



Arizona State University

School of Counseling and Counseling Psychology

MASTER OF COUNSELING ONLINE PROGRAM HANDBOOK 2024-2025

LETTER FROM THE SCHOOL DIRECTOR

Dear Potential or Current Online Master of Counseling Student:

Thank you for your interest in the Online Master of Counseling (MC) program in clinical mental health counseling at Arizona State University. Our clinical mental health counseling program, which is an approved program under the Arizona Board of Behavioral Health Examiners (AzBBHE), prepares counselors for practice in mental health, education, and social service settings. Upon graduating and passing the National Counselor Examination, graduates are eligible to become Licensed Associate Counselors (LACs) in Arizona. After completing the appropriate number of supervised clinical hours as required by the AZBBHE, LACs are eligible to become Licensed Professional Counselors (LPCs) in Arizona. Please note, we are no longer accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Each application cycle, we select a class of approximately 50 students. We seek students with academic excellence, relevant work and life experiences, and superior letters of recommendation. Ideally, an applicant would have an undergraduate GPA of at least 3.5, at least one year of work or volunteer experience in a helping setting. We review applicants holistically, so a weakness in one area (e.g., lower GPA) could be offset by other strengths. Importantly, we value multicultural knowledge, awareness, and skills. For more detail, please review the [Program Admission](#) section of this document.

If you are an incoming or current student, the pages that follow outline everything you need to know about the MC Online program. Please do not hesitate to reach out to your faculty advisor, our program coordinator, or me with any questions.

Sincerely,



Ayşe Çiftçi, PhD
School Director

Land acknowledgement from ASU American Indian Student Support Services: “We acknowledge that Arizona State University is built on the ancestral homelands of American Indian tribes who have inhabited this land for centuries, including the Akimel O’odham (Pima) and Pee Posh (Maricopa) peoples. We honor those who have stewarded this land throughout generations.”

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MC ONLINE MISSION STATEMENT

The mission of the 60-credit hour MC Online program is to prepare students to become license eligible as professional counselors in Arizona and other states with comparable licensure requirements. With its strong focus on multicultural counseling across the lifespan, students learn to promote the health of individuals, families, groups, and organizations in a diverse society. The program prepares students to work with clients in a variety of mental health settings and prepares students who wish to pursue doctoral-level studies.

MC ONLINE PROGRAM OBJECTIVES

The MC Online program objectives reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. Graduates of the program will demonstrate:

1. Knowledge and application of professional counseling ethics
2. Knowledge and application of multicultural counseling and social justice competencies
3. Knowledge of human growth and development and how it impacts counseling
4. Knowledge of career development and ability to design interventions
5. Knowledge and skill in establishing counseling relationships and employing intervention models
6. Knowledge and skill in group process and ability to intervene using groups
7. Knowledge of issues relevant to assessment selection and evaluation, and skill in the appropriate use of assessment instruments
8. Knowledge and application of basic research designs, statistics, and program evaluation
9. Professional values and dispositions consistent with the American Counseling Association
10. Knowledge of professional and clinical mental health counselor identity

The MC Online program at Arizona State University is committed to the scientist practitioner model and to creating an educational environment that reflects the following:

- A learning community that is respectful of human rights and cultural 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, professional counseling associations, and society.
- A curriculum and learning opportunities that reflect current professional counseling standards.

The Master of Counseling (MC) Online program is an approved program under the AzBBHE, which provides a streamlined pathway to licensure for our Master of Counseling graduates in Arizona. The approval expiration date is October 4, 2028, at which time the program will seek approval renewal.

The faculty has endorsed the following *American Counseling Association (ACA)* [competencies](#): *ALGBTIC Competencies for Counseling LGBQIQA Individuals (2012)*, *Competencies for Counseling the Multiracial Population (2015)*, *Multicultural and Social Justice Counseling Competencies (2015)*,

Competencies for Addressing Spiritual and Religious Issues in Counseling (2009), and Multicultural Career Counseling Competencies (2009).

TRAINING VALUES OF THE ONLINE MASTER OF COUNSELING PROGRAM

The MC Online Program at Arizona State University subscribes, and expects all students to subscribe, to the [ACA \(2014\) Code of Ethics](#). These standards apply to all aspects of professional behavior, including (but not limited to) the practice of counseling, 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 types of clients or client issues must address and resolve these difficulties in supervision.

PROGRAM ADMISSION

Admission to the MC Online 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: academic potential, professional and volunteer experiences in helping-related fields, personal statement, and letters of recommendation. Each of these factors is described in detail below.

1. Academic potential.
2. Professional and volunteer experiences in helping-related fields.
3. Personal statement.
4. Recommendation letters from people able to address areas 1 and 2 above.
5. Finalists may be invited to submit supplemental materials in support of their application and

will be provided with more information about this during the review process

Supplemental Materials Required by the MC Online Program.

