entered without a master's degree, 20% completed the program in fewer than 5 years, 44% took five years, 13% took six years, 8% took seven years, and 15% took more than seven years.

Attrition Statistics: Of the 99 student admitted into the program after 1999, 4 students discontinued participate in the program due to change in career plans and one due to a lack of progress.

Licensure Statistics: Of the 93 students who graduated between 1997 and 2007, we know of 84 (83%) that have gone on to become licensed as psychologists. We know of 4 (4%) that have not as yet become licensed. We do not have information on the licensure status of the remaining individuals but have reason to believe that they have become licensed.

Our doctoral curriculum can be described from two perspectives. The first provides an overview of how the course work might be experiences on a semester-by-semester basis. The second details how the course work derives from APA criteria and the discipline of Counseling Psychology.

Curriculum Perspective 1: Possible Sequence of Courses

Year	Fall	Spring	Summer
1	<p>CED 545 Analysis of the Individual CED 522 Theories of Counseling and Psychotherapy CED 577 Counseling Pre-practicum EDP 552 Multiple Regression and Correlation CPY 645 Professional Issues/Ethics CPY 691 Professional Development (Brown Bag) (1)</p>	<p>CED 534 Occupations and Careers CED 567 Group Counseling CED 680 Practicum (6) CPY 691 Professional Development (Brown Bag) (1)</p>	<p>CPY 671 Multicultural Counseling EDP 530 Introduction to Qualitative Research (opt.)</p>
2	<p>EDP 554 Analysis-of-Variance Methods CPY 702 Research Methods in Counseling Psychology CPY 780 Doctoral Practicum CPY 676 Social Bases CPY 691 Professional Development (Brown Bag) (1) CPY 792 Research - Thesis</p>	<p>CED 523 Psychological Tests CPY 701 Science & Practice of Counseling Psychology CPY 780 Doctoral Practicum CPY 677 Advanced Counseling CPY 691 Professional Development (Brown Bag) (1) CPY 792 Research - Thesis</p>	<p>EDP 503 Introduction to Qualitative Research (opt.)</p>
3	<p>CPY 783 Field Work EDP 536 Biological Bases EDP 598 Lifespan Human Development CPY 670 Individual Differences CPY 651 Personality Assessment CED 599 Thesis</p>	<p>CED 783 Field Work CPY 679 History and Systems of Psychology EDP 540 Theoretical Views of Learning CPY 644 Psychology of Careers CED 599 Thesis</p>	
4	<p>CPY 783 Field work Multicultural Elective CPY 678 Supervision Theory Statistics</p>	<p>CPY 783 Field Work Elective CPY 691 Consultation & Prevention Statistics Elective</p>	
5	<p>CPY 791 Supervision Practicum CPY 799 Dissertation</p>	<p>CPY 791 Supervision Practicum CPY 799 Dissertation</p>	
6	<p>Internship (1)</p>	<p>Internship (1)</p>	

Curriculum Perspective 2: Curriculum Requirements and Rationale

Our Counseling Psychology Program can be roughly divided into four basic domains: General Psychology Core, Empirical Foundations, Counseling Theory and Method, and Counseling Practice. We have attempted to integrate these domains by providing simultaneous course work in each throughout all years of doctoral study. Moreover, a number of our courses address more than one domain. Nevertheless, categorizing our course work in this manner facilitates discussion of curriculum requirements. This list of courses is not exhaustive.

Domain 1: Counseling Essentials

CED 522 Theories of Counseling and Psychotherapy	CED 534 Occupations and Careers
CED 545 Analysis of the Individual	CED 567 Group Counseling
CED 577 Counseling Pre-practicum	CPY 645 Professional Issues and Ethics
CPY 671 Multicultural Counseling	CED 523 Psychological Tests

Domain 2: General Psychology Core

Our program provides foundation courses in history and systems of psychology (CPY 679) as well as domain specific courses on the different psychological bases of behavior: biological, social, cognitive-affective, individual differences, and developmental. These topics are also integral components of advanced professional course work and experiences. Students must complete at least one 3-hour course in each of these core areas of psychology:

<p><u>Biological Bases of Behavior</u> EDP 536 Physiology of Behavior Disorders PSY 524 Physiological Psychology PSY 591 Physio-Clinical Seminar</p>	<p><u>Individual Bases of Behavior</u> CPY 670 Individual Differences</p>
<p><u>Social Bases of Behavior</u> CPY 676 Social Bases of Behavior PSY 550, 551 Advanced Social Psychology PSY 582 Community Psychology PSY 542 Social Development</p>	<p><u>Developmental Bases of Behavior</u> CPY 691 Human Development CPY 672 Human Diversity EDP 530 Theoretical Issues and Research in Human Development EDP 598 Lifespan Human Development</p>
<p><u>Cognitive-Affective Bases of Behavior</u> EDP 540 Theoretical Views of Learning PSY 535 Cognitive Processes</p>	

Completion of these requirements is consistent with the accreditation criteria of the APA and enables graduates to meet the specific licensure requirements of most states. Since some states now require six credits in each of the core psychology areas, students are advised to consider completing one or more courses in these areas. Any proposed addition to the above list of courses must be brought before the Training Committee for consideration and a vote.

Domain 3: Empirical Foundations

Our empirical foundations requirement consists of 18 semester credits beginning with the EDP 554 Analysis-of-Variance Methods. Three other courses are also required. EDP 503 Introduction to Qualitative Research may be taken anytime. First year students are expected to enroll in the CPY 702 Research Methods in Counseling Psychology and CPY 701 Science and Practice of Counseling Psychology year-long research sequence in their first year. The final required course may be chosen from the following list or other similar courses can be substituted with faculty approval.

