

LETTER FROM THE FACULTY HEAD

Dear Applicant,

Thank you for your interest in the Master of Counseling program at Arizona State University. This letter may answer some of your questions about the program.

The Master of Counseling (MC) program in clinical mental health is accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP). The MC program prepares counselors for practice in mental health, education, and social service settings. Like a degree in medicine or law, it is a terminal degree. No further degrees are necessary for the practice of counseling in the state of Arizona and elsewhere. Two years of supervised work as a counselor and passing the National Board of Certified Counselors examination are necessary for certification for private practice.

The State of Arizona has licensure for master's level counselors. Check with our Board of Behavioral Health Examiners for complete information at <http://azbbhe.us/>

While we have offered a school counseling program in the past, we no longer offer this option.

Of the approximately 180 students who apply each year, approximately 40-50 are selected. We are looking for students with high academic ability, relevant work and life experiences, and superior recommendations. We also value multicultural experience; for example, bilingual ability or work experience outside of your cultural background. The typical student we admit has a junior/senior grade point average of 3.5 or above, GRE test scores in the 90th percentile or above, and three or more years of work experience in a helping setting. The successful applicant does not have to be superlative in all areas. However, weakness in one area (e.g., low test scores, little relevant work experience) should be offset by other strengths.

The process of application to the MC program involves multiple tasks. If you decide to apply, get an early start by taking admissions exams and soliciting recommendations as soon as possible, as the deadlines are firm. Please review the information in the Program Admission section of this brochure.

Because of the large number of prospective applicants, it is not possible to arrange for individual meetings with the faculty head concerning admissions or rejections. Group information sessions will be held several times in the fall. Times for these will be posted on the web site after September 15.

Again, thank you for your interest in the Master of Counseling program.

Sincerely,

Terence Tracey
Professor and Faculty Head

MISSION STATEMENT

The mission of the Master of Counseling (MC) program is to prepare students to become clinical mental health counselors, culturally competent to work with diverse clientele in a variety of mental health settings in Arizona and other states. Clinical mental health counselors seek to prevent or treat psychological problems and to promote the health of individuals, families, groups, and organizations in a multicultural and diverse society.

SPECIFIC GOALS OF TRAINING

To prepare students to be:

- Knowledgeable about the profession of counseling and related helping professions.
- Knowledgeable about and accountable to professional ethics.
- Knowledgeable about the philosophy of clinical mental health counseling.
- Competent in implementing culturally appropriate counseling techniques of assessment, intervention, and evaluation with a variety of clients.
- Knowledgeable about theories of counseling, personality, career development, group dynamics, and human development.
- Knowledgeable about the foundations and tools of research and inquiry.
- Competent in evaluating research.

The MC program in clinical mental health was designed according to the standards for mental health counseling by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The State of Arizona has licensure for master's level counselors. Check with our Board of Behavioral Health Examiners for complete information at <http://azbbhe.us/>

The faculty has endorsed the *Multicultural Counseling Competencies* of the American Counseling Association and the *Guidelines on Multicultural Education Training, Research,*

Practices, and Organizational Change for Psychologists and Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients of the American Psychological Association.

PROGRAM OBJECTIVES

The MC 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.

The MC program at Arizona State University is based upon the objectives that reflect both programmatic and individual needs. They are to provide:

- A learning community that is respectful of human rights and individual differences.
- A curriculum that addresses the complexity of a multicultural society and issues of diversity as represented by the populations that counselors serve.
- A curriculum that reflects expertise and competencies, credentialing, and the community needs for culturally competent counselors.
- Opportunity for students to apply their counseling skills in a structured, supervised learning environment.
- A comprehensive program that is open to revision based upon the changing needs of students, faculty, the institution, and society.
- A curriculum and learning opportunities that reflect current professional standards.

TRAINING VALUES OF THE COUNSELING PROGRAM

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, 2014; APA, 2010). 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.” Students who find themselves taking such positions do not belong in the Counseling and Counseling Psychology Programs at ASU.

PROGRAM OPTIONS

The MC degree is a 60-semester-hour professional program that prepares counselors for a number of mental health counseling settings, including colleges, universities, schools, organizational settings and a variety of mental health agencies and community agencies. The program can be completed in no less than two years. Most students can complete the program in 2-3 years, with over half (56%) completing it in 2 years. The program is not designed to be a part-time program.

The **Practitioner Option** places considerable emphasis on supervised field experiences. This option is designed to fulfill the educational and training needs of clinical mental health counselors not planning to pursue further graduate study beyond the MC degree. A comprehensive exam is required to complete this option.

The **Research Option** places considerable emphasis on developing research competencies. Successful completion of a master's thesis is required in this option. The Research Option is designed to meet the needs of students who intend to pursue doctoral study at some future time.

Students who successfully complete all program requirements will receive full program endorsement as clinical mental health counselors. This endorsement is appropriate for the appropriate professional license or certification. Approximately 50% of our graduates report becoming licensed within one year of graduation, and 50% are placed in professional counseling positions within 180 days of graduating.

PROGRAM ADMISSION

Admission to the MC program is based on the applicant's potential for graduate study, previous preparation and experience, and the possession of personal qualities that contribute to success as a counselor. In order to balance student demand with resources available, the program is limited in the number of students admitted each year. Factors that are evaluated in the admission process include:

1. Academic potential as measured by the FRK index.
1. Non-academic professional experiences in areas dealing with teaching and the helping professions.
2. Non-academic life experiences that add breadth in understanding the human condition.
3. Recommendations from persons able to address areas 1, 2, and 3 above.

ACADEMIC POTENTIAL

Applicants to graduate programs at ASU must first meet ASU Graduate Education requirements for admissions (e.g. minimum 3.0 junior/senior GPA, and English language proficiency). Counseling and Counseling Psychology further requires that all applicants score at least 5.5 on the FRK index. Applicants are required to take the aptitude sections (Verbal and Quantitative) of the Graduate Record Exam (GRE). The test must be retaken if scores are more than 5 years old. To compute your FRK index, use the following formula:

$$\text{FRK Index} = \text{UGPA (or JR/SR GPA)} + ((\text{GREV} + \text{GREQ}) / 400).$$

The GRE score in this formula is the "old" GRE score ranging from 200-800. The "new" GRE ranges from 130-170. To use the new GRE score in the above equation, convert the new GRE into the old GRE and plug it into the above equation.

Conversion table: http://www.ets.org/s/gre/pdf/concordance_information.pdf

Recruitment activities and admissions recommendations are program based. Under exceptional circumstances, students whose FRK index falls below 5.5 may still be considered where there is other strong evidence of the student's academic potential. All students must be graduates of accredited higher education institutions.

NON-ACADEMIC/PROFESSIONAL/LIFE EXPERIENCES

Applicants are required to submit a **3-5 page personal statement** that will include information on significant life experiences, professional experiences, personal attributes, personal and professional goals, and other information that will assist the faculty in evaluating the applicant. The following further explains these areas:

1. Brief autobiographical statement
2. An example of how you have overcome an obstacle
3. Multicultural experiences
4. Volunteer or helping related experience
5. Why you want to be a counselor and how will our program help you meet your goal.