In addition to the graduate admission application, the MC Online program requires the following supplemental materials:

PERSONAL STATEMENT

Applicants are required to submit a two-to-three-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 Online 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

The program requires a minimum of two and maximum of three recommendation letters. These should be from people able to evaluate the applicant's academic potential (e.g., faculty member) and/or professional or volunteer experience (e.g., a supervisor).

As part of the online graduate admission application, applicants are asked to provide the names and email addresses for each of your recommenders so that ASU can contact them directly to solicit letters. Upon submission of your application, these references will receive an email from Graduate Admission Services. The email will include a link to upload a written letter of recommendation. Please confirm with your references that they have completed and posted the letters of recommendation by the deadline.

Applicants are discouraged from asking for recommendations from individuals or acquaintances who have not overseen their academic, professional, or volunteer work. Applicants will be asked if they do or do not waive the right to review the recommendation sent on their behalf. Each recommender will be informed of the decision and asked to send their recommendation electronically to ASU. Do not email, mail or fax materials.

Note: Program faculty are unable to provide guidance or advice to individual applicants during the submission process. Faculty are also unable to provide feedback following admission decisions to individual applicants.

OFFICIAL TRANSCRIPTS

You must have one set of transcripts from every college and university from which you earned a bachelor's degree or higher sent to ASU. Official transcripts must be sent directly to ASU Admission Services from the issuing institution's records office either by mail or through a secured electronic transcript service. For transcripts sent through a secured transcript service, please select Arizona State University from the vendor's dropdown list to ensure the transcript is routed to the correct

place. If an email address is requested, you can route to gradtranscripts@asu.edu. ASU accepts unofficial transcripts as part of the application. This is the only way we will accept unofficial transcripts. Emailed transcripts are not acceptable.

If you are admitted to the university, you will be required to send official transcripts to the university. Official transcripts are original academic credentials issued by the registrar of the institution attended, bearing the original raised or colored seal of the institution and the signature of your institution's registrar, academic official or recognized international organization. If you attended ASU, you do not need to request ASU transcripts to be sent.

[More about transcripts](#)

PROOF OF ENGLISH PROFICIENCY

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency. You must meet one of the following English language proficiency requirements. See [English Proficiency for International Graduate Students](#).

GRE SCORE REPORT

The GRE Score Report is not required for application to the Master of Counseling program. GRE scores sent with an application will not be included in the review process.

ACADEMIC POTENTIAL

Academic Potential: Recruitment activities and admissions recommendations are program based. All students must be graduates of accredited higher education institutions.

FINALISTS

Finalists may be invited to submit supplemental materials in support of their application and will be provided with more information about this during the review process.

THE APPLICATION PROCESS

To apply to the program, applicants must submit the online Graduate Application and supplemental materials required by the MC Online program. Inquiries may be sent to ccp@asu.edu

The [graduate admission application](#) is submitted online at [Graduate College](#). **Do not submit applications after the application deadline of April 1st for Fall admission or September 15th for Spring admission.** It is the applicant's responsibility to review the application information and note requirements that could delay processing the application, including ensuring the applicant is applying for the appropriate semester for which applications are being accepted.

All materials required by the MC Online program must be received prior to the deadline of **April 1st** to be considered for admission for the following fall semester or **September 15th** to be considered for admission for the following spring semester.

You may verify that ASU has received your official test scores, transcripts, and letters of recommendation through My ASU. It is your responsibility to check the application status and verify

that all required materials are received by the deadline. Incomplete applications and applications submitted after the due date will not be reviewed or considered.

TIMELINE

The Graduate Application and all materials required by the MC Online program must be received prior to the associated deadline of **April 1st** for consideration of entry in the subsequent fall or **September 15th** for consideration of entry in the subsequent spring.

Please allow ample time prior to the deadline for administrative processing (8 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. Applicants can choose to apply well in advance of the deadline. Be advised, however, that applications will not be reviewed until the close of the application cycle following the April 1st or September 15th deadline.

The MC Online program reviews all applications and accepts students based on qualifications. The committee's recommendations will then be forwarded to Graduate College for a decision. The Graduate College will notify applicants about the status of their admission to the program via their My ASU (i.e., student communication portal). The program staff cannot release information regarding admission decisions.

Deferral Policy. In rare circumstances, admitted students may defer their admission to the next admissions cycle (fall or spring semester). One deferral is permitted per Graduate College policy. Deferrals must be requested officially via My ASU no later than the first day of classes. Students will be required to reapply for admission if deferral is not requested by this deadline. Please note that deferral requests are not guaranteed to be approved. For more information, please visit: <https://admission.asu.edu/graduate/cancel-defer>.

Affirmative Action. In all admissions, the MC Online program, the School of Counseling and Counseling Psychology, the College of Integrative Sciences and Arts, and the University are committed to Affirmative Action policy.

Students who accept admission to the program will receive an email that provides their assigned faculty advisor, the MC Online program handbook, suggestions and directions for course registration, and information on the MC Online New Student Orientation before the start of the first semester.