EDP 556 Data Processing Techniques in Measurement and Research

EDP 651 Methods and Practices of Qualitative Research

EDP 652 Multivariate Procedures for Data Analysis

EDP 654 Structural Equation Modeling in Educational Research

Master's Equivalency Research Requirements: It is essential that students make steady progress in their development as researchers, just as they do in their development as counselors. Therefore, students should complete a number of research projects while in the program that lead to presentations at professional meetings and publications in referred journals. Toward this end, we require that students participate substantively in at least one research project prior to taking comprehensive examinations. Substantive participation means that students take a primary or fully collaborative role in conceptualizing, designing, and implementing the research project; in analyzing the data; and in writing up the research report for submission to a professional meeting or journal. Acceptance of the report for presentation or publication is not a part of this requirement.

Students will work with their advisor/committee members to fulfill this requirement. Students defend their research before their committee members. All doctoral students are required to complete the thesis/thesis equivalency prior to the start of the third year. Failure to complete the thesis/thesis equivalency at this time will mean that students will not be able to enroll in Field Work (CPY 783) or supervision practicum.

Domain 4: Counseling Theory and Method

This domain is broken down into five substantive areas important to the research and practice of counseling psychology. Students are expected to take at least 1 course in each of the five

areas. Specific courses (other than those required) are approved by advisor on the basis of the student's goals. The areas (with sample courses listed) are:

<p><u>Counseling Theory and Intervention</u> CPY 677 Advanced Counseling* CPY 678 Supervision Theory* CED 672 Family Counseling CPY 691 Optimal Human Development CPY 591, 691, 791 Advanced Seminars</p>	<p><u>Consultation/Prevention</u> CPY 660 Prevention & Consultation* CPY 691 Grant Writing EDP 591 S: Community Crisis Intervention CPY 675 Health and Wellness Counseling CPY 591, 691, 791 Advanced Seminars</p>
<p><u>Psychological Assessment</u> CPY 651 Personality Assessment* EDP 560 Individual Intellectual Assessment CPY 591, 691, 791 Advanced Seminars</p>	<p><u>Multicultural Diversity</u> CPY 674 Counseling of Women CPY 591, 691, 791 Advanced Seminars SWG 591 Gay and Lesbian Issues CPY 650 Counseling Latinos</p>
<p><u>Career Psychology of Counseling</u> CPY 644 Psychology of Careers CPY 591, 691, 791 Advanced Seminars</p>	

*Required course. Various advanced seminars (CPY 591, 691, and 791) will be offered each semester on latest content in the field. Students are expected to specialize in one of the five areas and are thus required to take 3 courses in one of the above areas.

Domain 5: Counseling Practice

The course work and counseling experiences falling under this domain include CED 680 (Master's Practicum), CPY 780 (Doctoral Practicum), CPY 783 (Field Work), and finally, completion of an APA-approved Internship (CPY 784). Specific information on these components is below:

Master's Practicum. One semester CED 680 (6 credits) is required for students entering the program without a master's degree.

Doctoral Program. Two semesters of CPY 780 Practicum are required. Each practicum section is a 3-credit academic course directly supervised by a member of the Counseling Psychology faculty. Practicum is designed to provide the student with the APA-minimum 400-hour experience over the course of an academic year.

Practicum clients are seen in the Counselor Training Center, located on the fourth floor of Payne Hall. This well-equipped training-treatment facility is administered by our division and provides services to university and community populations.

Field Placement. Two semesters of CPY 783 are required. Field placements are advanced practica that occur in settings both on and off campus. Each section of field placement is a 3-credit academic course directly supervised by Counseling Psychology faculty and faculty associates. Field placements ensure training well beyond the APA-minimum 400-hours experience. The Training Committee must approve all field placements. An optional section of CPY 783 focusing on supervision is available for students who may be preparing for university faculty or supervisory positions.

Students must have their thesis (or thesis equivalency) done by May 1 of their second year to be allowed to be approved for placement. This process will involve completing a formal fieldwork application and then review by the faculty. If students are deemed to not be making adequate progress on their thesis, in the program, or have inadequate clinical skills, they will not be approved for field placement.

Internship. Each student is required to complete an internship (CPY 784) as part of the Counseling Psychology Training Program. The purpose of the internship is to provide the opportunity to apply new knowledge and skills with continuing supervision. The internship is considered a critical step for students preparing to function as independent doctoral-level professionals and, as such, is relevant even to those who have already had considerable practicum and/or employment experience.

Students must arrange internship placements for themselves. All students are required to apply to internship via APPIC internship match services. If a student is not matched, he or she may petition the training committee to do an internship in a non-APA-approved setting. That petition must demonstrate how all APA internship guidelines will be met. Over the past few years our students have routinely secured internships at highly respected APA-approved sites across the nation.

Internship Statistics: Since 2000, 76 students have sought internship placements. Of these individuals, 75 obtained paid internships (99%), 66 (87%) obtained APA-accredited internships,

67 (97%) obtained APPIC member internships, and one individual obtained a two-year half-time internship.

The internship is taken after the completion of coursework, practica, and comprehensive exam portfolio assessment and after the dissertation proposal has been approved. Students further along in the data-analysis and writing phases may schedule their dissertation defense, but are not permitted to graduate until the internship is completed.

Students must make a formal application to the faculty in the spring (May 1) prior to when they wish to apply for internship. The faculty then reviews student progress through the program

and make a formal decision regarding readiness and formal approval to apply for internship. Students are required to have their dissertation proposal successfully defended by May 1 for the training director to be able to endorse the student as ready to the external internship agencies. All students will be required to successfully complete their dissertation proposal by the same May date that applies to the general application for readiness. So students will need to make internship readiness applications and successfully defend their dissertation proposal by May 1 of the year prior to their applying for internships.

INDEPENDENT PRIVATE PRACTICE

Although we encourage our graduates to pursue licensure, our primary training objectives are to prepare students for academic, research, and/or practice careers in, for example, university and other service delivery settings. We do not view our program as appropriate for those applicants wishing to pursue a career in the independent private practice of psychology on a full-time basis. Applicants to our program should also be aware that the independent private practice of psychology on even a part-time basis prior to graduation would be a violation of Arizona Revised Statutes 32-2701 and 32-2083.

