

## LETTER FROM THE FACULTY HEAD

Dear Applicant,

Thank you for your interest in the Master of Counseling (MC) program at Arizona State University.

The MC program in clinical mental health counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs ([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 a state-approved examination are necessary for licensure. While we have offered a school counseling program in the past, we no longer offer this option.

Of the approximately 130 students who apply each year, we select a class of 50. We seek students with high academic ability, relevant work and life experiences, and superior letters of recommendation. Importantly, we value multicultural knowledge, awareness, and skills. The typical applicant has a junior/senior grade point average of 3.5 or above, GRE test scores in the 90th percentile or above, and one 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) should be offset by other strengths.

Applicants should get an early start by taking admissions exams and soliciting letters of recommendation as soon as possible, as the deadlines are firm. For more detail please review the [Program Admission](#) section of this document.

We hold group information sessions during the fall semester. We will post dates and times on our website after September 15. Please join us to learn more about the program. Again, thank you for your interest. We look forward to reviewing your application.

Sincerely,



Lisa B. Spanierman, PhD  
Professor and Faculty Head

## **CONTENTS**

[MISSION STATEMENT](#)

[SPECIFIC GOALS OF TRAINING](#)

[PROGRAM OBJECTIVES](#)

[TRAINING VALUES OF THE COUNSELING PROGRAM](#)

[PROGRAM OPTIONS](#)

[PROGRAM ADMISSION](#)

[PROGRAM](#)

[CURRICULA](#)

[COMPREHENSIVE EXAM/THESIS](#)

[MC COURSE SEQUENCING](#)

[STUDENT INFORMATION](#)

[ISSUES RELEVANT TO ALL MC STUDENTS](#)

[PERSONAL AND PROFESSIONAL EXPECTATIONS FOR STUDENTS](#)

[EVALUATION AND DISMISSAL POLICIES](#)

[ACADEMIC INTEGRITY](#)

[COMMUNICATING PROGRAM CHANGES](#)

[DISABILITY AND HEALTH RESOURCES FOR STUDENTS](#)

[POLICY REGARDING STUDENTS PROVIDING COUNSELING SERVICES, UNSUPERVISED, PRIOR TO COMPLETING THE PROGRAM](#)

[ACADEMIC APPEALS POLICY](#)

[COUNSELING FACULTY](#)

[MC ADMISSIONS FREQUENTLY ASKED QUESTIONS \(FAQ\)](#)

[APPENDIX A – MC COURSE SEQUENCE](#)

[APPENDIX B – MC COURSE CHECKLIST](#)

## **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 counseling is accredited by the Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

The State of Arizona has licensure requirements for master's level counselors. Check with the [Board of Behavioral Health Examiners](#) for complete information.

The faculty has endorsed the American Counseling Association's [Code of Ethics](#) and [Multicultural Counseling Competencies](#) and the American Psychological Association's [Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists](#) and [Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients](#).

## **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: service delivery, clinical training, and research.

The MC program at Arizona State University is based upon 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 community needs for culturally competent counselors.
- Opportunities 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 of practice.

## **TRAINING VALUES OF THE COUNSELING PROGRAM**

The Counseling Program at Arizona State University subscribes, and expects all students to subscribe, to the current ethical standards of the counseling profession (ACA, 2014). 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 Program is 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. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be

considered grounds for disciplinary action within the Program. 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.”

2. An essential part of training is understanding and appreciating all aspects of human diversity, including sexual orientation, gender, race, ethnicity, culture, language, religion, spirituality, socioeconomic 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.
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.

## **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 community and mental health agencies. The program can be completed in no less than two years. Most students complete the program in 2-3 years, with slightly over half (56%) completing it in 2 years. The program is not designed to be a part-time.

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 examination is required to complete this option.

The **Research Option** places joint emphasis on developing research competencies along with supervised clinical experiences. Successful completion of a master’s thesis is required in this option. Students who intend to pursue doctoral study at some future time should consider the Research Option.

Refer to [Appendix A](#) for course sequences for both Practitioner and Research Options.

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. In 2014-2015, 100% of students who took counselor licensure exams passed and 94% found employment within 6 months 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. To balance student demand with available resources, 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 (see below).
2. Professional and volunteer experiences in helping-related fields.
3. Personal statement.
4. Recommendations from persons able to address areas 1 and 2 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). A FRK index of 5.5 or higher is preferred. Applicants are required to take the aptitude sections 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](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.