RECOMMENDATIONS

Three (3) recommendations are required. These should be from persons able to evaluate the applicant's potential, professional experience, and personal attributes. You will be asked to provide your recommender's email address; ASU will contact recommenders directly.

THE APPLICATION PROCESS

To apply to the program, applicants must submit the online Graduate Application and the materials required by the MC program as directed in this section. Inquiries may be sent to ccp@asu.edu.

The Graduate Application: The Graduate Degree Application is to be submitted online to ASU Graduate Education. Details about application requirements and the link to the application are on the Internet at http://graduate.asu.edu/admissions/how_to_apply. The graduate admissions web site will begin to accept applications for the following fall usually in September. It is the applicant's responsibility to peruse the application information and not overlook requirements that delay processing the application, including ensuring the applicant is applying for the appropriate semester for which applications are being accepted.

Materials Required by the MC Program:

- Personal statement as described in the Non-Academic Professional/Life Experiences section—submit online.
- 3 completed recommendations (see below).
- GRE Score Report—sent separately to ASU Graduate Education.
- Official Transcripts—sent separately to ASU Graduate Education.

As part of the application process, you will be asked to provide the name and e-mail address for each of your recommenders. You will also be asked if you do or do not waive your right to review the recommendation sent on your behalf. Each recommender will be informed of your decision and asked to send their recommendation electronically to ASU. Do not mail or fax materials.

Timeline: The Graduate Application and all materials required by the MC Program must be received prior to the **annual January 15th deadline** for consideration of entry in the subsequent fall. Applications are considered once a year for the fall semester only, there is no spring admission.

Please allow ample time prior to the deadline for administrative processing (6 weeks recommended). Responsibility for meeting the deadline is solely that of the applicant. Incomplete files will not be considered. It is the applicant's responsibility to ensure that the file is complete.

The Counseling program reviews all applications as a pool and accepts students based on qualifications. The admissions committee will need 6-8 weeks (after January 15th) to review the completed files. The committee's recommendations will then be forwarded to Graduate Education for a decision. Applicants will be notified in their MyASU by Graduate Education by April 15 concerning admission to the program. The Program staff cannot release information regarding admission decisions.

Affirmative Action: In all admissions, the Counseling Program, the School of Letters and Sciences and the University are committed to Affirmative Action policy.

PROGRAM

To keep our programs current, faculty revise 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 reserve the right to make modifications to the program, curriculum, and exams to better address student, faculty, program, university and/or community needs.

ADVISOR ASSIGNMENTS

Upon acceptance into the program, students will be informed by letter from the Counseling faculty head of the name of their advisor and will receive information related to orientation and guidelines for effective movement through the program.

PROGRAM POLICIES

The following are policies of the Counseling Program, the School of Letters and Sciences and/or ASU Graduate Education regarding the MC degree:

1. A minimum of 60 semester hours approved by the supervisory committee, the faculty head, and Graduate Education is required for graduation.
2. The information in this section relates to a student's *Plan of Study*. The *Plan of Study* specifies the requirements that students must complete for their degree and is submitted and revised electronically via the interactive POS system (iPOS). In order to facilitate degree completion and shorten time to degree, graduate students must submit their POS by the time they have enrolled for 50 percent of the minimum 60 credit hours required to complete the MC degree. The POS must be approved by the student's advisor, the head of the academic unit, and the ASU Graduate Education dean. The POS becomes a contract between the University and the student that guides the student in completing degree requirements.
 - a. All work toward the MC degree must be completed within six consecutive years. The six years begins with the semester and year of admission to the program. Graduate courses taken prior to admission that are included on the Plan of Study must have been completed with three years of the semester and year of admission to the program.
 - b. Students complete the iPOS online via their myASU link. However the iPOS must be formally approved by the advisor and faculty head. This approval requires that the student print the iPOS and get signatures from these two individuals before the iPOS can be approved. The student should print out the iPOS along with a **completed course checklist** and submit both together to the advisor and then the faculty head for signatures.
 - c. Once a student's official *Plan of Study* has been approved, course changes and changes in the committee are submitted electronically via the iPOS. Any changes must be approved by the advisor, the faculty head, and Graduate Education.

- d. Students must have an approved *Plan of Study* prior to scheduling their comprehensive examination.
 - e. A student must obtain satisfactory evaluations in pre-practicum, practicum, and internship.
 - f. A student must achieve a grade point average (GPA) of 'B' (3.0) or better in all work for graduate credit and in all work specifically included on the *Plan of Study* in order to graduate. If a 3.0 GPA is not maintained, the student may petition to extend his/her program by taking more courses until the required GPA is attained.
3. ASU Graduate Education and the-School of Letters and Sciences have established policies for the acceptance of equivalent graduate courses completed prior to admission to the MC program. The following policies are consistently adhered to:
 - a. A maximum of twelve (12) semester hours taken prior to the semester of admittance may be applied to the MC degree.
 - b. Only courses in which the student has received a grade of 'A' or 'B' are accepted for credit in meeting *equivalent* course requirements.
 4. A substitution for a required course may be allowed if the substituted course is equivalent in content and caliber. Documentation (course syllabus, letter from instructor, etc.) for both the course previously taken and for the course for which substitution is sought must be provided to the student's advisor. The advisor in conjunction with the faculty head and the specific course instructor will decide on equivalency.

CURRICULA

THE PROFESSIONAL CORE

The following are required courses for all MC students:

CED 522 Theories of Counseling and Psychotherapy	3 hrs
CED 523 Psychological Tests	3
CED 527 Prevention & Consultation	3
CED 534 Occupations and Careers	3
CED 545 Analysis of the Individual	3
CED 567 Group Dynamics and Counseling	3
CED 577 Counseling Pre-practicum ^b	3
CED 529 Lifespan Human Development	3
CPY 645 Professional Issues and Ethics ^b	3
CPY 671 Multicultural Counseling	3
CED 680 Practicum ^c	6

CEC 684 Internship ^d	6
CEC 501 Intro to Research and Evaluation in Counseling (or COE 501)	3
CEC 591 Counseling Research Data Analysis ^a	<u>3</u>
Total	48 hrs

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

^aCEC 591 (Counseling Research Data Analysis) is a basic statistics course. Students who have had a similar course as an undergraduate may test out of this course (see advisor for specifics). However if one tests out of this course, the student still needs to take 3 hours so that the total number of hours equals 60. It is also possible for a student to enroll in a course more advanced than CEC 591 (such as a course in regression techniques) instead of taking CEC 591. SOC/FAS 598 (Statistics for Social Sciences) and COE/EDP 502 (introduction to Data Analysis) are both courses that can be taken instead of CEC 591 Counseling Research Data Analysis.

^bCEC 577 and CEC 645 must be taken concurrently or CEC 645 must precede CEC 577.