Now, it is the case that skills of a psychological nature are acquired in graduate programs such as counseling, special education, and social work. Graduates of these programs, who are in the independent private practice of their profession, are well within the law as long as they do not invoke the words “Psychologist” or “Psychology” to refer to themselves or their services. However, when graduates of such programs become doctoral students in Counseling Psychology, their professional identity becomes that of a psychologist-in-training, and we view the independent practice of that identity “under another name” as a violation of APA’s Ethical Code. We are required to consider all facets of professional behavior in our annual reviews of student progress and to report any violations of APA ethical standards to future employers and licensing boards.

FORMAL MONITORING OF STUDENT PROGRESS

Because of the interpersonal skills essential to the conduct of Counseling Psychology practice, the faculty reserves the right to evaluate each student's suitability for continued training. Faculty meetings for the purpose of monitoring student progress on both academic and interpersonal competence indices are held two times a year. The student is expected to maintain a grade point average consistent with Graduate Studies standards and achieve no less than "satisfactory" ratings from counseling practice supervisors.

PROFESSIONAL DEVELOPMENT

Doctoral students are encouraged to become active in the Doctoral Students Organization (DSO) and its various leadership activities. The DSO serves as a peer mentoring organization, as well as a networking vehicle for prospective students. Students are also encouraged to become student affiliates of the **American Psychological Association** and the **American Counseling Association**. Each year Counseling Psychology students make presentations of their research at local, regional, and national conferences.

THE ADMISSIONS PROCESS

Applicants to doctoral study in Counseling Psychology must first meet the admissibility standard referred to in the profession as the "FRK index" which is calculated by the following formula:

$$\text{FRK index} = \text{Undergraduate GPA (or Jr/Sr GPA)} + (\text{GRE verbal} + \text{GRE quant}/400)$$

A minimum FRK index of 5.5 is required for admission to graduate study in the division. A FRK of 5.5 can be had, for example, by an undergraduate grade point average of 3.00 and Graduate Record Exam scores of 500 in both the verbal and quantitative areas. The FRK index formula permits higher GRE scores to compensate for lower GPA and vice-versa.

As with most doctoral programs in Counseling Psychology, admission is highly competitive. We average about 150 applications per year and accept around 10 students. Many applicants who have FRK scores in excess of 5.5 are not admitted because our faculty size is not large enough to provide proper training to all who qualify on this dimension. The average FRK index score of students admitted to doctoral study in Counseling Psychology over the past few years has been approximately 6.4; mean jr/sr GPA, GRE verbal, and GRE quant scores comprising the FRK have been about 3.5, 540 and 570 respectively. Once accepted, we faculty work closely to help our students finish the program; our attrition rate is less than 10%. Over the past decade approximately equal numbers of men and women have been enrolled, however, in recent years more women than men have applied and been admitted. Our ethnic minority representation is about 40%.

The application deadline for Fall 2011 is December 1, 2010.

To apply to the program, applicants must submit both the Graduate Degree application and the materials required by the Counseling Psychology program as directed in this section. Inquiries may be sent to ccp@asu.edu.

Graduate Application. The graduate degree application is to be submitted online. The application and details about Graduate College requirements are on the Internet at <http://gradaute.asu.edu/admissions>. It is the applicant's responsibility to peruse the application information and not overlook requirements that delay processing the application. Applicants are also responsible for ensuring that their files are complete.

Supplemental Materials required by the Counseling Psychology program. The following materials are required by the program and are to be submitted online or to Admissions Secretary, Counseling Psychology, Arizona State University, Payne 446, MC-0811, Tempe, AZ 85287-0811. (DO NOT FAX) Applications that were started prior to online submission software activation may need to either submit a new application or send hard copies of all supplemental materials.

- Three letters of recommendation. We prefer that two of these letters be from persons familiar with your academic work, unless you have been away from school for many years. It is in your best interests to request that these letters address, in a detailed way, your interpersonal competence, your promise as a scientist practitioner, and your career goals (i.e., our evaluation criteria). As part of the application process, you will be asked if you do or do not waive your right to review the letter of recommendation sent on your behalf. Each recommender will be informed of your decision and asked to send their letter of recommendation electronically directly to ASU. If you are not able to have your letter of recommendation sent electronically, a link to the waiver form is available at <http://sls.asu.edu/cp/docs/cpyref.pdf>. You sign the waiver forms and give to individuals who write on your behalf. Each recommender should attach the waiver form to the letter of recommendation and send it to you in a sealed envelope with his/her signature over the seal. You then submit the unopened letters with your other supplemental materials.

Please upload the following to your application:

- A brief personal statement, 600 words or less describing your history, your academic and professional goals, and your reasons for selecting the Counseling Psychology program at Arizona State University. Please be sure to put your name and ID on each page.
- A completed Biographical Information Form. (<http://sls.asu.edu/cp/docs/bioform.pdf>)

- A seven-page sample of your expository writing (e.g., taken from a paper you have prepared for a course or a report on a project you have completed in our field). In evaluating these samples, we look for evidence of scholarship and research potential as well as writing ability.

All of your application materials must be submitted by **December 1** in order to ensure consideration for admission the following fall semester. Keep in mind that processing takes time, so plan to take the GRE (and TOEFL if needed) well in advance of the deadline. It is the applicant's responsibility to make sure that all materials are sent to the correct offices early enough to be received by the deadline.

Soon after the application deadline, the Admissions Committee identifies a pool of the most promising applicants for further evaluation. In addition to strong FRK scores the successful applicant will have 1) highly-developed expository writing skills, 2) recommendations indicating excellent interpersonal competence and outstanding potential as a scientist-practitioner, and 3) career aspirations congruent with faculty resources and program objectives. During the final phase of the selection process, finalists will be asked to participate in personal interviews and to provide additional evaluative data. In cases where a personal interview causes undue hardship, a telephone interview may be substituted. **Interviews of applicants typically occur in late February and early March.**

Offers of admission will be made around the beginning to middle of March. Students will be informed if they are offered a spot in the incoming class, a spot on the alternate list or rejected. Students offered admission have until April 15 to notify the program in writing of their decision to accept the offer of admission or not. Acceptance of an admissions offer means that the student has read the policies and procedures and agrees to abide by them.