## **PERSONAL STATEMENT**

Applicants are required to submit a maximum 2 to 3 page personal statement (12pt. Times New Roman font with 1" margin, double-spaced) that indicates their qualifications (e.g., professional experiences and personal attributes) and interest in ASU's MC program.

Specifically, applicants are asked to describe how their education and training as well as volunteer and professional experiences inform why they want to pursue the MC degree. They

also should outline how our program will help them meet their future career goals. Applicants are expected to discuss their ability to work with and be sensitive to the needs of a multicultural and diverse society, including (but not limited to) members of diverse racial and ethnic groups and sexual minority individuals.

### **RECOMMENDATIONS**

At least two (2) and at most three (3) recommendation letters are required. These should be from persons able to evaluate the applicant's academic potential (e.g., a previous academic instructor) and/or professional experience (e.g., a supervisor in a job). Applicants are asked to provide the names and email addresses for each of their recommenders so that ASU can contact them directly. Applicants are discouraged from asking for recommendations from individuals or acquaintances who have not overseen their professional or academic work.

You will 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.

### **THE APPLICATION PROCESS**

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

The Graduate Application: The [Graduate Degree Application](#) is to be submitted online to ASU Graduate Education. 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.

#### Supplemental Materials Required by the MC Program:

- Personal statement as described above—submit online.
- At least two and a maximum of three completed recommendations (see above).
- GRE Score Report—sent separately to ASU Graduate Education.
- Official Transcripts—sent separately to ASU Graduate Education.

Timeline: The Graduate Application and all materials required by the MC Program must be received prior to the **annual deadline of the first business day after January 1** for consideration of entry in the subsequent fall. Applications are considered once a year for the fall semester only. We do not offer admission in the spring semester.

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 and accepts students based on qualifications. The admissions committee will need approximately 8 weeks (after January 1<sup>st</sup>) 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](#) (i.e., student communication portal) by Graduate Education concerning admission to the program. The Program staff cannot release information regarding admission decisions.

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

## **PROGRAM**

To keep our program 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 an offer of 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 accepting our offer of admission, students will receive information related to their faculty advisor, program orientation, and guidelines for effective movement through the program.

### **PROGRAM POLICIES**

The following are policies of the Counseling Program, the College 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* (POS). The *Plan of Study* specifies the requirements that students must complete for their degree and is submitted and revised electronically via the interactive Plan of Study 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 in 30 of the 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 ASU Graduate Education. 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 POS online via their MyASU link. However the POS must be formally approved by the advisor and faculty head. This approval requires that the student print the POS and get signatures from these two individuals before the POS can be approved. The student should print out the POS along with a completed [MC Coursework 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 or thesis defense.
  - 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 on all 3 GPA's (POS GPA, Overall Graduate GPA, and Cumulative GPA) to maintain satisfactory academic progress and graduate. If a 3.0 GPA is not maintained, the student will be placed on academic probation. The student must work with her/his advisor to make meaningful progress toward meeting University and program requirements. Please see [Graduate Education Policy and Procedures](#) for greater detail.
3. ASU Graduate Education and the College 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 adhered to consistently:
- 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 (e.g., course syllabus, letter from instructor, relevant texts, and so forth) 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 501 Introduction to Research and Evaluation in Counseling	3 hrs
CED 502 Counseling Research Data Analysis <sup>a</sup>	3
CED 522 Theories of Counseling and Psychotherapy	3
CED 523 Psychological Tests	3
CED 527 Prevention & Consultation	3
CED 529 Lifespan Human Development	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	3
CED 680 Practicum (clinic and seminar) <sup>b</sup>	6
CED 684 Internship (two semesters) <sup>c</sup>	6
CPY 645 Professional Issues and Ethics	3
CPY 671 Multicultural Counseling	<u>3</u>
<b>Total</b>	<b>48 hrs</b>

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.

<sup>a</sup> CED 502 (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 credit hours so that the total number of credit hours equals 60. SOC/FAS 598 (Statistics for Social Sciences) and COE/EDP 502 (introduction to Data Analysis) are both courses that can be taken instead of CED 502. Additionally, it is possible for a student to enroll in a course more advanced than CED 502 (e.g., regression techniques) instead of taking CED 502.

<sup>b</sup> Counseling Practicum (CED 680)

Practica are designed to foster the development of students' counseling skills, promote professionalism, and provide an opportunity for personal growth. Faculty approval is required prior to registering for practicum. Moreover, students must familiarize themselves with the procedures of the Counselor Training Center (CTC) prior to beginning any practicum. See additional information [here](#).

<sup>c</sup> Prior to registration for Internship (CED 684), approval must be received from the student's advisor and practicum supervisor. See additional information [here](#).