^c Counseling Practicum (CEC 680) Application

Initial practicum is a very important course in the training of counselors. It is a time when students grapple with applying the content that they have learned with actual clients. Since we have an ethical imperative to provide quality service and to do “no harm,” the faculty needs to make sure that all students who are in practicum have the basic interpersonal skills and qualities needed in being counselors. Further, practicum is a very expensive course in that each student is provided with intensive supervision and support. Hence, there are only a limited number of openings. For both of these reasons (student qualities and course resources), the faculty require that students apply for admission to practicum.

Those students interested in enrolling in counseling practicum (CEC 680) must make formal application in the semester prior to desired enrollment. These applications are available in the Counselor Training Center. Students must have completed CEC 522, CEC 577, CPY 645 and CEC 545 prior to being allowed to register for practicum. The faculty will review applications and make determinations. Decisions about admittance to practicum will be based on an assessment of student skill and readiness as well as course and CTC resources.

Be aware that the program cannot guarantee that every student will be allowed to enroll in practicum when they wish or even at all. The faculty needs to balance student demand with program resources and client demand so that there are appropriate numbers in each semester. Further given the faculty’s ethical responsibility of ensuring competent provision of service, it is

possible that certain students will not be allowed to enroll because of concerns regarding the appropriateness of the placement. As such, there will be a two-step evaluation process. First, students' applications will be reviewed with respect to appropriateness of practicum. If students are deemed appropriate, then specific practicum assignments will be made (i.e. what semester and what sections). If a student is not deemed appropriate for practicum, the faculty will inform the student of specific options such as remediation or termination from the program. This policy is intended to ensure that quality training occurs in practicum.

The faculty recommend that students enroll for no more than 12 hours in the semester that they take practicum (CED 680) given the time intensive nature of the course.

Deadlines:

Fall practicum	Application due April 15 of the previous spring
Spring practicum	Application due November 15 of the previous fall
Summer practicum	Application due April 15 of the previous spring (Be aware that these spots are very, very limited if present at all.)

^d Prior to registration for Internship (CED 684), approval must be received from the student's advisor and practicum supervisor. Registration information is available in the Counselor Training Center. Students must make formal application for internship in the semester prior to the desired enrollment. Issues regarding internship enrollment are identical to practicum described above, appropriateness of placement and availability are reviewed by the faculty. Students may NOT commit to any internship site prior to being approved by the faculty as ready for internship. Some internship sites will require background checks, so **all** students should expect to undergo such background checks. The Internship must span two full semesters and must total at least 600 hours with 240 of these hours in direct client contact.

THE PRACTITIONER OPTION

Students in the Practitioner Option are required to complete the Professional Core. In addition, two courses (6 hours) are required in Methods of Intervention/Behavior Diversity that could include:

- CPY 694 Substance Abuse Counseling
- CED 672 Marriage and Family Counseling
- CED 691 Seminar: (specific counseling approaches, e.g. Brief Psychotherapy)
- CPY 674 Counseling Women
- CPY 613 Child Counseling
- CPY 644 Psychology of Careers

CPY 675 Health and Wellness	
FAS 530 Introduction to Marriage & Family Therapy	
FAS 538 Advanced Techniques in Marriage and Family Therapy	
NUR 578 Gestalt Therapy I	
PSY 578 Developmental Psychopathology	
CPY 623 Counseling At-Risk Youth	
CED 525 Introduction to Evaluation	
CPY 650 Counseling Latinos	
SWG 591 Gay and Lesbian Issues	
Electives (Counseling related—Advisor approval required)	<u>6 hrs</u>
Total	12 hrs

THE RESEARCH OPTION

All students are admitted directly into the Practitioner Option. Any student subsequently seeking admission into the Research Option should follow these steps:

1. The student begins taking statistics and research design courses as soon as possible in their program and meets with faculty advisor to outline a research program of study.
2. The student contracts (i.e., establishes an agreement) with a faculty member willing to serve as thesis advisor who helps to develop the initial research idea into a research proposal.
3. The student and thesis advisor jointly inform the faculty head in writing of their contract to work together. **This notification of the faculty head constitutes admission into the Research Option.**
4. The student and thesis advisor jointly decide on the other two members of the thesis committee, secure their agreement to serve, and notify the faculty head.
5. The student agrees to modify his/her program of study to include the research option requirements.
6. The student completes the research proposal to the faculty advisor's satisfaction and defends the proposal before the thesis committee. This defense must occur before the thesis research can be conducted.
7. Research Option students complete the Professional Core (48 hours) and the following:

EDP 552 Multiple Regression and Correlation Methods	3 hrs
EDP 554 Analysis-of-Variance Methods	3
CED 599 Thesis	6
Elective course(s) if needed to reach 60 credits	<u>(3)</u>
Total	12-15 hrs

Student considering the research option should be aware that it is a major commitment of time and energy on the part of the student and faculty. The decision to enter the research option should be made very carefully and in consultation with the faculty advisor.

Research Option students, just as the Practitioner Option students, are also required to complete 600 hours of Internship.

COMPREHENSIVE EXAMINATION/THESIS

Students in the Practitioner Option must complete a standardized comprehensive examination in order to graduate. Students not passing on the first administration of this test will have only one more option to pass the test. If a student fails after two administrations, the student is recommended for expulsion from the program.

Students in the Research Option must complete a master's thesis in order to graduate. Information pertaining to these can be obtained from the student's advisor.

MC COURSE SEQUENCING

There are a variety of ways of registering for courses. Most courses are offered at least twice a year but some only once. So the two sample course schedules below provide some examples of how one should enroll for courses to ensure that courses are taken in a sequence to enable movement through the program.

(Spring Preprac)		
Year 1 Fall (15 hrs)	Year 1 Spring (15 hrs)	Year 1 Summer (6 hrs)
CED 534*	CED 577	Elective
CED 522	CED 523	CED 527
CED 567	CED 545	
CPY 671	CPY 645	
EDP/COE 502 or CED 501	EDP/COE 502 or CED 501	
Year 2 Fall (12 hrs)	Year 2 Spring (12 hrs)	Year 2 Summer (3 hrs)
CED 680 (6)	Behavior Diversity	CED 684(3)
Behavior Diversity	CED 684 (3)	
CED 529	Elective	

(Fall Preprac)		
Year 1 Fall (15 hrs)	Year 1 Spring (15 hrs)	Year 1 Summer (6 hrs)
CED 577**	CED 680 (6)	EDP/COE 502 or CED 501
CED 522	CED 523	
CED 545	CED 567	
CED 534*	EDP/COE 502 or CED 501 or CED 527	
CPY 645**		
Year 2 Fall (12 hrs)	Year 2 Spring (12 hrs)	Year 2 summer (3 hrs)
CED 684(3)	CED 684(3)	Elective
CED 529	Behavior Diversity	
CPY 671	Elective	
Behavior Diversity	CED 527	

* CED 534 should be taken in the Fall semester of the first year to prevent enrollment problems with CED 680 later

**CED 577 and CPY 645 must be taken concurrently or CPY 645 must precede CED 577.

STUDENT INFORMATION

Current students in the program = 122

Students who graduated in the past year = 48

Students who complete the program within 2.5-3 years = 93%

Estimate of licensure pass rate (of those who have taken the test) = 96%

Job placement rate (within 6 months) at least 50% (only those we have information on)

ISSUES RELEVANT TO ALL MC STUDENTS

ENDORSEMENT POLICY

All of our MC graduates, because they have satisfactorily completed all program requirements, are endorsed to be clinical mental health counselors. This means that they have passed all coursework and successfully passed their comprehensive exam or thesis defense and that three faculty members (their student advisory committee) have signed their completion forms indicating program endorsement.