CANCELING GRADUATION ADMISSION

If you have not yet registered for classes for the term of your admission and would like to cancel your admission, please email gograd@asu.edu and ccp@asu.edu. If you have already enrolled in courses refer to MC FREQUENTLY ASKED QUESTIONS (FAQ) for voluntary withdrawal instructions.

GENERAL PROGRAM INFORMATION

If your decision to apply for the program is based on specific course requirements, please ensure that you have the latest program description before you accept an offer of admission and enroll in classes. The program faculty reserves the right to make modifications to the program, curricula, and

evaluation methods to best address student, faculty, program, university, accreditation, and/or community needs.

KEY STUDENT OUTCOMES

Information on Key Student Outcomes by academic year is available on our webpage.

PROGRAM REQUIREMENTS

The MC Online 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, healthcare settings, and community and mental health agencies. The program can be completed in no less than five semesters. Most students complete the program in 2-3 years. Typically, 100% complete the program within three years (including summer enrollment).

The MC Online Program places considerable emphasis on supervised field experiences and specialized clinical coursework. In addition to the core courses, a student completes 12 graduate credits of clinically relevant electives (see Appendices [C](#) and [D](#)). A comprehensive written examination is required to complete the program.

Refer to [Appendix A](#) for example course sequences.

The following are policies of the MC Online program, the School of Counseling and Counseling Psychology, the College of Integrative Sciences and Arts, and/or ASU Graduate College regarding the MC Online degree:

1. All incoming MC students are required to review the MC New Student Orientation Video, which will be sent to their ASU email account prior to their first semester in the program. Students are also invited to attend an optional Q&A Session via Zoom to meet with program faculty and ask any questions they might have pertaining to the orientation video. Students must sign and submit the Acknowledgement of Student Responsibility Form to their advisor after reviewing the orientation.
2. A minimum of 60 graduate credit hours approved by the faculty advisor, school director, and Graduate College is required for graduation. The information in this section relates to a student's Interactive Plan of Study (iPOS). The iPOS specifies the requirements that students must complete for their degree and is submitted and revised electronically. To facilitate degree completion, **graduate students must submit their MC Online Course Checklist and iPOS by the end of their first semester.** Failure to have an approved iPOS will place a hold on your student account. You will not be able to enroll into courses. The iPOS becomes a contract between the University and the student that guides the student in completing degree requirements.

All work toward the MC Online degree **must be completed within six consecutive years**, beginning with the semester of admission to the program. Graduate courses taken prior to admission that are included on the iPOS must have been completed within three years of the semester and year of admission to the program.

Students complete the iPOS online via their My ASU link. The iPOS must be formally approved

by the advisor and school director. **This approval process requires that students first complete the MC Online Coursework Checklist with their advisor and then obtain the advisor's and the school director's signatures.** The program coordinator will notify the student when to submit the iPOS electronically.

- a. Once a student's official iPOS has been approved, course changes and changes in the committee (see below) are submitted electronically via the iPOS. Any changes must be approved by the advisor, the school director, and Graduate College.
 - b. Students must have an approved iPOS and a three-person committee, with the advisor as chair, prior to scheduling their comprehensive examination.
 - c. Students must obtain satisfactory clinical evaluation in pre-practicum, practicum, and internship and earn passing grades in all.
 - d. Students must achieve a grade point average (GPA) of "B" (3.0) or better on all three GPAs (iPOS 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 their advisor to make meaningful progress toward meeting University and program requirements. Please see [Graduate College Policy and Procedures](#) for greater detail.
 - e. Per program policy, "B-" is the minimum grade permitted on a student's iPOS. If a student earns less than a B- in any course, then they must retake the course or its equivalent.
3. ASU Graduate College and the College of Integrative Sciences and Arts have established policies for accepting equivalent graduate courses completed prior to admission to the MC Online program. The following policies are adhered to consistently:
- a. A maximum of twelve (12) semester hours of counseling-relevant graduate level courses taken prior to the semester of admittance may be applied to the MC Online degree.
 - b. Only courses in which the student has received a grade of "B" or better are accepted for credit in meeting equivalent course requirements.
4. Students who have taken graduate coursework at other universities that meet the criteria outlined above, may petition the faculty to waive the ASU requirement in favor of the previous coursework. A separate petition must be filed for each course. A petition consists of the following: (a) cover sheet, the [Petition for Course Substitution](#), (b) the prior course syllabus, and (c) any other relevant materials (e.g., bibliographies and exams) that speak to the nature of the course. The student presents the petition to the advisor, who makes a determination of course equivalence. If the advisor approves, the petition is forwarded to the instructor(s) of the relevant course(s). If the petition is approved, the school director signs the form, delivers a copy to the student, and places a copy in the student's file. The student is required to submit these courses on their iPOS. **Students should be aware that state licensure boards might require special justification of courses transferred from other institutions because these courses will not appear on ASU transcripts.**

CURRICULA

A minimum of 60 credit hours is required to complete the program. All students are required to complete the Professional Core (48 credits), plus 12 credits of electives. Please note, at least 2 of the 4 elective courses must be taken in our own unit (SCCP).