THE ADVISING PROCESS

Initially students are assigned a temporary advisor. They can select a "permanent" advisor when they are ready to and can change advisors whenever they want. The Training Committee is fully responsible for the design and modification of the doctoral curriculum and thus serves as a "program committee" for each student. The program advisor serves primarily as a resource person, an advocate, and a mentor; judgments on matters of curriculum compliance, however, are referred to the Training Committee. That committee monitors each student's academic progress and ultimately certifies adherence to graduation requirements.

After a semester or so in residence, students have had an opportunity to get to know program faculty well enough to select a dissertation advisor and committee. One's choice of a

dissertation advisor should be made on the basis of similar research interests. Consequently, there is no expectation that the faculty advisor should fulfill the role of dissertation advisor. The dissertation committee, likewise, should be selected with an eye toward their potential for contributory expertise. Dissertation committees consist of a minimum of three faculty members, a majority of whom must be selected from the Training Committee.

THE COMPREHENSIVE EXAM/PORTFOLIO ASSESSMENT

The Comprehensive Portfolio of the Counseling Psychology Program is designed to establish essential tasks for students to demonstrate professional competencies outside the area of clinical practice. Practice is excluded from the portfolio because the practicum, fieldwork, and internship experiences required of all students allow for the systematic development of clinical skills and the thorough evaluation of those skills. The portfolio establishes a comparable set of tasks and accompanying evaluations with which students can demonstrate competency in research and scientific writing, professional presentation, teaching, grant development, clinical supervision, consultation, and professional leadership.

The portfolio itself consists of the documentation relevant to the completion of five tasks, as well as a copy of the Program of Study as filed with the Graduate College prior to submission of the completed portfolio. The required documentation is indicated below, along with the description of the tasks. The original portfolio is included in the student's official file in the Division Office; separate copies of the portfolio are kept by the student's advisor and the student. It is the student's responsibility to ensure that the portfolio is current at all times and that the original portfolio and the copies are completely consistent. The student is to obtain the advisor's signature on the Portfolio Completion Form attesting to the completion of the portfolio tasks.

The first tasks of the portfolio include three required tasks and a choice of two or four others. These are as follows:

Three Required Tasks

Task	Documentation
The student must serve as lead or sole author on a paper presented at a regional, national, or international professional conference.	Acceptance letter from the conference; page from conference program listing the presentation; copy of the paper.
The student must serve as lead or sole author on a research manuscript submitted to a national refereed journal; the manuscript must be deemed	Written acknowledgement of receipt of the manuscript from the journal editor; memo from the student's advisor attesting that the manuscript is publishable; copy of

publishable by the student's advisor.	the manuscript. (<i>Note.</i> It is not necessary that the manuscript be accepted for publication.)
The student must independently teach, or co-teach with a faculty member, a university course for one semester. (<i>Note.</i> The student must actually assume a teaching role, not simply an ancillary teacher's aide role.)	Course evaluations specifically attesting to the <i>student's</i> adequacy as a teacher; written feedback from a faculty member who has observed one class session, again attesting to the student's adequacy as a teacher; copy of the course syllabus.

Two of the Following Four Tasks Required

Task	Documentation
The student must serve as lead or sole author on a research or program grant (<i>not</i> a travel grant) submitted to an internal (university) or a principal in an application to an external agency. The grant must include a proposal and a budget.	Written acknowledgement of receipt of the grant from the agency to which it is submitted; memo from the student's advisor attesting that the grant meets the RFP stipulations; copy of the grant.
The student must supervise a master's-level counseling student for one semester of practicum, under the rubric of the supervision practicum in Counseling Psychology.	Written feedback from the supervision course instructor attesting to the student's satisfactory supervision; satisfactory grade in the supervision course.
The student must serve as a consultant, or co-consultant, with a faculty member, to an organization. This organization may be academic, professional, commercial, industrial, governmental, not-for-profit or the like. The consultation may include (but is not limited to) such strategies as needs assessment, training, conflict resolution and group facilitation.	Written feedback from the student's consultation supervisor attesting to the student's satisfactory work as a consultant; copies of any reports or materials developed (if these are not confidential).
The student must serve in a professional leadership or advocacy role within the psychological profession for one academic	Letter from the student's supervisor in the association describing the student's activities; time log signed by supervisor.

year, as committee member or volunteer.	
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DISSERTATION REQUIREMENTS

General information on dissertation requirements appears in the *Arizona State University Academic Catalog* available at <http://catalog.asu.edu>. Everything you'll need to know about preparing a thesis or dissertation including the process, format guidelines, contact information, and the [Format Manual](#) is available <http://graduate.asu.edu/format/index.html>. The Graduate College also offers format advising whereby graduate students may direct specific inquiries to format advisors by email to gradformat@asu.edu or by making an appointment in Interdisciplinary B wing, room 170.

All students will be required to submit an electronic copy of the FINAL form of their thesis, thesis equivalency, or dissertation on a CD to the Faculty head. The format for these files should be either Word or PDF. The CD file needs to be labeled "Lastname_Firstname_degree_yearofdegree" e.g., Tracey_Terence_PhD_1981. These electronic files will then be loaded on the Division Web pages.

CPY EVALUATION AND DISMISSAL POLICIES

ROUTINE ANNUAL EVALUATION OF STUDENT PROGRESS

Student progress through the program is assessed twice in the first year—once at the end of each semester—once a year thereafter, at the end of the academic year. First-year students do not turn in any paperwork for their first-semester review; the faculty simply holds a meeting to discuss their progress. But *all* students in the program, in anticipation of their year-end review submit to the faculty head a completed **Annual Review of Student Progress** on or before the date announced by the faculty head in the spring semester. On the same date, students planning on applying for internship the following year also submit to the faculty head a completed **ASU Intern Approval Application**.