STUDENT ADVISORY COMMITTEE

Students are encouraged to meet with their faculty advisor to discuss their Plan of Study, movement through the program, completing Practicum or Internship application forms, or career interests. It is a student's responsibility to make appointments. A faculty advisor and committee members are assigned to each student upon acceptance into the program. Faculty hold regular office hours and most are also available at other times.

CHANGING ADVISOR OR COMMITTEE MEMBERS

For various reasons, a student may want to change his/her faculty advisor or committee members. The procedure is as follows:

1. Obtain consent to change from the current advisor. (Consent to the change must be obtained from both the assigned and prospective faculty advisor.)
2. Contact the prospective advisor to ascertain his/her availability and agreement to the proposed change.
3. If the faculty advisor or committee members are to be changed after the Plan of Study has been approved by Graduate Education, the faculty head must be contacted about the proposed changes. It is necessary for the student to open his/her iPOS and click on the "Committee Change" tab at the top of the page and make the appropriate changes as approved by the faculty head, it is also necessary to turn in a paper copy of the signed committee change form to be kept in the student's file.
4. The student will be notified through MyASU when the request has been approved by Graduate Education.

PRACTICUM AND INTERNSHIP

Students need to be aware that it is extremely difficult, if not impossible, to be employed full time and to be able to meet the requirements of practicum and/or internship. These courses require a significant time commitment (10-12 hours per week for practicum and 20 hours per week for internship) and this may not be possible with full-time employment.

In **CED 680 Practicum**, students are called upon to demonstrate counseling skills with actual clients. During this 100 clock hours learning experience, supervisors work closely with students both individually and in small groups. Practica are offered only through the Counseling Training Center (CTC) and are integral to the training of clinical mental health counselors. All practica are graded as pass or fail. Students should expect to commit 10-12 hours per week to the practicum experience. Given this time commitment, it is recommended that students enroll for no more than 12 hours in the semester that they take practicum.

COUNSELING PRACTICUM (CED 680) APPLICATION

Practica are designed to foster the development of the students' counseling skills, promote professionalism, and provide an opportunity for personal growth. It is necessary that students familiarize themselves with the procedures of the CTC prior to beginning any practicum.

Initial practicum is a very important course in the training of counselors. It is a time when students grapple with applying the content that they have learned with actual clients. Since we have an ethical imperative to provide quality service and to do "no harm," the faculty needs to make sure that all students who are in practicum have the basic interpersonal skills and qualities needed in beginning counselors. Further, practicum is a very expensive course in that each student is provided with intensive supervision and support. Hence, there are only a limited number of openings. For both of these reasons (student qualities and course resources), the faculty require that students apply for admission to practicum.

Those students interested in enrolling in counseling practicum (CED 680) must make formal application in the semester prior to desired enrollment. These applications are available in the Counselor Training Center. Students must have completed CED 522, CED 577, and CED 545 prior to being allowed to register for practicum. They should also have completed or be concurrently enrolled in CPY 645 and CED 534. The faculty will then review applications and make determinations. Decisions about admittance to practicum will be based on an assessment of student skill and readiness as well as course and CTC resources.

Be aware that the program cannot guarantee that every student will be allowed to enroll in practicum when they wish or even at all. The faculty needs to balance student demand with program resources and client demands so that there are appropriate numbers in each semester. Further, given the faculty's ethical responsibility of ensuring competent provision of service, it is possible that certain students will not be allowed to enroll because concerns regarding the appropriateness of this placement. As such, there will be a two-step evaluation process. First, students' applications will be reviewed with respect to appropriateness of practicum. If students are deemed appropriate, then specific practicum assignments will be made (i.e., what semester and what sections). If a student is not deemed appropriate for practicum, the faculty will inform the student of specific options such as remediation or termination from the program. This policy is intended to ensure that quality training occurs in practicum.

Deadlines:

Fall practicum

Application due April 15 of the previous spring

Spring practicum

Application due November 15 of the previous fall

Summer practicum Application due April 15 of the previous spring (be aware that these spots are very, very limited if present at all)

The **Internship in Clinical Mental Health (CED 684)** is designed to enhance the student's professional skills in synthesizing his/her learning by providing an opportunity to try out academic theory in an applied setting. Internship is conducted in cooperating community agencies or educational institutions under the supervision of one or more of their professional staff. Internship application is identical to the practicum application with respect to issues involved in placement. As such students must apply for internship in the semester prior to the desired enrollment. If the student is approved, he or she will be allowed to apply to external agencies for a placement. This placement must also then be approved by the internship coordinator. In consultation with the Internship Coordinator and the student's advisor, the student selects an approved site, makes interview arrangements, and completes all necessary paperwork. The internship experience has a 600-clock-hours requirement that includes 240 hours of direct client contact, and average of one hour per week individual or small group (3 interns) supervision, and one and a half hours per week of group supervision. Given this extensive time commitment, the faculty advise that student enroll in no more than 12 hours total when taking internship (and optimal enrollment could be 9 hours).

For purposes of liability, students engaged in any internship placement must be enrolled for internship credit. It may occur that students do not have enough hours at the end of a semester, they may (with internship coordinator consent) continue at the agency until they get the required hours. However for this to occur they must be enrolled for internship credit the following semester. For example, if a student is doing an internship placement in the spring and does not have the required 600 hours, that student may continue at the site (with internship coordinator approval) during the intersession and into the summer. However, the student must enroll for internship credit in the summer to provide coverage. So the intersession can only be done if the student is enrolled in the subsequent semester.

PROFESSIONAL BEHAVIOR AND SOCIAL NETWORKS

Students who use social networking sites (e.g., Facebook, Twitter, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to "private" and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal

information posted on these sites and should never include clients. Students also should not include undergraduate or graduate students for whom they are currently serving as an instructor as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

COSTS

The costs of tuition and fees vary by year. Current figures can be obtained at <http://students.asu.edu/costs>. Tuition and fees are subject to annual approval by the Arizona Board of Regents. **It needs to be noted that due to the intensive nature of the program, students in the MC program are required to pay an additional \$300 per credit.** If students obtain a graduate assistantship of .50 FTE (20 hours per week), their tuition is waived and they have individual health insurance covered. If students are employed between .25-.49 FTE, they are considered in-state residents for tuition and also receive a waiver of 50 percent of their tuition. More information on costs and assistantships is available on the Graduate Education website at <http://graduate.asu.edu>.