THE PROFESSIONAL CORE

CED 522 Theories of Counseling and Psychotherapy	3 credits
CED 523 Psychological Tests	3 credits
CED 529 Lifespan Human Development	3 credits
CED 534 Occupations and Careers	3 credits
CED 545 Assessment and Diagnosis	3 credits
CED 567 Group Dynamics and Counseling	3 credits
CED 576 Foundations of Counseling	3 credits
CED 577 Counseling Pre-practicum	3 credits
CED 645 Professional Issues and Ethics	3 credits
CED 671 Multicultural Counseling	3 credits
CED 680 Practicum Clinic ^a	3 credits
CED 693 Trauma in Counseling	3 credits
CED 684 Internship ^b	6 credits
CED 501 Introduction to Research and Evaluation in Counseling	3 credits
CED 672 Couple and Family Counseling	3 credits
Total	48 credits

Prerequisites and recommendations: CED 576 is a prerequisite for CED 577. Students are encouraged to take CED 576 prior to CED 567. Students should be aware that self-exploration and self-knowledge are prerequisites for effective counseling, and many courses require students to engage in self-reflection. ^a Counseling Practicum (CED 680) is 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 should familiarize themselves with the procedures for choosing a site and site approval. ^b Prior to registration for Practicum (CED 680) and Internship (CED 684), students must obtain faculty approval and submit proof of personal liability insurance.

Comprehensive Written Exam. Students must pass a standardized comprehensive examination in order to graduate. The MC Online program uses the [Counselor Preparation Comprehensive Examination \(CPCE\)](#). **A raw score of at least 76 is required to pass.** Students who do not pass on the first administration of this test will have one more opportunity to pass the test. If a student fails after two administrations, the student is recommended for dismissal from the program. Refer to [Appendix E](#) for more information about the comprehensive exam.

CLINICAL TRAINING

Time Commitment: 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 (12-15 hours per week for practicum and 20-25 hours per week for internship).

Liability Insurance: All students are required to obtain individual professional liability insurance while enrolled in practicum and internship. Because of the many professional benefits of membership in the [American Counseling Association](#) (ACA), including individual professional liability insurance, the program requires proof of membership in ACA prior to beginning CED 680 Practicum and CED 684 Internship.

Counseling Practicum (CED 680). Practicum is a very important course in the training of counselors. It is a time when students apply theoretical content to their work with clients for the first time. Because we have an ethical imperative to provide quality service and to “do no harm,” the faculty needs to ensure that all practicum students possess foundational knowledge and necessary professional skills for effective practice. For these reasons, faculty approval is required before students enroll in practicum.

In CED 680 Practicum, students are called upon to demonstrate counseling skills with actual clients. During this **100 clock-hour training experience (40 direct and 60 indirect hours)**, clinical supervisors work closely with students both individually and in small groups. Practicum takes place in the student’s local community as outlined in the site placement information section. Students should expect to commit 12-15 hours per week to the practicum experience. Given this time commitment, it is strongly recommended that students enroll for no more than 12 hours (total) in the semester they take practicum.

Those students interested in enrolling in counseling practicum (CED 680) must make a formal application in the semester prior to desired enrollment. These applications are accessed within Tevera. See more information in the section about Tevera. Students must have completed CED 522, CED 545, CED 576, CED 577, CED 645 and CED 671 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 the approval of clinical sites. **Please note, all students entering CED 680 must virtually attend the required practicum orientation.**

The program cannot guarantee that every student will be allowed to enroll in practicum when they wish. 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, concerns around professional disposition, or lack of student readiness for practicum. Faculty will review students’ applications with respect to readiness for practicum.

If a student is deemed not ready for practicum, the faculty will inform the student of specific remediation options. In rare cases, a student may be recommended for dismissal from the program.

Internship in Clinical Mental Health (CED 684). The required internship in clinical mental health counseling is designed to enhance students' professional skills in an applied setting. Internship is conducted in cooperating community agencies or educational institutions under the supervision of one or more of their licensed professional staff. **The CED 684 Internship Handbook is available on the SCCP [website](#) under Student Resources.** Students must secure approval for internship in the semester prior to the desired enrollment. Faculty will review student readiness in the semester prior to the desired enrollment with respect to appropriateness for internship. 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 triadic (no more than two interns) supervision, and one and a half hours per week of group supervision provided by the program during a weekly synchronous class. Students should be prepared to attend group supervision at the same time each week for the duration of internship.**

Students are responsible for checking with their state board's requirements to make sure that the clinical hours required in their licensure state match the cumulative 700-hour requirement for practicum and internship required by the MC Online Program or if the student needs to procure any extra hours above the 700 hours.

Given this extensive time commitment, the faculty advises that students enroll in no more than 12 hours total when taking the internship courses (9 total credit hours might be optimal).