After these forms have been submitted, and on a date designated by the faculty head, faculty meet to discuss student's progress through the program. The standard for satisfactory performance is regular progress through the program—that is, all aspects of the program are completed at the expected time—and each aspect of the program is completed at a satisfactory level, as determined in advance for each aspect of the program (via course syllabi, practicum and field work evaluation criteria, master's thesis or equivalency standards, comprehensive examination portfolio documentation standards, internship evaluation criteria, and dissertation standards).

RECOMMENDED DISMISSAL FROM THE PROGRAM

A recommended dismissal of a student from the program represents the determination of the faculty that the student has not demonstrated an expected level of performance in academic work (which includes clinical work) or in other critical areas of professional conduct—and that the student is not to be given an opportunity (or an additional opportunity) to remediate the deficiency. Recommended dismissal may follow a period of probation, but it does not have to.

Rules regarding recommended dismissal of a student from the program include the following:

First, the dismissal discussion is confidential.

Second, the student may, but is not required to, appear before the faculty, or provide the faculty with a written statement, or both. Any oral or written statement by the student is expected to focus solely on the behavior at issue.

Third, performance standards on which a recommended dismissal could be based are written and made available to students upon entering the program. These standards may be found in a variety of sources: Internal program documents include course syllabi, practicum and internship evaluation criteria, master's thesis or equivalency standards, and comprehensive examination standards. Documents external to the program include APA's (2005) **Code of Ethics** (<http://www.apa.org/ethics/code/index.aspx>), university regulations concerning academic or scientific misconduct, and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.

Fourth, the dismissal recommendation is made by the faculty as a whole on a majority vote, based on examination of the evidence.

Fifth, if the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student and to the Graduate College.

The following paragraphs describe five circumstances that might be basis for dismissal.

1. Failure to maintain minimum academic standards. (a) Students are placed on academic probation whenever their cumulative graduate GPA drops below 3.0. Students on academic probation have one semester to raise the graduate GPA to 3.0 or above and thus return to good standing. Students failing to meet this requirement are not

permitted to re-enroll unless this is recommended by the program and approved by the Graduate College; otherwise, they may be dismissed from the program. Students in the program who are on academic probation may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case by case basis. (b) As a matter of program policy, no grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period. (c) Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a cumulative GPA of 3.0 or above.

2. Unsatisfactory performance in counseling practicum, field work, or internship. Students who receive an unsatisfactory performance evaluation from their clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision. A student may also be dismissed for an ongoing failure to accept supervision.
3. Unethical or unprofessional conduct. Students are referred to APA's (2005) **Code of Ethics**, as well as to university regulations concerning academic or scientific misconduct and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Substantial violation of any of these documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program. As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.
4. Circumstances that interfere with training or threaten client welfare. Student conduct that, in the opinion of faculty, obstructs or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program.
5. Felony conviction that affects ability to practice or be licensed. Students whose conduct, within or outside the program, has resulted in a felony conviction that would preclude licensure in Arizona as a counselor may be dismissed from the program.

ACADEMIC APPEALS POLICY

Students who are enrolled in a University College or School of Letters and Sciences course and believe they have been unfairly or improperly graded may be assured of just treatment and fair consideration through the processes described in this document. Any such grievance must be started within the regular semester immediately following the course at issue, whether the student is enrolled in the university or not.

The grievance procedures do not deal with matters that properly belong in personnel proceedings.

Primary Procedures

1. Initially, the aggrieved student should communicate with the faculty member concerned and discuss the problem openly.
2. If this discussion does not result in a satisfactory resolution, the student may appeal to the faculty head or professor in charge of the instructor's area who will employ the area's procedures to resolve the grievance.

If the grievance has not been successfully cleared at this time, the student may request that the grievance be referred to the Office of the Dean, who will forward the case to an Academic Grievance Committee. The committee will convene for the specific purpose of hearing a student academic grievance as needed.

Secondary Procedures

1. The student must file a written statement of the grievance with the dean. The grievance must include a description of the specific events, actions, course and grade (if applicable), relating to the grievance and the resolution the student is seeking.
2. The dean will form a three-person Academic Grievance Committee and appoint a committee chair who will:
 - a. Notify the student that all further communication related to the grievance should be made with the chair of the panel.
 - b. Forward a copy of the grievance to the faculty member against whom the grievance is filed and request the instructor to file three copies of a written response with the panel chair within seven (7) days after receiving a copy of the grievance.
 - c. Forward a copy of the student grievance and faculty response to the faculty head of the area offering the course and ask that administrator to provide an opinion on the case at hand to the committee within seven (7) days after receiving a copy of the two documents.

3. The committee chair will:
 - a. Forward copies of the grievance, the instructor's response to the student, and the response from the faculty head to the other members of the panel.
 - b. Schedule a hearing, which may consist of one or more meetings with the student and the instructor, to hear the positions of the student and instructor respectively, related to the grievance. The first meeting will be scheduled no later than 30 days after the panel chair received the grievance.
4. If the student or instructor believes a member of the panel should not participate, based on perceived or actual bias or conflict of interest, the student or instructor may request, in writing, that the panel member be excused and the dean will appoint another member of the faculty to serve on the committee. If a designated committee panel member believes he or she has a bias or conflict of interest which would negatively impact on the ability to decide the grievance fairly, the panel member will excuse himself or herself, notify the dean, and the dean will appoint a new panel member.
5. The student and instructor may provide documents to the panel for review and consideration, if three (3) copies of the documents are provided to the panel chair at least 10 days before the first scheduled date of the hearing. However, the chair of the panel will advise the student and the instructor that the panel will only consider documents that specifically relate to the grievance and response. The panel chair will retain one set of documents and forward the other two sets to the other two panel members at least seven (7) days before the hearing.
6. In keeping with the Family Education and Privacy Rights Act, if the grievance involves the grievant's grade, other matters, or information contained in the grievant's academic or educational records maintained by ASU, it is presumed that the student has consented to the review of such information by the filing of the grievance. In the event any information will be reviewed or provided to the panel related to grades or information contained in the educational records or academic files of students other than the grievant, such information is considered confidential under the Family Education and Privacy Rights Act and the panel shall proceed as follows:
 - a. The panel will obtain the written consent of the students involved (other than the grievant) to review grades or information from their educational records, OR
 - b. The chair of the panel will excise the names, social security numbers, addresses, and any other identifying information from the education records of the students involved (other than the grievant).
7. The hearing shall be conducted by the panel chair and shall be closed. Participants may be accompanied by an advisor of their choice. Advisors may make an oral statement on behalf

of, and confer with, their advisee. Advisors may not directly address the committee or other participants. Arrangements for the order of appearance, for submission of materials, testimony, and related matters should be made through and by the panel chair.