### THE PRACTITIONER OPTION

Students in the Practitioner Option are required to complete the Professional Core (48 credit hours) and four advisor-approved electives. **Possible electives (12 credit hours) include:**

CED 591/691 Rotating Special Topics Seminar  
CPY 623 Counseling At-Risk Youth  
CPY 644 Psychology of Careers (CED534 prerequisite)  
CPY 650 Counseling Latinos  
CPY 651 Personality Assessment (CED523 prerequisite)  
CED 672 Marriage and Family Counseling  
CPY 674 Counseling Women  
CPY 675 Health and Wellness  
CPY 676 Social Bases of Behavior  
CPY 677 Advanced Counseling (CED522 prerequisite)  
CPY 691 Biobases of Behavior  
CPY 691 Advocacy, Systems, and Community Counseling  
CPY 691 Counseling Survivors of Abuse  
CPY 691 Rotating Special Topics Seminar  
CPY 694 Substance Abuse Counseling  
FAS 538 Advanced Techniques in Marriage and Family Therapy  
PSY 578 Developmental Psychopathology  
SWG 591 Gay and Lesbian Issues

### 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 submits appropriate committee forms to Graduate Education.
6. The student completes the research proposal to the faculty advisor's satisfaction and defends the proposal before the thesis committee. This proposal defense must occur before the thesis research can be conducted.
7. The student obtains approval from [ASU's Institutional Review Board](#) to conduct the study.
8. 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>
<b>Total</b>	<b>12-15 hrs</b>

Students 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. If this decision is not made in the first semester it is unlikely that the student can complete the Research Option within two years.

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 dismissal 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. The sample course schedules in [Appendix A](#) provide three options of how one should enroll for courses (i.e., Practicum Track A, Practicum Track B, and Research Track) to ensure that courses are taken in a sequence to optimize progress in the program.

## **STUDENT INFORMATION**

### 2014-2015 CACREP Vital Statistics

Current students in the program = 86

Students who graduated in the past year = 36

Students who complete the program within 2.5 - 3 years = 86%\*

Estimate of licensure pass rate (of those who have taken the test) = 100%

Job placement rate (within 6 months) = 94.1%

*\*56% of students complete within two years*

## **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. All students submit a Completed Clinical Hours form, documenting their practicum and internship hours throughout the program.

### **STUDENT ADVISORY COMMITTEE**

A faculty advisor and committee members are assigned to each student upon admission into the program. Students are encouraged to meet with their faculty advisor to discuss their POS, progress in the program, completing practicum or internship application forms, or career interests. It is a student's responsibility to make appointments. 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 POS 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 while enrolled in 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).

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 Counselor 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 credit hours in the semester that they take practicum.

### **COUNSELING PRACTICUM (CED 680)**

Initial practicum is a very important course in the training of counselors. It is a time when students apply the content that they have learned in their work with actual clients. Because 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 foundational knowledge and the necessary interpersonal and professional skills for effective practice. For these reasons students must have faculty approval to enroll in 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 CTC. Students must have completed CED 522, CED 545, CED 577, and CPY 645 prior to enrolling in practicum. See [Appendix A](#). 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.

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. 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., which semester and which 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 no later than April 15 of the previous spring
Spring practicum	Application due no later than November 15 of the previous fall
Summer practicum	Application due no later than April 15 of the previous spring <i>(These spots are very limited and not always offered)</i>

**INTERNSHIP IN CLINICAL MENTAL HEALTH (CED 684)**

The required Internship in Clinical Mental Health 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-hour requirement that includes 240 hours of direct client contact, an 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). 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.

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. 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 using the [Tuition Estimator](#). Tuition and fees are subject to annual approval by the Arizona Board of Regents. **Due to the intensive nature of the program, students in the MC program are required to pay additional program fees (\$300 per credit).**

### **FINANCIAL ASSISTANCE**

Information related to various forms of financial assistance available to graduate students can be found at [Graduate Education](#).



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 [ASU Financial Aid](#).

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 from [Graduate Education](#).

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

Assistantships with half-time (20 hours per week) appointments receive a full tuition remission and student health insurance at no cost; however, enrollment in at least 6 credit hours 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 visit [Graduate Education](#).

Finding sources of financial support can be challenging for first year Master's students. If you are not able to find an assistantship for your first year, one option is to look for a staff position at ASU. Many staff positions provide benefits including partial or full tuition waivers. New positions are posted daily, and each position details requirements and qualifications in the job description. If benefits information is not available in the description, contact the department and/or hiring manager for further information. Visit [ASU Human Resources](#) for more information and use the External Applicant link to apply for staff positions.