FINANCIAL ASSISTANCE

Information related to various forms of financial assistance available to graduate students can be found on the Internet at <http://graduate.asu.edu>.

Note that a portion of the program fees referenced above are set aside for financial aid for those in the program. This money is awarded to students in the program based on need. Students interested in applying for this financial assistance need to apply for financial aid at <http://students.asu.edu/financialaid>.

Teaching and research assistantships and loans are available to graduate students. Admission to the program is a criterion for financial aid. Some assistantships are reserved for new students entering the program; others are available to continuing students with particular expertise. Graduate assistantship applications are available at <http://graduate.asu.edu/forms>.

Assistantships with half-time (20 hours per week) appointments receive a full tuition remission and student health insurance at no cost; however, enrollment is required. Assistantships with quarter-time (10 hours per week) appointments receive a 50 percent reduction in resident tuition. Those with an appointment of quarter time or more are treated as residents for tuition purposes. In addition, assistantships pay a small stipend. For additional information, please see the Graduate Education website at <http://graduate.asu.edu>.

There are a limited number of graduate teaching and research assistantships for which many students apply. These applications form a pool from which recruitment is possible. As the number and types of assistantships become known, the applications are reviewed by faculty heads and selections are made. The policy has been that PhD students receive first consideration.

As teaching and research assistantships become available through the School of Letters and Sciences announcements are posted via the student listserv (CEDSTUD). Individual faculty who have research grants, which include research assistants, follow similar procedures in securing students to work with the grant.

Loans, one of the major sources of aid, are available to students. If you are interested in seeking loan assistance, see the Internet at <http://www.students.asu.edu/financialaid> or send inquiries to the Student Financial Assistance Office, PO Box 87012, Arizona State University, Tempe, AZ 85287-0412.

HOUSING

ASU Main has limited housing facilities for graduate students. Numerous apartments are available in Tempe and adjacent communities that are utilized by the majority of students at ASU. See the various options available (and application process) on the Internet at <http://www.asu.edu/reslife>.

PERSONAL COUNSELING

Students are eligible for personal counseling at ASU Counseling Services (located in the Student Services building) or at any of the counseling centers on the other ASU campuses. The faculty fully recognizes that counseling our own students would constitute a dual relationship and, therefore, refer students who request information about counseling to Counseling and Consultation or to mental health professionals in the area.

PERSONAL AND PROFESSIONAL EXPECTATIONS FOR STUDENTS

There are three categories of personal and professional expectations for students. The first are viewed as general expectations and relate to such areas as maintaining an acceptable grade point average; meeting commitments related to program deadlines, procedures, program forms, and final papers or comprehensive examinations; and behavior consistent with the University Student Code of Conduct.

The second set of personal and professional expectations for students relate to the experiential aspects of the program and center around behaviors appropriate for CED 680 Practicum and CED 684 Internship in Counseling. These expectations are distributed to students on forms descriptive of these various experiential course areas.

The third set of personal and professional expectations for students in that students are encouraged to seek student membership in professional associations. The American Counseling Association (ACA), a professional association composed of over 60,000 counselors and human development specialists, provides leadership training, continuing education, professional development opportunities and advocacy services for its members. ACA has 14 divisions and special interest groups that members may join. Each division publishes a newsletter and may publish journals. Student memberships are available at reduced rates and include subscriptions to the *Journal of Counseling and Development* and *Counseling Today*. Membership applications can be obtained by calling ACA, 1-800-347-6647x222, by fax at 1-703-823-0252, by Internet at <http://www.counseling.org>, or by mail at 5999 Stevenson Avenue, Alexandria, VA 22304-3300. As of April 2014 the membership fee is \$94 for students.

The Arizona Counselors Association (AzCA) is a professional association composed of counselors and human development specialists within Arizona. AzCA provides leadership training, continuing education, and professional development opportunities for its members. Student memberships are available by writing to AzCA at P.O. Box 38551, Phoenix, AZ 85069-8551, email to email@azca.org. You can also apply for membership through the Internet at <http://www.azca.org>. The membership fee for students is \$30.

CED EVALUATION AND DISMISSAL POLICIES

ROUTINE ANNUAL EVALUATION OF STUDENT PROGRESS

Student progress through the program is assessed annually at a faculty meeting toward the end of the spring semester. Students are evaluated with respect to (1) academic performance, (2) professional dispositions, and (3) personal growth. 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 at a satisfactory level, as determined in advance for each aspect of the program (via course syllabi, practicum and internship evaluation criteria, master's thesis standards [if applicable], and comprehensive examination standards [if applicable]). Students can assume that their performance is satisfactory and that they are in *good standing* in the program if they receive no written notification to the contrary after the annual review.

STUDENT DEFICIENCIES AND POSSIBLE CONSEQUENCES

If, in the annual review, the faculty determine any deficiency in a student's progress or performance, the advisor so informs the student by letter, a copy of which is placed in the student's file. The letter describes the deficiency and its consequences to the student, as the faculty have determined. The consequences are determined on a case-by-case basis, according to the nature and circumstances of the deficiency, but there are three general possibilities:

First, the faculty could determine the deficiency to be relatively minor and easily remediable. In this case, the student remains *in good standing* and is required to pursue a course of action to remediate the deficiency, the exact nature and timeframe of which are stated in the advisor's letter, and the completion of which is monitored by the advisor.

Second, the faculty could determine the deficiency to be substantial enough to warrant a remediation contract. In this case, the student is considered *not in good standing* and on probation until the terms of the contract are met. The faculty would also determine who is to be involved, along with the advisor, in drawing up the contract with the student. A remediation contract should (a) describe in behavioral detail each deficiency, (b) state in behavioral detail the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum evaluation criteria), and (c) specify a timeframe for completion of the contract. The contract should be signed and dated by the student, the advisor, and faculty head, with a copy given to the student and another placed in the student's file. The advisor monitors progress on the contract.

When the advisor believes the terms of the contract have been met, he or she so informs the faculty. Based on a review of the student's progress, the faculty then determine whether or not the terms of the contract have been met. If their judgment is positive, the student is once again *in good standing* and *not on probation*, and this decision is communicated in writing to the student, a copy of which is placed in the student's file. If the faculty's judgment is negative, they determine further consequences for the student and communicate these in writing to the student, with a copy placed in the student's file. Further consequences would take the same form as the three general possibilities listed previously.

Third, the faculty could determine the deficiency to be so substantial as not to warrant remediation but rather a recommended dismissal from the program. This is described in the section, "Recommended Dismissal from the Program."