For purposes of liability, students engaged in any internship placement must be enrolled in CED 684 for internship credit. In cases in which students do not have enough hours at the end of their final internship semester they may petition to continue at the agency until they obtain the required hours if:

- (a) they have consent from the internship course instructor and the Online Program coordinator,
- (b) they have an incomplete grade form on file, and (c) they are enrolled for internship credit the following semester. For example, if a student is conducting internship in the spring and does not have the required hours, that student may continue at the site (with internship coordinator and site supervisor approval) during the intersession and into the summer. However, the student must enroll for internship credit in the summer to provide coverage. Therefore, students may continue during the intersession only if they are enrolled in the subsequent semester. (d) the breakdown for dynamic credit enrollment: If you have 40 direct hours or less to obtain, you will enroll in 1 credit. If you have between 41 and 80 direct hours to obtain, enroll in 2 credits. If you have more than 80 direct hours to obtain, enroll in 3 credits.

Completing internship during your anticipated graduating semester:

- Students planning to graduate must ensure they have the total number of hours completed by the end of their anticipated graduating semester. If the 600 hours of internship are not complete prior to the degree conferral date, the student will be required to register for the

following semester using the formula noted above and will need to update their graduation term for the following semester.

- Students must meet all degree requirements at the time of degree conferral, or the Graduation Office will not confer the degree for that term. If there is work done after the conferral date, then the student must register for the next term and graduate for that term, no exceptions.
- The graduate college requires continuous enrollment, once admitted to a graduate degree program or graduate certificate program, students must be registered for a minimum of one graduate-level credit hour during all phases of their graduate education, including the terms in which they were admitted and graduate.
- Students planning to graduate in a particular semester may not use the Incomplete Grade Request form because they will not be able to graduate and have their degree conferred for their anticipated graduation term.
- Students, with prior approval only, may be able to continue to work on hours if they have a small number left (5-10 hours) in the time between the grade due date and the degree conferral date.
- It is the student's responsibility to monitor their hours and work with their site supervisor to ensure they have a plan in place to meet the hours requirements. Deadline dates vary slightly depending on the calendar year, so students should check them carefully in advance of the semester they plan to graduate. It is very important that students become familiar with these deadlines so that graduation can occur during the expected term.
 - Academic Calendar: <https://registrar.asu.edu/academic-calendar>
 - Graduation Deadlines: <https://graduate.asu.edu/current-students/policies-forms-and-deadlines/graduation-deadlines>

Tevera

All students will be required to have an account with Tevera, a digital platform that allows students to submit and explore approved field placements suitable to their unique strengths and interests, track hours and experience necessary for graduation and licensure, and fill out forms related to completing the clinical sequence. Information for how to access this account will be provided at the start of the program.

Site Application and Approval Process

Students will meet with their faculty advisor before the mid-point of session B two semesters prior to the semester they plan to enroll in CED 680. For full time students, this may be as early as the student's first semester. In this meeting, the student and faculty advisor will discuss the site application process with the student and determine options for students to outreach potential placement sites.

Site place applications are due by the first day of the second month of the semester prior to when the student plans to enroll in CED 680 (October 1st for Spring placements, February 1st for Summer placements, April 1st for Fall placements).

Clinical and online faculty will be responsible for reviewing site applications by two weeks after site application deadlines. Please review the practicum and internship manuals for further information.

Students may NOT commit to any practicum or internship site prior to being approved by the faculty as ready for practicum or internship. Some practicum or internship sites will require background checks, so all students should expect to undergo such background checks. Faculty recommend students attempt to complete their practicum and internship at the same site for ease of application and continuation of client care. Should students desire to go to a new internship site that is different from their practicum site, they must go through the site approval process for internship during their practicum semester.

LICENSURE

Professional Licensure: ASU programs that may lead to professional licensure or certification are intended to prepare students for potential licensure or certification in Arizona. Completion of an ASU program may not meet educational requirements for licensure or certification in another state. For more information, students should visit the [ASU professional licensure webpage](#).

Students generally seek licensure after completing the program. Licensure requirements vary by state; more information can be found [here](#). Requirements for the State of Arizona are available at the [AzBBHE](#). The State of Arizona requires the [National Counselor Examination](#) (NCE) as part of the licensure process. MC Online students may take the exam while still enrolled in the program, usually during their last semester before graduating. At a minimum, students must have completed coursework in six of the eight required subject areas and be enrolled in the final two during the semester of the exam. It is important to keep the iPOS current, including the anticipated graduation date, because this determines a student's eligibility to take the exam. The NCE is offered twice annually; information regarding eligibility and application procedures will be disseminated via the student email listserv.

Fall 2026 will be the last application cycle for current students enrolled in the program to take the NCE exam. After Fall 2026 students will need to wait until they have graduated to take the exam.

Applying for licensure often requires submitting documents such as clinical hour logs, syllabi, and program/degree requirements. It is the student's responsibility to retain their own copies of practicum and internship logs, program handbooks, course syllabi, waivers or course equivalency approval forms, and any other relevant documentation.