Loans, one of the major sources of financial aid, are available to students. If you are interested in seeking loan assistance, visit [ASU Financial Aid](#).

## **HOUSING**

ASU has limited housing facilities for 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) at [ASU Housing](#).

## **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 ASU Counseling Services 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 comprises general expectations and relates 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 demonstrating behavior consistent with the [University Student Code of Conduct](#).

The second set of personal and professional expectations for students relates 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 is 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*. Student memberships are available at the ACA website.

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 at the AzCA website.

## **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]). Following the annual review, faculty advisors provide feedback to students regarding their progress.

### **STUDENT DEFICIENCIES AND POSSIBLE CONSEQUENCES**

If the faculty determine any deficiency in a student’s progress or performance, the CACREP liaison and advisor inform 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 addressed successfully 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 the [ACA Code of Ethics](#) (2014) 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 Vice Provost of ASU Graduate Education.

The student has the right to appeal a recommendation for dismissal. Please see the [Guidelines for Graduate Appeals](#).

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 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. **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.** If a leave of absence is desired, student must submit a form to maintain continuous enrollment, available from [Graduate Education](#).
2. **Unsatisfactory performance in counseling practicum or internship.** Students who receive an unsatisfactory performance evaluation from their clinical supervisor, the faculty member assigned to the clinical experience, or the clinical committee 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 also may be dismissed for an ongoing failure to accept supervision.
  3. **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.
  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 INTEGRITY

ASU has very clear definitions of academic integrity. 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:

- All program announcements are communicated via the MC listserv ([CEDSTUD](#)).
- The Counseling Program has an active Master in Counseling Student Organization (MCSO) that has elected representatives. These people meet with the faculty during regularly scheduled faculty meetings and are charged with communicating all program changes to their constituency.
- The MCSO holds regular meetings and professional lectures.
- Master's students are given a mail folder in Payne Hall, room 446. These alphabetical student folders are for program information and other relevant notices.
- Changes in the program will be noted in the faculty meeting minutes which will be distributed to all students. 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 via mail and email.

Email is the official method of university communications. Students must use their assigned ASU email address or they will miss important program communications. 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 AND HEALTH RESOURCES FOR STUDENTS**

[ASU Disability Resource Center](#) and [ASU Health Services](#) offer services to students. See websites for more complete descriptions of services.

## **POLICY REGARDING STUDENTS PROVIDING UNSUPERVISED COUNSELING SERVICES 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 where supervision is mandated (i.e., mental health agencies, hospitals, etc.).

*The program subscribes to the professional and ethical standards of the American Counseling Association and expects students 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 program.*



## **ACADEMIC APPEALS POLICY**

Students who are enrolled in a College 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.
3. 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 Educational Rights and Privacy 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 Educational Rights and Privacy 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 College 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.

Email: [bbernstein@asu.edu](mailto:bbernstein@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.

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.

Email: [Cynthia.Glidden-Tracey@asu.edu](mailto: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.

Email: [Judith.Homer@asu.edu](mailto:Judith.Homer@asu.edu)

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

Specialty: Cognitive-behavioral and internet interventions, experimental methodology.

Sample publications:

Boring, J. L., Sandler, I. N., Tein, J.-Y., Horan, J. J., & Vélez, C. E. (2015, July 27). Children of divorce—coping with divorce: A randomized control trial of an online prevention program for youth experiencing parental divorce. *Journal of Consulting and Clinical Psychology*. Advance online publication. <http://dx.doi.org/10.1037/a0039567>

Hacker, R. L., Hardy, A. O., Webster, J., Zhang, X., Horan, J. J., Atkinson, R. K., & Homer (2015). The impact of ethnically matched animated agents (Avatars) in the cognitive restructuring of irrational career beliefs held by young women: Diverse findings from four randomized clinical trials. *International Journal of Cyber Behavior, Psychology and Learning, 5*(3), 1-12.

Horan, J. J. (1996). Effects of computer-based cognitive restructuring on rationally mediated self-esteem. *Journal of Counseling Psychology, 43*(4), 371-382.

McNamara, K. & Horan, J. J. (1986). Experimental construct validity in the evaluation of cognitive and behavioral treatments for depression. *Journal of Counseling Psychology, 33*, 23-30.

Email: [Horan@asu.edu](mailto:Horan@asu.edu)

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

Specialty: Moral values and the search for wisdom and meaning in life.

Kinnier, R. T. (2013). *The point of it all* (2nd ed.). Acton, MA: XanEdu.