AD HOC EVALUATIONS OF STUDENT PERFORMANCE AND POSSIBLE CONSEQUENCES

Professional ethics demand that student deficiencies be addressed as soon as possible. Many deficiencies can be successfully addressed by the student and faculty member in the context of a course or other experience (e.g., research) without recourse to the more formal procedures described above. Indeed, this is part of the ordinary educational experience. It is incumbent upon the faculty member in such cases to act in a timely manner, so that the student has maximal opportunity to remediate the problem. The student is not placed on probation in the program. The student's successful remediation is simply reflected in the student's course grade or faculty feedback. Nothing is placed in the student's file regarding the incident, nor is it necessarily discussed among the faculty, unless the faculty member in question would like supervision or advice regarding the incident.

However, when student deficiencies cannot be addressed within the context of a course or other experience—either because they are too serious or too broad (i.e., they extend beyond a single course or experience)—they must be brought to the attention of the faculty as a whole, in the form of a behavioral description of the deficiency. Such deficiencies are generally handled in the same way that deficiencies arising from annual reviews are handled (refer to the three possible consequences in the section, “Student Deficiencies and Possible Consequences”).

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 ACA's

(2014) **Code of Ethics** (<http://www.counseling.org/knowledge-center/ethics>) 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 ASU Graduate Education.

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

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 Graduate Education; 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. **Also to continue in the program Graduate Education requires continuous enrollment (defined as being enrolled in fall and spring semesters) otherwise the student will be dropped and have to apply for readmission.**

Unsatisfactory performance in counseling practicum 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.

Unethical or unprofessional conduct. Students are referred to ACA's (2014) **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.

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.

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 INTEGRITY

ASU has very clear definitions of academic integrity (<https://provost.asu.edu/academicintegrity/defined>). Below is a copy of some of those policies.

The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing (This includes self-plagiarism)
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Violation of these standards can result in course failure or expulsion from the program.

COMMUNICATING PROGRAM CHANGES

The following procedures are utilized to disseminate new and/or changing information about the MC program:

- The Counseling Program has an active Master in Counseling Student Organization (MCSO) that has an elected representative to the faculty. This person meets with the faculty at its regularly scheduled meetings and is charged with communicating all program changes to his/her constituency.
- Program changes and announcements are communicated via the MC listserv (CEDSTUD).
- The MCSO has regular meetings and professional lectures.
- Masters' students are given a file folder in Payne Hall, room 446. These alphabetical student files are for program information and other relevant notices.
- Changes in the program are distributed to all faculty and they are instructed to announce such changes in each of their classes. Such changes would also be announced at MCSO meetings and on the listserv.
- Program changes which must be communicated to personnel in cooperating or associated agencies are communicated by mail and email.

All students are provided an email address through ASU. Program information is disseminated via email through the student listserv to those addresses. Make sure you sign up to be on the student listserv on the program webpage.

DISABILITY RESOURCES FOR STUDENTS

Disability Resources for Student and Student Health offer services to students. See websites for more complete descriptions of services. (<http://asu.edu/health>)

POLICY REGARDING STUDENTS PROVIDING COUNSELING SERVICES, UNSUPERVISED, PRIOR TO COMPLETING THE PROGRAM

The following policy was adopted by the Counseling faculty in 1980 and applies to students who, prior to completing the program, establish themselves as private practitioners and offer counseling services for remuneration. This does not apply to internships or other supervised experiences, nor does it apply to those persons who are working in organizations, i.e., mental health agencies, hospitals, etc. where supervision is mandated.

The program in Counseling subscribes to the professional and ethical standards of the American Psychological Association and the American Counseling Association and expects students-in-training to adhere to those standards when providing services to clients. Consistent with these standards, students-in-training may not independently offer mental health diagnosis, counseling, or consultation services for which they are not qualified.

Students-in-training who offer independent counseling services for remuneration will be subject to review by a faculty committee as to the appropriateness of continuation in the Master of Counseling.

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.

COUNSELING FACULTY

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, online interventions, clinical supervision, preparing future faculty.

Sample grants and publications:

Bernstein, B. L. (Principal Investigator), Atkinson, R., & Bekki, J. (2009-2013). *Large Empirical Emerging Topics: CareerWISE II: Enhanced Resilience Training for STEM Women in an Interactive, Multimodal Web-Based Environment*. National Science Foundation grant. NSF-DRL #0910384. CareerWISE resilience training: <http://careerwise.asu.edu>

Prime, D. R.*, Bernstein, B. L., Wilkins, K. G.*, & Bekki, J. M. (in press). Measuring the advising alliance for female graduate students in science and engineering: An emerging structure. *Journal of Career Assessment*.

Bekki, J. M., Smith, M. L., Bernstein, B. L., & Harrison, C. J. (2013). Effects of an online personal resilience training program for women in STEM doctoral programs. *Journal of Women and Minorities in Science and Engineering*, 19 (1), 17 – 35.

Bernstein, B. L. (2011). Managing barriers and building supports in science and engineering doctoral programs: Conceptual underpinnings for a new online training program for women. *Journal of Women and Minorities in Science and Engineering*. 17 (1), 29-50.

Chen, E. 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.

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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.

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy, 49*, 330-343. DOI: 10.1037/a0026246.

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.

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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 internet interventions, experimental methodology.

Sample publications:

Horan, J. J. (2010). Research and development activity in the Virtual Counseling Center. *Journal of Career Assessment*, 18, 328-335.

Horan, J.J. (2006-2112) 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.

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Gulsah Kemer (PhD, University of North Carolina, Greensboro), Assistant Professor

Specialty: Clinical supervision, supervisor education and training, counselor education and training, assessment and research in counseling, developmental counseling and therapy.

Sample publications:

Rowell, P. C., Mobley, A. K., Giordano, A., & Kemer, G. (In press). Examination of a group counseling model of career decision-making with college students. *Journal of College Counseling*.

Kemer, G., & Atik, G. (2011). Hope and social support in high school students. *Journal of Happiness Studies*. doi:10.1007/s10902-011-9297-z

Kemer, G., & Myers, J. E. (2011). Application of Developmental Counseling and Therapy to Turkish college students. *Procedia-Social and Behavioral Journal*, 30, 1153-1160. doi:10.1016/j.sbspro.2011.10.225

Wester, K., Borders, L. D., Pehrsson, D., Briggs, C., & Kemer, G. (2010). ACES INFORM 2009: Energy, effect and expectations. *ACES Spectrum*, Spring 2010.

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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:

Pascal, B. & Robinson Kurpius, S. E., (2012). Perceptions of clients: Influences of client weight and job status. *Professional Psychology: Research and Practice*, *43*, 349-355. DOI: 10.1037/a0033478

Rigali-Oiler, M. B. & Robinson Kurpius, S. E. (2013). Promoting academic persistence among racial/ethnic minority and Euro-American freshmen and sophomore undergraduates: Implications for college counselors. *Journal of College Counseling, 16*, 198-212. DOI: 10.1002/j.2161-1882.2013.00037x

Sarma, A., Payakkakom, A. & Robinson Kurpius, S. E. (2012). Self-esteem, valuing of education, and academic stress among undergraduates in Thailand. *Journal of Asia Pacific Counseling, 2*, 67-74.