To become a licensed professional counselor in the state of Arizona, a student's application must be approved by the [AzBBHE](#). Upon graduating from the MC program and passing the NCE, graduates who completed their clinical sequence in Arizona are eligible to become Licensed Associate Counselors (LAC) in Arizona. After completing two years (1600 hours) of supervised post master's-degree clinical work, LACs are eligible to become Licensed Professional Counselors (LPC). Students who wish to seek employment in other states must consult that state's licensing board and relevant laws to seek their licensure requirements. For more information about State Professional Counselor

Licensure Boards, go to: <https://www.counseling.org/resources/licensure-requirements/licensure-fags>

Note regarding applying for licensure in a state other than Arizona: For applicants who wish to pursue licensure in a state other than Arizona, please note that many of those states require coursework in content areas that are not part of the core classes required by the MC Online Program. Some of these content areas might include psychopharmacology, addictions counseling, and advanced counseling. These courses are not required by the MC Online program but are offered as electives. If you are planning to apply for licensure in another state, consider choosing the elective courses that will meet educational requirements for the state you want to pursue licensure when completing your iPOS. If students plan to become licensed in another state, they should be familiar with that state's licensure laws and requirements.

The Master of Counseling (MC) Online program is an approved program under the [Arizona Board of Behavioral Health Examiners \(AZBBHE\)](#), which provides a streamlined pathway to licensure for our Master of Counseling graduates in Arizona. Because requirements vary by state, we recommend that students consult the licensing requirements for the state in which they intend to reside. Contact information for licensing boards by state is available at the American Counseling Association's [State Professional Counselor Licensure Boards](#) website and ASU's [Professional Licensure](#) website.

PROGRAM POLICIES

ENDORSEMENT POLICY

All of our MC Online 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 and that three faculty members (their student advisory committee) have signed their completion forms indicating program endorsement. All student hours/logs will be stored in the Tevera system, which can be easily accessed by students, supervisors, and the Training Director.

STUDENT ADVISING

A faculty advisor is assigned to each student upon admission into the program. Students will need to meet with their faculty advisor to discuss their iPOS, progress in the program, practicum or internship application forms, and 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 their faculty advisor or committee members. The procedure is as follows:

1. Consent to the change advisors must be obtained from both the assigned and prospective faculty advisor.
2. Discuss with both, obtain signatures, and submit [Change of Advisor](#) form and/or [Committee Approval](#) form as documentation.
3. Students must submit these changes on the iPOS. Changes will be recommended for approval only when required forms are on file.

4. The student will be notified through My ASU when the request has been approved by Graduate College.

COMMUNICATING PROGRAM CHANGES

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

- Program changes and announcements are communicated via the MC Online student listserv (CEDONLN). Students must subscribe to the listserv with their ASU email address during their time in the program.
- The MC Online Program has an active Master of Counseling Student Organization (MCSO) that has elected representatives. These individuals 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.
- Changes in the program will be noted in the faculty meeting minutes, which will be distributed to all students. Such changes will be announced at MCSO meetings, through newsletters, and on the listserv.
- Program changes, which must be communicated to personnel in cooperating or associated agencies, are communicated via mail and/or 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. Please include your ten-digit ASU ID# in all email communications with the program coordinator and Graduate College.

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 (e.g., 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 related services for remuneration will be subject to review by a faculty committee as to the appropriateness of continuation in the Master of Counseling program.

GENERAL INFORMATION FOR ALL MC ONLINE STUDENTS

COSTS AND FINANCIAL ASSISTANCE

To estimate costs, use the ASU Online tuition calculator at <https://asuonline.asu.edu/what-it-costs/> (select Counseling MC for program). Tuition and fees are subject to annual approval by the Arizona Board of Regents.

In addition to tuition and other university fees, the MC Online program fee is \$300 per credit hour. Each year, 17.5 percent of program fees support financial aid for students in the College of Integrative Sciences and Arts. The remaining 82.5 percent funds the following: (a) MC Student Fellowships, (b) MC student research and teaching assistantships, (c) MC graduate hourly positions, (d) MC student travel, (e) comprehensive examination fees for MC students, (f) establishing Tevera accounts for MC students, (g) background checks, drug tests, and fingerprint cards for CED 684 Internship students, (h) updates to our state-of-the-art Counselor Training Center (CTC), (i) enhancement of general facilities to support student life, (j) technology, software, and testing materials to support clinical and didactic training, (k) teaching assistants for CED684 Internship and CED577 Pre-practicum, (l) salaries for full-time and visiting MC program faculty, (m) CTC staff salaries, (n) social and networking events, and (o) speaker honoraria for the Patricia Arredondo Diversity and Equity Speaker Series and other invited guests.

There are a limited number of assistantships in the program and across units at ASU (see next section).

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

Loans are available to graduate students. Admission to the program is a criterion for financial aid. Some teaching and research assistantships are available for new students entering the program; others are available to continuing students with expertise. Students should consult with their advisor about applying for assistantships.