Kinnier, R. T., Wilkins, K. G., Hauser, D. L., Hassert, S. M., & Petrolle, L. C. (2011). The main contributors to a future utopia. *Current Psychology, 30*, 383-94.

Partch, J. J., & Kinnier, R. T. (2011). Values and messages conveyed in college commencement speeches. *Current Psychology, 30*, 81-92.

Kinnier, R. T., Kernes, J. L., Tribbensee, N. E., & Puymbroeck, C. M. (Eds.). (2010). *The meaning of life, according to the great and the good*. (2nd ed.). Bath, England: Palazzo Editions, Ltd.

Kinnier, R. T., & Kernes, J. L. (2009). Did Viktor Frankl know the meaning of life? In A. Batthyany & J. Levinson (Eds.), *Existential psychotherapy of meaning: A handbook of Logotherapy and Existential analysis* (pp. 129-36). Phoenix, AZ: Zeig, Tucker, & Thiesen, Inc..

Kinnier, R. T., Hofsess, C., Pongratz, R., & Lambert, C. (2009). Attributions for overcoming anxiety and depression. *Psychology and Psychotherapy: Theory, Research, and Practice, 82*, 153-69.

Email: [Kinnier@asu.edu](mailto:Kinnier@asu.edu)

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

Specialty: Health psychology, ethics, and consultation.

Sample publications:

Robinson Kurpius, S. E., Keaveny, M., Kim, C., & Walsh, K. (2015). MCAC and State Licensure Laws: David and Goliath. *The Counseling Psychologist*.

Hassert, S., Robinson Kurpius, S. E., & Tracey, T. J. G. (2015). Testing a conceptual model of postpartum depressive symptoms in the first year. *Women & Health, 55*, 700-716. DOI: 10.1080/03630242.2015.1039181

Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, and disclosure. *Professional Psychology: Research and Practice, 45*, 11-19. 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 Sophomores Undergraduates: Implications for College Counselors. *Journal of College Counseling, 16*, 198-212. Doi: 10.1002/j.2161-1882.2013.00037.x.

Email: [Sharon.Kurpius@asu.edu](mailto:Sharon.Kurpius@asu.edu)

**Jennifer Pereira** (PhD, University of Florida), Clinical Assistant Professor

Specialty: The efficacy of play and experiential based modalities for: counseling children and adolescents, counselor education pedagogy and counselor supervision.

Sample publications:

Pereira, J. K., & Davis, E. S. (In press). Using lyrics and music as an experiential medium for teaching core counseling skills to master's level counseling students. *Journal of Creativity in Mental Health Counseling* (Qualitative study).

Smith-Adcock, S., Shin, S. L., & Pereira, J. K. (In press). Critical incidents in the pedagogy of a master's level play therapy course. *The International Journal of Play Therapy* Special Edition: Supervision (Qualitative study)

Pereira, J. K. (2014). Can we play too?: Experiential techniques for marriage and family therapists to actively include children in session. *The Family Journal*, 22(4), 390-396 (Conceptual/Practice)

Pereira, J. K. (2014). Superhero's and the family shield: An experiential technique for families. *VISTAS*. (Conceptual/Practice)

Pereira, J. K. & Smith-Adcock, S. (2013). The Effects of a Training on School Counselor Trainee's Attitudes, Knowledge, and Skills, and Self-Estimate of Ability. *International Journal of Play Therapy*, 22(3), 129-142. (Quantitative study)

Email: [Jkpereira@asu.edu](mailto:Jkpereira@asu.edu)

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

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

Sample publications:

Schoebi, D., & Randall, A. K. (2015). Emotional dynamics in intimate relationships. *Emotion Review*. Advanced online publication.

Randall, A. K., & Schoebi, D. (2015). Lean on me: Susceptibility to partner's affect attenuates psychological distress over a 12 month period. *Emotion*, 15, 201-210.

Randall, A. K., Post, J. H., Reed, R. G. & Butler, E. A. (2013). Cooperating with your romantic partner: Associations with interpersonal emotional coordination. *Journal of Social and Personal Relationships*, 30, 1072-1095.

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

Email: [Ashley.K.Randall@asu.edu](mailto:Ashley.K.Randall@asu.edu)



**Carlos E. Santos** (PhD, New York University), Assistant Professor

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

Sample publications:

Santos, C. E., & Collins, M. A. (in press). Ethnic identity, school connectedness and achievement in standardized tests among Mexican-origin youth. *Cultural Diversity & Ethnic Minority Psychology*.