Bordes-Edgar, V., Arredondo, A., Robinson Kurpius, S. E., & Rund, J. (2012). A longitudinal analysis of Latina/o students' academic persistence. *Journal of Hispanic Higher Education, 10* (4), 358-368. DOI:10.1177/1538192711423318

Email: Sharon.Kurpius@asu.edu

Ashley K. Randall (PhD, University of Arizona), Assistant Professor

Specialty: Emotional coordination and coregulation in romantic couples; stress and dyadic coping; couples coping interventions and therapies.

Sample publications:

Randall, A. K., Post, J. H., Reed, R. G. & Butler, E. A. (in press). Cooperating with your romantic partner: Associations with interpersonal emotional coordination. *Journal of Social and Personal Relationships*.

Butler, E. A. & Randall, A. K. (2013). Emotional coregulation in close relationships. *Emotion Review, 5*, 202-210.

Bodenmann, G. & Randall, A. K. (2012). Common factors in the enhancement of dyadic coping. *Behavior Therapy, 43*, 88-98.

Randall, A. K., Corkery, S. A., Duggi, D., Kamble, S. V. & Butler, E. A. (2011). "We're having a good (or bad) day": Difference in emotional synchrony in married couples in the United States and India. *Family Science, 2*, 203-211.

Randall, A. K., & Bodenmann, G. (2009). The role of stress on close relationships and marital satisfaction. *Clinical Psychology Review, 29*, 105-115.

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Carlos E. Santos (Ph.D., New York University), Assistant Professor

Specialty: Identity development across contexts (e.g., sociopolitical, peer networks, family and school experiences); measurement and development of multiple social identities (racial/ethnic and gender identity), particularly as it relates to psychological adjustment and academic achievement during adolescence; wellbeing of immigrant youth and families.

Sample publications:

Santos, C., Galligan, K., Pahlke, E., & Fabes, R. (in press). Gender stereotyping, boys' achievement and adjustment during junior high school. *American Journal of Orthopsychiatry*.

Santos, C. E., & Menjívar, C. (in press). Youth's perspective on Senate Bill 1070 in Arizona: The socio-emotional effects of immigration policy. *Association of Mexican American Educators Journal*.

Santos, C., Menjívar, C., & Godfrey, E. (2012). Effects of SB 1070 on children. In L. Magaña (Ed.), *Latino Politics and International Relations: The Case of Arizona's Immigration Law SB 1070*. New York: Springer.

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Lisa B. Spanierman (PhD, University of Missouri, Columbia), Associate Professor

Specialty: multicultural counseling competence, diversity in higher education, White individuals' racial attitudes, racial microaggressions.

Sample publications:

Spanierman, L. B., Garriott, P. O., & Clark, D. A. (2013). Whiteness and social class: Intersections and implications. In W. M. Liu (Ed.), *The Oxford handbook of social class in counseling* (pp. 394-410). New York: Oxford University Press.

Spanierman, L. B. & Soble, J. R. (2010). Understanding Whiteness: Previous approaches and possible directions in the study of White racial attitudes and identity. In J. G. Ponterotto, J. M. Casas, L.A. Suzuki, & C. M. Alexander (Eds.), *Handbook of multicultural counseling* (3rd ed., pp. 283-299). Thousand Oaks, CA: Sage.

Spanierman, L. B., Neville, H. A., Liao, H., Hammer, J., & Wang, Y. F. (2008). Participation in formal and informal campus diversity experiences: Effects on students' racial democratic beliefs. *Journal of Diversity in Higher Education*, 1, 108-125.

Spanierman, L. B., Poteat, V. P., Wang, Y. F., & Oh, E. (2008). Psychosocial costs of racism to White counselors: Predicting various dimensions of multicultural counseling competence. *Journal of Counseling Psychology*, 55, 75-88.

Spanierman, L. B. & Heppner, M. J. (2004). Psychosocial Costs of Racism to Whites Scale (PCRW): Construction and initial validation. *Journal of Counseling Psychology*, 51, 249-262.

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

Editor, *Journal of Counseling Psychology*

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

Tracey, T. J. G., Wampold, B. E., Lichtenberg, J. W., & Goodyear, R. K. (2014). Expertise in psychotherapy: An elusive goal? *American Psychologist*, 69, 218-229. DOI:10.1037/a0035099

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy*, 49, 330-343. DOI: 10.1037/a0026246.

Tracey, T. J. G., Allen, J., & Robbins, S. B. (2012). Moderation of the relation between person-environment congruence and academic success: Environmental constraint, personal flexibility and method. *Journal of Vocational Behavior*, 80, 38-49. DOI: 10.1016/j.jvb.2011.03.005

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. <https://pgi.asu.edu>

Email: Terence.Tracey@asu.edu Webpage: <http://tracey.faculty.asu.edu/>

Alisia (Giac-Thao) T. Tran (PhD, University of Minnesota), Assistant Professor

Specialty: Racism, discrimination, and bias; cultural socialization; financial/socioeconomic disparities; minority mental health.

Sample publications:

Tran, A. T., & Lee, R. M. (in press). You speak English well! Asian Americans' reactions to an exceptionalizing stereotype. *Journal of Counseling Psychology*.

Tran, A. T. (2013). Family contexts: Parental experiences of discrimination and child mental health. *American Journal of Community Psychology*, 1-10.

Tran, A. T., & Lee, R. M. (2011). Cultural socialization as a moderator of friendships and social competence. *Cultural Diversity and Ethnic Minority Psychology*, 17, 456-461.

Email: alisia@asu.edu

EMERITI FACULTY (still teach courses or serve on committees)

G. Miguel Arciniega (Ph.D., University of Arizona)

J. Jeffries McWhirter (Ph.D., University of Oregon)

FACULTY ASSOCIATES

Jamie Bludworth (PhD, Arizona State University) Associate Director University Counseling Services)

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

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

Alysha Bundy (PhD, Arizona State University)

Wanda Weber (PhD, Arizona State University)

MC ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Applications are due January 15. All materials must be RECEIVED by this date. Faculty letters of recommendation are the final step in the application process. Please be considerate and allow your faculty reviewer adequate time to respond before the January 15th deadline. ASU does not solicit letters of recommendation until the applicant has completed the application (excluding GRE score). It would be wise to have your part of the application uploaded by the 1st week of December. It is your responsibility to make sure your file is complete.

What standardized tests are required?

The Graduate Record Examination (GRE) is required and registration can be done on-line <http://www.ets.org/gre/>.

May I use past scores on the GRE?

Yes. Past scores are acceptable; however, the test must be retaken if the test date was more than 5 years ago.

What are the minimum GRE scores?

There are no minima for these tests per se. The scores are used along with the undergraduate GPA to calculate the FRK index, which is then used in considering admissions.

What are the average FRK scores of those accepted?

Over the past few years the average FRK index of those admitted has been about 6.70.