8. At the hearing, the grievant will present his or her position first and try to do so within 30 minutes, including presentation of witness testimony and documentation. The chair may extend the time if necessary. The members of the panel may question the grievant during the presentations of their testimony. The instructor may question the student at the end of the presentation, but questioning should be limited to approximately 10 minutes or less. The chair may require the instructor to direct questions to the grievant through the chair.
9. The same process will be followed with the presentation of the instructor's case.
10. All questions should be related to the specific allegations of the grievance or statements in the response and the chair has final authority to judge relevancy.
11. The chair of the panel will digitally record the hearing and the digital file will be maintained by University College/School of Letters and Sciences for two years after the decision on the grievance is made. The student and/or instructor may record the meeting at their own expense and with their own equipment.
12. After the presentations of the grievant and instructor have concluded, each will be excused while the panel deliberates.
13. The chair of the panel shall prepare a written report with the recommendations of the majority of the panel for the dean. If there is disagreement among the panel, a minority report and recommendation may be submitted by the dissenting panel member to the dean. The report shall include:
 - a. Identity of student grievant and instructor involved in the grievance.
 - b. Date grievance and response were filed with the committee.
 - c. Identity of the panel members who heard the grievance.
 - d. Dates the panel met to conduct the grievance.
 - e. Summary of the positions of the student and instructor.
 - f. Summary of the testimony and documents presented.
 - g. Conclusions of the panel.
 - h. Recommendations of the panel.
14. The dean will take final action in each case after full consideration of the committee's recommendation. The dean, if any are recommended, may make grade changes. The dean shall inform the student, the instructor, the appropriate faculty head, the registrar, and the grievance committee of any action taken.

SUPPLEMENTARY GENERAL INFORMATION

RE-SPECIALIZATION

The Counseling Psychology Program does not currently accept post-doctoral psychologists for re-specialization training.

COSTS

The costs of enrollment can be obtained at <http://students.asu.edu/costs>. If students obtain graduate assistantship support, they are automatically considered in-state residents for tuition purposes. If the assistantship is .25 FTE, students earn \$6,342 for the academic year and receive 50% off tuition remission. If the assistantship is .50 FTE, students earn \$12,684 and receive 100% tuition remission as well as health insurance coverage, if elected. For more information on costs and assistantship benefits, please refer to the Graduate College web page: <http://graduate.asu.edu>.

FINANCIAL AID

Information about and application forms for graduate assistantships and fellowships can be found at the web site: <http://graduate.asu.edu>.

Doctoral students in Counseling Psychology in need of financial support are typically able to secure it throughout all years of doctoral study. Given the vicissitudes of funding opportunities, we cannot guarantee future financial support; nevertheless, past history suggests a favorable future.

Applicants should indicate in a cover letter to the Admission Committee whether or not they are seeking financial aid and to which sources outside of our program (if any) they are also applying. Financial need has no bearing on our acceptance decisions; we extend offers of admission to our most promising prospects regardless of their ability to support themselves.

Applicants will be told whether an offer of admission is accompanied by a financial-support commitment for their first year. It is important to note that an applicant's acceptance of an offer of financial aid becomes binding in accordance with a resolution adopted by the Council of Graduate Schools in the United States. This resolution is supported by four granting agencies and 317 institutions of higher learning; it reads in part as follows:

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before

April 15, and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above

Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

The Council of Graduate Departments of Psychology has modified the resolution regarding offering an accepting financial aid after April 15 as follows:

An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on behalf of the offering institution.

FACULTY

COUNSELING PSYCHOLOGY

G. Miguel Arciniega (PhD, University of Arizona), Associate Professor

Specialty: Multicultural counseling with specialization in Latino families, marriage and family counseling, and community counseling. Sample publications:

Arciniega, G.M., Anderson, T., Tovar-Blank, Z., Tracey, T. (2008). Towards a fuller conception of machismo: Development of a Traditional Machismo and Caballerismo scale. *The Journal of Counseling Psychology, 55*, 19-33.

Arciniega, G.M. & Newlon, B. (1998). Cross-cultural considerations in theories of counseling. In D. Capuzzi & D. Gross (Eds.) *Counseling and psychotherapy: Theory and application*. Englewood Cliffs, New Jersey: Prentice Hall.

Arciniega, G.M. & Newlon, B. (1998). Group counseling: Cross-cultural considerations. In D. Gross & D. Capuzzi (Eds.), *Introduction to group counseling: Strategies for the 1900's*. Love Publishing Company.

Arciniega, G.M. (1998). Hispanic families and psychosocial variables. In *The Three Hundred Billion Dollar Market*, National Hispanic Corporate Council, (Workshop Book) Washington, D.C.

Email: m.arciniega@asu.edu

Bianca L. Bernstein (PhD, University of California, Santa Barbara), Professor

Specialty: Broadening participation of women and minorities in science careers, gender and ethnic issues in counseling, clinical supervision, preparing future faculty, graduate education reform. Sample publications:

Bernstein, B.L., Principal Investigator with Russo, N.F., co-PI (2007-2009). "CareerWISE: Internet-Delivered Resilience Training to Increase the Persistence of Women PhD Students in STEM Fields." National Science Foundation grant.