Santos, C. E., & Umaña-Taylor, A. J. (Eds.). (2015). *Studying ethnic identity: Methodological and conceptual approaches across disciplines*. Washington, D.C.: American Psychological Association Press.

Santos, C. E., & Updegraff, K. A. (2014). Feeling typical, looking typical: Physical appearance and ethnic identity among Mexican-origin youth. *Journal of Latina/o Psychology*, 2(4), 187-199. doi: <http://dx.doi.org/10.1037/lat0000023>

Santos, C. E., Galligan, K. \*, Pahlke, E., & Fabes, R. A. (2013). Gender-typed behaviors, achievement and adjustment among racially and ethnically diverse boys during early adolescence. *American Journal of Orthopsychiatry*, 83(2-3), 252–264. doi: 10.1111/ajop.12036

Email: [Carlos.E.Santos@asu.edu](mailto:Carlos.E.Santos@asu.edu)

**Lisa B. Spanierman** (PhD, University of Missouri, Columbia), Professor and Faculty Head

Specialty: diversity in higher education, whiteness, racial attitudes, racial microaggressions, multicultural counseling competence.

Sample publications:

Kleiman, S., Spanierman, L. B., & Smith, N. G. (2015, March 23). Translating oppression: The effect of sexual minority status on White men's racial attitudes. *Psychology of Men and Masculinity*. Advance online publication.

Spanierman, L. B. (2015). White racial identity: Looking back and considering what is ahead. In L. Salett & D. Koslow (Eds.), *Race, ethnicity and self: Identity in multicultural perspective* (2nd ed., pp. 123-138). New York: National Association of Social Workers.

Poolokasingham, G., Spanierman, L. B., Kleiman, S., & Houshmand, S. (2014). "Fresh off the boat?" Racial microaggressions that target South Asian Canadian students. *Journal of Diversity in Higher Education*, 7(3), 194-210.

Houshmand, S., Spanierman, L. B., & Tafarodi, R. (2014). Excluded and avoided: Racial microaggressions targeting Asian international students in Canada. *Cultural Diversity and Ethnic Minority Psychology*, 20(3), 377-388.

Yeung, J., Spanierman, L. B., & Landrum-Brown, J. (2013). "Being White in a multicultural society": Critical whiteness pedagogy in a dialogue course. *Journal of Diversity in Higher Education*, 6, 17-32.

Email: [Lisa.Spanierman@asu.edu](mailto:Lisa.Spanierman@asu.edu)

**Terence J.G. Tracey** (PhD, University of Maryland), Professor

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](mailto: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 stress and disparities; minority mental health.

Sample publications:

Tran, A. T. (available online June 2015). In these spaces: Perceived neighborhood quality as a protective factor against discrimination for Lesbian, Gay, and Bisexual (LGB) adults. *Psychology of Sexual Orientation and Gender Diversity*, 2(3).

Tran, A. T., Miyake, E. R.\*, Martinez-Morales, V.\*, & Csizmadia, A. (available online March 2015). "What are you?" Multiracial identities and responses to racial identification inquiries. *Cultural Diversity and Ethnic Minority Psychology*.

Tran, A. T., & Lee, R. M. (2014). You speak English well! Asian Americans' reactions to an exceptionalizing stereotype. *Journal of Counseling Psychology*, 61, 484-490.

Tran, A. T. (2014). Family contexts: Parental experiences of discrimination and child mental health. *American Journal of Community Psychology*, 53, 37-46.

Email: [alisia@asu.edu](mailto:alisia@asu.edu)

**EMERITI FACULTY (teach courses and/or serve on committees)**

**G. Miguel Arciniega** (PhD, University of Arizona)

**J. Jeffries McWhirter** (PhD, University of Oregon)

**AFFILIATED FACULTY**

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

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

**Nicole A. Roberts**, (PhD, University of California, Berkeley), Associate Professor, Social and Behavioral Sciences

**Hyung Choi Brandon Yoo** (PhD, University of Minnesota), Associate Professor, Asian Pacific American Studies and School of Social-Transformation

## **MC ADMISSIONS FREQUENTLY ASKED QUESTIONS (FAQ)**

### **What is the application deadline?**

Applications are due the first business day after January 1. 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 letter writers adequate time to respond before the January 1 deadline.** ASU does not solicit letters of recommendation until the applicant has completed the application (excluding GRE score). We recommend that you upload at least part of the application in early 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 students may register online. [ASU Office of Evaluation and Educational Effectiveness](#) also offers the 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.

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

Over the past several years, the number of completed applications has ranged from 100 to 150. We aim for an incoming class of 50 students. In 2015, we received 117 completed applications and the entering class comprises 52 students.