How many people apply to the program each year and how many are admitted?

Over the past few years, the number of completed applications has ranged from 150 to 200 and of these an average of 40-50 students are accepted each year. In the 2012 year there were 137 completed applications and 65 were admitted.

What are the demographics of those admitted?

Over the past few years an average of 13 men, 47 women, including ethnic/racial minorities and international students were accepted. There is a broad age range that reflects student out of undergraduate study and other making a mid-career change.

How are applications evaluated?

A point system is used which covers four different areas—FRK index, professional experience, life experiences, and recommendations. Two faculty members evaluate each application. In some cases, an application may be reviewed by an additional faculty member.

How many recommendations should be submitted and from whom?

Three is the norm. Because the MC program is both academic and practitioner-oriented, students are encouraged to have recommendations from one instructor and two work supervisors or vice versa.

How much and what kind of professional experience is desirable?

Generally, work beyond part-time jobs while in college is desirable. Full-time employment as a professional person is favored, particularly in the helping professions. If this has been your background, focus on transferable skills. Make sure to include volunteer work as well as paid positions.

What kind of life experience are you looking for?

Experiences which indicate that you have faced problem areas and have successfully overcome them. Even small problems can be significant if you learned something from them or they changed you in some positive way. The important thing is to demonstrate a proactive lifestyle and a healthy perspective on life. Travel and culturally diverse experiences are also looked upon as favorable.

What are you looking for in the personal statement?

View your personal statement as an interview on paper. You will need to present as complete a picture of yourself as possible. Give fairly equal coverage to both work and life experience, and be sure to describe what you learned from these experiences. Focus on your strong points. Also, take a few paragraphs to discuss your professional goals and possible area of concentration within the field.

How many classes can an applicant take before admittance to the program?

A maximum of 12 hours taken at ASU while a post baccalaureate non-degree student may be applied toward a master's degree, if appropriate, provided they were taken within 3 years of admission. All hours taken prior to the semester of admission indicated on the admission letter from ASU Graduate Education are non-degree hours.

What would be good classes to take?

Beginning courses such as CED 522 Theories of Counseling and Psychotherapy, CED 534 Occupation and Careers, and CED 545 Analysis of the Individual may be taken prior to admission to the MC program. However, students enrolled in the program get first priority for these courses. Non-degree students are allowed to enroll only if seats remain after program students are enrolled.

When can we expect to hear from ASU Graduate Education regarding acceptance into the program?

The process takes approximately eight weeks. All applicants who submit all the required admission documents by the January 15th deadline will receive a letter of either acceptance or denial.

If a person is not accepted, what options exist?

Students may apply again the following year. Updated materials and/or scores may improve one's application materials. Due to the numbers involved, it is impossible to meet individually with each denied applicant.

How many years do I have to finish the degree?

The university requires masters' students to finish their degrees within six years. It takes 2-3 years of full-time study to complete the MC program. Part-time progress depends on how many courses are taken per semester. The two-year completion rate is approximately 56%.

May I go part time?

The program is not designed for part-time participation although some students complete the program part time. Not all courses are offered in the evenings and internship requires a full-time commitment.

May I apply to both the MC and PhD programs?

Yes. A separate application and different supporting documentation is required for each program.

Is a specific undergraduate degree required?

There is no requirement for a specific undergraduate degree. Although it helps to have general psychology knowledge, this is not a requirement.

How many credits should I take in my first semester?

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

Must I stay enrolled?

ASU Graduate Education requires that all students maintain continuous enrollment (fall and spring) otherwise they are automatically dismissed from the University. Students will then have to reapply for admission. If they reapply, admission is not guaranteed and they are viewed as new applicants with only 12 credits taken prior to readmission being allowed to count toward the degree.

What can I do with the MC degree?

The MC degree provides the graduate with the skills to work in the mental health area as a counselor (this can be a variety of community and medical agencies). Approximately 50% of graduates become licensed within a year of graduating and 50% find a position in the counseling field within 6 months of graduating.

What is the current student body (2013)

Variable	Response
13.A.) MASTER'S Student Demographics: MALE: African American/Black	1
13.A.) MASTER'S Student Demographics: FEMALE: African American/Black	1
13.A.) MASTER'S Student Demographics: MALE: American Indian/Native Alaskan	0
13.A.) MASTER'S Student Demographics: FEMALE: American Indian/Native Alaskan	1
13.A.) MASTER'S Student Demographics: MALE: Asian American	1
13.A.) MASTER'S Student Demographics: FEMALE: Asian American	0
13.A.) MASTER'S Student Demographics: MALE: Caucasian/White	8
13.A.) MASTER'S Student Demographics: FEMALE: Caucasian/White	49
13.A.) MASTER'S Student Demographics: MALE: Hispanic/Latino/Spanish American	1
13.A.) MASTER'S Student Demographics: FEMALE: Hispanic/Latino/Spanish American	12
13.A.) MASTER'S Student Demographics: MALE: Native Hawaiian/Pacific Islander	0
13.A.) MASTER'S Student Demographics: FEMALE: Native Hawaiian/Pacific Islander	0
13.A.) MASTER'S Student Demographics: MALE: Multiracial	0

13.A.) MASTER'S Student Demographics: FEMALE: Multiracial	0
13.A.) MASTER'S Student Demographics: MALE: Other/Undisclosed	0
13.A.) MASTER'S Student Demographics: FEMALE: Other/Undisclosed	1
13.A.) MASTER'S Student Demographics: MALE: Nonresident Alien	1
13.A.) MASTER'S Student Demographics: FEMALE: Nonresident Alien	1

What is the faculty composition?

Variable	Response
16.A.) FULL-TIME Faculty Demographics: MALE: African American/Black	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: African American/Black	0
16.A.) FULL-TIME Faculty Demographics: MALE: American Indian/Native Alaskan	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: American Indian/Native Alaskan	0
16.A.) FULL-TIME Faculty Demographics: MALE: Asian American	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: Asian American	1
16.A.) FULL-TIME Faculty Demographics: MALE: Caucasian/White	4
16.A.) FULL-TIME Faculty Demographics: FEMALE: Caucasian/White	4
16.A.) FULL-TIME Faculty Demographics: MALE: Hispanic/Latino/Spanish American	1
16.A.) FULL-TIME Faculty Demographics: FEMALE: Hispanic/Latino/Spanish American	0

16.A.) FULL-TIME Faculty Demographics: MALE: Native Hawaiian/Pacific Islander	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: Native Hawaiian/Pacific Islander	0
16.A.) FULL-TIME Faculty Demographics: MALE: Multiracial	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: Multiracial	0
16.A.) FULL-TIME Faculty Demographics: MALE: Other/Undisclosed	0
16.A.) FULL-TIME Faculty Demographics: FEMALE: Other/Undisclosed	0
16.A.) FULL-TIME Faculty Demographics: MALE: Nonresident Alien	1
16.A.) FULL-TIME Faculty Demographics: FEMALE: Nonresident Alien	1