Bernstein, B.L. & Russo, N.F. (in press). Explaining Too Few Women in Academic Science and Engineering Careers: A Psychosocial Perspective. (56 pages) In M. Paludi (Ed.), *Series on The psychology of women at work: Challenges and solutions for our female workforce*. Vol 2: Obstacles and the identity jungle. Westport, CN: Praeger Press.

Bernstein, B.L. & Russo, N.F. (2007). Career paths and family in the academy: Progress and challenges. In M.A. Paludi & P.E. Neidermeyer (Eds.) *Work, life and family imbalance: How to level the playing field*. (pp. 89-119) Westport, CN: Praeger Press.

Chen, Eric C., Bernstein, B.L. (2000). Relations of complementarity and supervisory issues to supervisory working alliance: A comparative analysis of two cases. *Journal of Counseling Psychology*, 47, 485-497.

Email: bbernstein@asu.edu

Charles D. Claiborn (PhD, University of Missouri), Professor

Specialty: Counseling process, social psychological approaches to counseling, research methods, training and supervision. Sample publications:

Claiborn, C.D., Goodyear, R.K., & Horner, P.A. (2002). Feedback. In J.C. Norcross (Ed.), *Psychotherapy relationships that work*. (pp. 217-233). New York: Oxford University Press.

Goodyear, R.K., Tracey, T.J.G., Claiborn, C.D., Lichtenberg, J.W., & Wampold, B.E. (2005). Ideographic concept mapping in counseling psychology research: Conceptual overview, methodology, and an illustration. *Journal of Counseling Psychology, 52*, 236-242.

Hanson, W.E., & Claiborn, C.D. (2006). Effects of test interpretation style and favorability in the counseling process. *Journal of Counseling and Development, 84*, 349-357.

Email: Claiborn@asu.edu

Cynthia E. Glidden-Tracey (PhD, University of Illinois at Urbana-Champaign), Clinical Associate Professor

Specialty: Issues of gender and culture in therapy, supervision, theories and treatment of addictions, interpersonal psychotherapy. Sample publications:

Glidden-Tracey, C. (2005). *Counseling and therapy with clients who abuse alcohol and other drugs: An integrative approach*. Mahwah, NJ: Lawrence Erlbaum Associates.

Glidden-Tracey, C.E., & Parraga, M.E. (1996). Assessing the structure of vocational interests among Bolivian university students. *Journal of Vocational Behavior, 48*, 96-106.

Glidden-Tracey, C.E., & Wagner, L. (1995). Gender salient attribute x treatment interaction effects of ratings of two analogue counselors. *Journal of Counseling Psychology, 42*, 223-231.

Email: Cynthia.Glidden-Tracey@asu.edu

Judith Homer (PhD, University of Oklahoma), Clinical Associate Professor

Specialty: Treatment of sexual abuse, counseling women, conflict management, clinical practice consultation.

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John J. Horan (PhD, Michigan State University), Professor

Specialty: Cognitive-behavioral and computer-based interventions, experimental methodology. Sample publications:

Horan, J.J. (2006-2008) The Virtual Counseling Center. CRESMET. Arizona State University, Tempe. <http://vcc.asu.edu>.

Maurico, A.M., Dillman-Carpentier, F., & Horan, J.J. (2005). An experimental evaluation of an Internet-delivered conflict resolution curriculum in a secondary school setting. *Journal of School Violence Prevention*, 4(3), 37-48.

Sheehy, R.S. & Horan, J.J. (2004). The effects of stress-inoculation training for first year law students. *International Journal of Stress Management*, 11, 41-55.

Horan, J.J. (1996). The effects of computer-based cognitive restructuring on rationally mediated self-esteem. *Journal of Counseling Psychology*, 43, 371-382.

Kinnier, R.T., Kernes, J.L., & Dautheribes, T.M. (2000). A Short List of Universal Moral Values. *Counseling and Values*, 45, 4-16.

Email: horan@asu.edu

Richard T. Kinnier (PhD, Stanford University), Professor

Specialty: Values and meaning-of-life issues. Sample publications:

Kinnier, R.T., Kernes, J.L., Hayman, J.W., Flynn, P.N., Simon, E., & Kilian, L.A. (2007). Values most extolled in Nobel Peace Prize speeches. *The Journal of Psychology*, 14, 581-587.

Kinnier, R.T., Dixon Rayle, A., Barratt, T.M., & Moyer, E. (2008). Should universalism trump cultural relativism in counseling? *Counseling and Values*, 52, 113-124.

Kinnier, R.T., Kernes, J.L., Tribbensee, N.E., & VanPuymbroeck, C.M. (2003). What eminent people have said about the meaning of life. *Journal of Humanistic Psychology*, 43, 105-118.

Kinnier, R.T., Kernes, J.L., & Dautheribes, T.M. (2000). A short list of universal moral values. *Counseling and Values, 45*, 4-16.

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Sharon E. Robinson Kurpius (PhD, Indiana University), Professor and Training Director

Specialty: Health psychology, ethics, and consultation. Sample publications:

Robinson Kurpius, S.E., & Stafford, M. (2005). *Testing and Measurement: A User Friendly Guide*. Sage Publication.

Robinson Kurpius, S.E., Kerr, B., & Harkins, A. (Eds.) (2005). *Handbook for Counseling Girls and Women: Talent, Risk and Resiliency, Volumes 1 and 2*. Mesa, AZ: MTR Nueva Science.

Robinson Kurpius, S.E., & Foley Nicpon, M. (2003). Menopause and the lives of midlife women. In M. Keitel & M. Kopala (Eds). *Handbook for Counseling Women* (pp. 269-276). Thousand Oaks, CA: Sage Publications.

Email: Sharon.Kurpius@asu.edu

Hung-Bin Sheu (PhD, University of Maryland) Assistant Professor

Specialty: Multicultural counseling and training, career development and well-being of minorities, psychotherapy process and outcome. Sample publications:

Lent, R.W., Singley, D., Sheu, H.B., Gainor, K.A., Brenner, B., Treistman, D. et al (2005). Social cognitive predictors of domain and life satisfaction: Exploring the theoretical precursors of subjective well-being. *Journal of Counseling Psychology, 52*, 429-224.