### **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?**

Two is the minimum and three is the maximum. Because the MC program is both academic and practitioner-oriented, students are encouraged to have recommendations from at least one academic instructor and one work supervisor.

**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.

**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 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 students seeking a master's degree to finish degree requirements 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%.

**What is full-time status?**

A minimum full-time course load for graduate students is 9 credit hours.

**May I go part-time?**

The program curriculum is designed for students attending full-time. Students may complete the program part-time, however course availability may be limited at times. Please note 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?**

Full-time students in the program are advised to take 12 credits (4 courses) during 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. If dismissed, 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. In rare cases in which students take a one-semester leave of absence, they must complete a [Graduate Education](#) form to maintain continuous enrollment.

**Can I transfer credits?**

Credit hours completed at ASU or from another regionally accredited US institution or international institution officially recognized by that country, before the semester and year of admission to an ASU graduate degree program, are considered pre-admission credits. With the approval of the degree program and the Graduate Education office, students may include a maximum of 12 graduate-level credit hours with grades of “B” or better that were not used towards a previous degree. Preadmission credits must have been taken within three years of admission to the ASU degree program to be accepted.

**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). In 2014-2015, 100% of students who took licensure exams passed and 94% found employment within 6 months of graduating.

**What is the current student body (2015)?**

Variable	Response
13.A.) MASTER'S Student Demographics:   MALE: African American/Black	0
13.A.) MASTER'S Student Demographics:   FEMALE: African American/Black	1
13.A.) MASTER'S Student Demographics:   MALE: American Indian/Native Alaskan	1
13.A.) MASTER'S Student Demographics:   FEMALE: American Indian/Native Alaskan	3
13.A.) MASTER'S Student Demographics:   MALE: Asian American	1
13.A.) MASTER'S Student Demographics:   FEMALE: Asian American	1
13.A.) MASTER'S Student Demographics:   MALE: Caucasian/White	12
13.A.) MASTER'S Student Demographics:   FEMALE: Caucasian/White	45
13.A.) MASTER'S Student Demographics:   MALE: Hispanic/Latino/Spanish American	3
13.A.) MASTER'S Student Demographics:   FEMALE: Hispanic/Latino/Spanish American	7
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	1
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	2
13.A.) MASTER'S Student Demographics:   FEMALE: Nonresident Alien	9



**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	0
16.A.) FULL-TIME Faculty Demographics:   MALE: Caucasian/White	3
16.A.) FULL-TIME Faculty Demographics:   FEMALE: Caucasian/White	3
16.A.) FULL-TIME Faculty Demographics:   MALE: Hispanic/Latino/Spanish American	0
16.A.) FULL-TIME Faculty Demographics:   FEMALE: Hispanic/Latino/Spanish American	1
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	0
16.A.) FULL-TIME Faculty Demographics:   FEMALE: Nonresident Alien	1

**APPENDIX A – MC COURSE SEQUENCE**

<b>Practitioner (Structured) Track – A</b>					
<b>YEAR 1</b>			<b>YEAR 2</b>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
CED 577 (3 credits) CED 522 (3 credits) CED 545 (3 credits) CPY 645 (3 credits)  • 9 credits = full time per Graduate Education Requirements • Students may take an additional course, if desired. Discuss with faculty.	CED 680 (6 credits) CED 534 (3 credits) [add required course or elective; e.g., CED501, CED 527, CED 529, CPY671]  • Students may take an additional course, if desired. Discuss with faculty. • Meet with faculty advisor to finalize iPOS.	[Option to take electives and/or required courses in summer. Discuss with faculty.]	CED 684 (3 credits) [add 3-4 required and/or elective courses. Discuss with faculty.]	CED 684 (3 credits) [add 3-4 required and/or elective courses. Discuss with faculty.]	[Option to take electives and/or required courses in summer. Discuss with faculty.]

**Note:**

- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3 years.
- CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680.
- CED 534 is a pre- or co-requisite for CED 680.
- The faculty suggests that CED 501 precedes CED 502.
- If English is not students' first language and they wish to improve their fluency, the faculty recommend Track B.