All Graduate Teaching Assistants and Associates (TAs), and Graduate Research Assistants and Associates (RAs) must register for a minimum of six semester hours of appropriate credit during each academic term of their appointment. The six hours cannot include audit enrollment.

TAs and RAs are treated as residents for tuition purposes. To be eligible for tuition remission, TAs and RAs must be employed a minimum of 10 hours per week (25 percent Full Time Equivalency {FTE}). TAs/RAs working 10-19 hours per week (25-49 percent FTE) receive a 50 percent remission of tuition for the semester or summer session of their employment. TAs/RAs working 20 hours per week (50 percent FTE) do not pay tuition during the semester or summer session of their employment.

In addition, the university pays the individual health insurance premium for those TAs and RAs working 20 hours per week (50 percent FTE).

Due to federal regulations, international students on F-1 and J-1 visas are allowed to work a maximum of 20 hours per week while school is in session (fall and spring semesters). International students are allowed to work 40 hours per week during summer sessions. International students typically are not allowed to seek employment outside the university; students must consult with the [International Student and Scholars Center \(ISSC\)](#).

Detailed information and application procedures regarding Graduate Assistantships can be found [here](#).

Additional funding may also be available through the [Graduate Student Government \(GSG\)](#). GSG plans events, organizes activism, and promotes scholarships and grants for students to use for research or travel and so much more. In addition, some funds may be available to support student conference travel (e.g., [Graduate College Travel Award](#)).

Students may be nominated by the program for the [Graduate College Fellowship](#), pending criteria. MC students may also apply to the [Master of Counseling Outstanding Student Fellowship](#).

There are a limited number of graduate teaching and research assistantships in the program for which many students apply. As the number and types of assistantships become known, the applications are reviewed by a faculty committee, who make selections. Per mandates from the Office of the University Provost, PhD students receive first consideration for assistantship positions. As teaching and research assistantships become available through the [College of Integrative Sciences and Arts](#), announcements are posted via the student listserv (CEDONLN).

Individual faculty who have research grants, which include research assistantships, follow similar procedures in securing student research assistants. Some students secure assistantships with faculty in other programs across campus (e.g., T. Denny Sanford School of Social and Family Dynamics).

SCCP assistantships pay an approximate stipend:

- TA compensation:
 - .25 FTE for the academic year \$12,293 (10 hours per week)
 - .50 FTE for the academic year \$24,586 (20 hours per week)

- RA compensation:
 - .25 FTE for the academic year \$12,293 (10 hours per week)
 - .50 FTE for the academic year \$24,586 (20 hours per week)

For additional information, please visit [Graduate College](#). Finding sources of financial support can be challenging for first year Master's students. If you are unable to find an assistantship, one option is

to look for an ASU staff position. Many staff positions provide benefits including partial or full tuition waivers. A number of management intern positions, for example, are part-time (20 hours/week) with tuition assistance. 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. In addition, information regarding international teaching assistants is available [here](#).

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

GRADUATION

Students must apply for graduation through My ASU in accordance with the University Registrar policies. See [Application for Graduation](#). Students must meet all University and Graduate College degree requirements prior to the conferral of their degree or awarding of their certificate, including achieving a 3.0 GPA in the graduate GPA, the iPOS GPA, and the cumulative GPA. Students must continue to be registered until all degree requirements have been met. All students seeking a degree or certificate must apply for graduation.

The graduation deadlines and procedures are set by the Graduate College and are available online at [graduation deadlines](#). Deadline dates vary slightly depending on the calendar year, so students should check them carefully in advance of the semester they plan to graduate. It is very important that students become familiar with these deadlines so that graduation can occur during the expected term.

Students must meet all degree requirements at the time of degree conferral or the Graduation Office will not confer the degree for that term. If there is work done after the conferral date, then the student must register for the next term and graduate for that term.

Graduation activities. [Commencement](#) is a University ceremony; [Convocation](#) is a College ceremony. These are held twice annually, in the fall and spring. Attendance is not required, but students must RSVP via My ASU if they wish to attend. See the website for [ASU Online Graduates](#) for more information about graduation ceremonies. In addition to Commencement and Convocation, the program holds its own Hooding Ceremony once per year in the spring.

Policy on Summer Graduates. Students graduating in summer are eligible to participate in ASU Graduate Commencement the following fall. Students graduating in summer can participate in the spring Commencement and College Convocation if they meet the following criteria:

1. Internship and one other required course are the only iPOS courses left to complete during the summer semester. Students may be enrolled in other classes during graduation term, but those classes may not be included on the iPOS.
2. The comprehensive written exam must already be completed and passed by the end of spring semester.

3. Apply for summer graduation by Graduate College's early deadline (will be announced via email to listserv)
4. Must be enrolled in a minimum of 1.0 credit during the summer semester.
5. Program Hooding does not have the same restrictions.
 - a. All graduates for spring and the following summer are permitted to participate
 - b. Students should contact their advisor with questions about participating

HOUSING

ASU has limited housing facilities for students. Numerous apartments are available in Tempe and adjacent communities that are utilized by many students at ASU. See the various options available (and application process) at [ASU Housing](#).