Sheu, H.B., & Fukuyama, M. (2007). Counseling international students from East Asia. In H.D. Singaravelu & M. Pope (Eds.), *A handbook for counseling international students in the United States* (pp. 173-193). Alexandria, VA: American Counseling Association.

Sheu, H.B., & Lent, R. W. (2007). Development and initial validation of the Multicultural Counseling Self-Efficacy Scale—Racial Diversity Form. *Psychotherapy: Theory, Research, Practice, Training, 44*, 30-45.

Email: Hung-Bin.Sheu@asu.edu

Terence J.G. Tracey (PhD, University of Maryland), Professor and Faculty Head

Specialty: Interpersonal models of personality and psychotherapy, client-therapist interaction, development and structure of interests, supervision, and ethnic identity.

Sample publications:

Gupta, S., Tracey, T.J.G., & Gore, Jr., P.A. (2008). Structural examination of RIASEC scales in high school students: Variation across ethnicity and method. *Journal of Vocational Behavior*, 72, 1-13.

Tracey, T.J.G., & Robbins, S.B. (2006). The interest-major congruence and college success relation: A longitudinal study. *Journal of Vocational Behavior*, 69, 64-89.

Tracey, T.J.G., Robbins, S.B., & Hofsess, C.D. (2005). Stability and change in adolescence: A longitudinal analysis of interests from grades 8 through 12. *Journal of Vocational Behavior*, 66, 1-25.

Tracey, T.J.G., (2002). Stages of counseling and therapy: An examination of complementarity and the working alliance. In Tryon, G.S. (Ed.), *Counseling based on process research: Applying what we know* (pp. 265-297). Boston: Allyn & Bacon.

Tracey, T.J.G. (2002). Personal globe inventory: Measurement of the spherical model of interests and competence beliefs. [Monograph]. *Journal of Vocational Behavior*, 60, 113-172.

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SUPPORTING FACULTY

School Psychology

Linda Caterino (PhD, Arizona State University), Clinical Associate Professor

David Wodrich (PhD, Arizona State University), Associate Professor

Marley Watkins (PhD, University of Nebraska), Professor and Program Leader

Measurement, Statistics, and Methodological Studies

Joanna S. Gorin (PhD, University of Kansas), Associate Professor

Samuel B. Green (PhD, University of Georgia), Professor

Marilyn Thompson (PhD, University of Kansas), Associate Professor

Roy Levy (PhD, University of Maryland), Assistant Professor

Lifespan Developmental Psychology

Angela Arzubiaga (PhD, University of California, Los Angeles), Assistant Professor

Becky Ladd (PhD, University of Illinois, Urbana-Champaign), Associate Professor

Elsie G.J. Moore (PhD, University of Chicago), Professor

Kathryn Nakagawa (PhD, Northwestern University), Associate Professor

Robert Strom (PhD, University of Michigan), Professor

Learning

Sarah K. Brem (PhD, Northwestern University), Associate Professor

Jenefer Husman (PhD, University of Texas-Austin), Associate Professor

Jill Stamm (PhD, Arizona State University), Clinical Associate Professor

Educational Technology

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Gary Bitter (PhD, University of Denver), Professor

James D. Klein (PhD, Florida State University), Professor

Brian Nelson (PhD, Harvard University), Assistant Professor

Wilhelmina Savenye (PhD, Arizona State University), Associate Professor and Program Leader

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Paul Karoly (PhD, University of Rochester), Professor

Richard I. Lanyon (PhD, University of Iowa), Professor

Morris A. Okun (PhD, Pennsylvania State University), Professor

Nancy Felipe Russo (PhD, Cornell University), Regent's Professor

Alex Zautra (PhD, University of Utah) Professor and Director of Clinical Psychology Training

Faculty Associates

Martha Christianson (PhD)

Michael Johnson (PhD)

Shelley Ruelas (PhD)

Jamie Bludworth (PhD)

Julie Savage (PhD)

Kimberly Wright (PhD)

Daniel Schulte (PhD)

Other Faculty Associates

Hyung Chol Brandon Yoo (PhD, University of Minnesota), Assistant Professor, Asian Pacific American Studies and School of Social and Family Dynamics

Mary Dawes (PhD, Arizona State University), Director Academic and Career Exploration, University College

David W. Coon (PhD, Stanford University), Professor, College of Nursing & Health Care Innovations

Sharon Zygowicz (PhD, Arizona State University)

Brian Matheson (PhD, Arizona State University)

COUNSELING PSYCHOLOGY PHD ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Completed applications are due December 1. ALL materials (those sent to the Graduate College and those sent to the program) must be RECEIVED by this date. It takes time to process files, therefore, it is wise to get your materials in 4-6 weeks before the deadline to ensure that all is ready for consideration.

What standardized tests are required?

The GRE is required. The advanced GRE is not required. The GRE can be scheduled through the University Testing Services. Phone 480-965-7146.

Can I use past scores on the GRE?

Yes, you can as long as the test was taken within the last 5 years.

Can I apply to both the MC and PhD programs?

Yes. Two online applications must be submitted to the Graduate College—one for the MC and one for the PhD. Be sure and use the forms associated with the MC to submit items to the MC and the forms associated with the PhD to submit the required supplemental items to the PhD program.

Is a specific undergraduate degree required?

No. It is desired that students have general background knowledge in psychology and counseling, but this is not required.

How many years does it take to complete the PhD?

Most students complete the program in 5-6 years.

Can I submit more than the required three letters of recommendation?

Yes. If you choose to submit more, please be sure that the additional letters are helpful to your application. Having quality letters that discuss your characteristics in detail is desired.

Where are the recommendation forms?

The forms associated with the PhD program can be accessed from the Counseling Psychology program web page: <http://sls.asu.edu/cp/phd/index.html>

How many credits should I take in my first semester?

In general most full-time students take around 12-15 credits (4-5 courses) in their first semester.