Practitioner (Flexible) Track - B					
YEAR 1			YEAR 2		
Fall	Spring	Summer	Fall	Spring	Summer
<p>CED 534 (3 credits) [Enroll in various required and elective courses to equal 12-15 credit hours; e.g., CED501, CED 527, CED 529, CPY671]</p> <ul style="list-style-type: none"> <li>9 credits = full time per Graduate Education Requirements</li> <li>Students may take an additional course, if desired. Discuss with faculty.</li> </ul>	<p>CED 577 (3 credits) CED 522 (3 credits) CED 545 (3 credits) CPY 645 (3 credits)</p> <ul style="list-style-type: none"> <li>Students may take an additional course, if desired. Discuss with faculty.</li> <li>Meet with faculty advisor to finalize iPOS.</li> </ul>	<p>[Option to take CED680 practicum and/or other electives and required courses. Discuss with faculty.]</p>	<p>CED 680 (6 credits) [add 2-3 required courses or elective; CED501, CPY671]</p> <ul style="list-style-type: none"> <li>Students may take an additional course, if desired. Discuss with faculty.</li> </ul>	<p>CED 684 (3 credits) [add 3-4 required and/or elective courses]</p> <ul style="list-style-type: none"> <li>Students may take an additional course, if desired. Discuss with faculty.</li> </ul>	<p>CED 684 (3 credits) [add required and/or elective courses]</p> <ul style="list-style-type: none"> <li>Students may take an additional course, if desired. Discuss with faculty.</li> </ul>

**Note:**

- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3 years.
- CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680.
- CED 534 is a pre- or co-requisite for CED 680.
- The faculty suggests that CED 501 precedes CED 502.

Research (Thesis) Track					
YEAR 1			YEAR 2		
Fall	Spring	Summer	Fall	Spring	Summer
CED 501 (3 credits) CPY 645 (3 credits) [Enroll in various required and elective courses to equal 12-15 credit hours; e.g., CED 522, CED 545; Discuss with faculty.]  • 9 credits = full time per Graduate Education Requirements	CED 577* (3 credits) CED 502 (3 credits) [add required courses to equal 12-15 credit hours; e.g., CED 534]  • Meet with faculty advisor to finalize iPOS.	[add required courses; note that thesis units may be taken in the summer]	CED 680 (6 credits) EDP 552 (3 credits) [add 1-2 required courses]	CED 684 (3 credits) EDP 554 (3 credits) [add 1-2 required courses]	CED 684 (3 credits) [add required courses]

**Note:**

- \*CED 522, CED 545, CED 577, and CPY 645 are pre-requisites for CED 680. You must ensure completion of these courses in Year 1.
- CED 534 is a pre- or co-requisite for CED 680.
- To graduate in 2 years, students should plan to attend at least one summer session if they carry less than 15 credit hours each semester.
- Students are not required to complete the program in 2 years. Many students complete the program in 2.5 or 3-years.

**Note for research track students:**

- We recommend that CED501 precedes both CED502 and all other quantitative courses.
- Work with advisor to enroll in 6 thesis credits CED 599 (1-6 credits across various semesters).
- If you plan to propose or defend your thesis in the summer you must consult with your advisor. You must be enrolled in a minimum of 1-credit hour to propose or defend your thesis.

**APPENDIX B – MC COURSEWORK CHECKLIST**

**MC Coursework Checklist** (to be completed in conjunction with the iPOS)

MC Course	Coursework Name	Semester taken/ planned or waiver obtained*	Waiver (attach letter)	Credits	Grade
<b>Professional Core</b>					
CED 522	Theories of Counseling	_____		3	_____
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 & Counseling	_____		3	_____
CED 577	Counseling Pre-practicum	_____		3	_____
CED 529	Lifespan Human Development	_____		3	_____
CPY 645	Professional Issues and Ethics	_____		3	_____
CPY 671	Multicultural Counseling	_____		3	_____
CED 680	Practicum Seminar	_____		3	_____
CED 680	Practicum Clinic	_____		3	_____
CED 684	Internship in Counseling	_____		3	_____
CED 684	Internship in Counseling	_____		3	_____
CED 501	Research and Evaluation	_____		3	_____
CED 502**	Introduction to Data Analysis	_____		3	_____
				<u>3</u>	
				48	
<b>Practitioner Option</b>					
Elective 1	_____	_____		3	_____
Elective 2	_____	_____		3	_____
Elective 3	_____	_____		3	_____
Elective 4	_____	_____		3	_____
				<u>3</u>	
				12	
<b>Research Option</b>					
EDP 552**	Quantitative I	_____		3	_____
EDP 554**	Quantitative II	_____		3	_____
CED 599	Thesis	_____		6	_____
				<u>6</u>	
				12	

\* If waiver of course obtained attach a copy of the letter certifying waiver of program requirement. Note: waiver only refers to not needing to take a program requirement. The Graduate Education total hours requirements still hold.

\*\* or equivalent