STUDENT ACCESSIBILITY AND INCLUSIVE LEARNING SERVICES

[Student Accessibility and Inclusive Learning Services](#) and [ASU Health Services](#) offer services to online students. See websites for more complete descriptions of services.

PERSONAL COUNSELING

Students residing in Arizona 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 if they are located in the state of Arizona. 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. Students residing outside of Arizona may be eligible for services through [360 Life Services](#).

PERSONAL AND PROFESSIONAL EXPECTATIONS FOR STUDENTS

There are four 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 centers around behaviors appropriate for CED 680 Practicum and CED 684 Internship in Clinical Mental Health Counseling. These expectations are monitored through midterm and final evaluations and weekly supervision and supervision documentation provided by the student's faculty supervisor.

The third set of personal and professional expectations is that students are required to obtain membership in the [American Counseling Association \(ACA\)](#). The 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](#). ACA members are eligible for individual professional liability insurance, which is required for students enrolled in practicum and

internship. Students also are encouraged to seek membership in other relevant professional organizations. 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.

The fourth set of personal and professional expectations relates to social networks – a critical issue for 21st century counselors. Students who use social networking sites (e.g., Facebook and X (formerly Twitter)) 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 not post 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 or photos that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients as part of their social network. Students also should not include undergraduate or graduate students for whom they are currently serving as an instructor as part of their social network, which would constitute 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 clinical mental health counselors in training. Engaging in these types of actions could result in dismissal from the program.

ACADEMIC INTEGRITY

ASU has very clear definitions of [academic integrity](#). 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 (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.

ACADEMIC APPEALS POLICY

Students who are enrolled in a College of Integrative Sciences and Arts / University College 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. Refer to the [CISA Academic Affairs Policies and Procedures Manual](#).

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 in writing providing documentation to the school director or professor in charge of the instructor's area who will employ the area's procedures to resolve the grievance.

Secondary Procedures

1. If the grievance has not been successfully cleared by the area's procedures, the student may make a written request to the School Director that the grievance be referred to the office of the Dean. The Dean (or designee) will provide a recommendation on whether an academic grievance hearing is warranted.
 - a. The Dean or the Dean's designee may request any additional documentation to determine whether an academic grievance hearing is warranted. The student and faculty member shall have at least fourteen (14) days to provide that documentation.
 - b. The Dean will either deny the request for a hearing or recommend a hearing be convened.
 - c. If the Dean recommends a hearing, the grievance will be referred to the Colleges' Grade Appeal and Academic Integrity Committee. The committee will convene for the specific purpose of hearing the student academic grievance. For grade appeals, 3 faculty committee members will hear the case. For cases involving academic integrity, 2 faculty committee members and 1 student committee member will hear the case.
2. If the Dean refer the student grievance to the Colleges' Grade Appeal and Academic Integrity Committee and appoints a hearing committee chair, the chair or designee 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 an electronic copy 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 school director 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 or designee will:
 - a. Forward copies of the grievance, the instructor's response to the student, and the response from the school director 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 receives 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 Grade Appeal and Academic Integrity Committee to serve on the hearing panel. If a designated committee panel member believes he or she has a bias or conflict of interest which would negatively impact on the ability to decide the grievance fairly, the panel member will excuse himself or herself, notify the Dean, and the Dean will appoint a new panel member.

5. The student and instructor may provide documents to the panel for review and consideration, if three (3) copies of the documents are provided to the panel chair at least 10 days before the first scheduled date of the hearing. However, the chair of the panel will advise the student and the instructor that the panel will only consider documents that specifically relate to the grievance and response. The panel chair will retain one set of documents and forward the other two sets to the other two panel members at least seven (7) days before the hearing.
6. In keeping with the Family Education and Privacy Rights Act, if the grievance involves the grievant's grade, other matters or information contained in the grievant's academic or educational records maintained by ASU, it is presumed that the student has consented to the review of such information by the filing of the grievance. In the event any information will be reviewed or provided to the panel related to grades or information contained in the educational records or academic files of students other than the grievant, such information is considered confidential under the Family Education and Privacy Rights Act and the panel shall proceed as follows:
 - a. The panel will obtain the written consent of the students involved (other than the grievant) to review grades or information from their educational records, OR
 - b. The chair of the panel will excise the names, social security numbers, addresses, and any other identifying information from the education records of the students involved (other than the grievant).
7. The hearing shall be conducted by the panel chair and shall be closed. Participants may be accompanied by an advisor of their choice. Advisors may make an oral statement on behalf of, and confer with, their advisee. Advisors may not directly address the committee or other participants. Arrangements for the order of appearance, for submission of materials, testimony and related matters should be made through and by the panel chair.
8. At the hearing, the grievant will present his or her position first and try to do so within 30 minutes, including presentation of witness testimony and documentation. The chair may extend the time if necessary. The members of the panel may question the grievant during the presentations of their testimony. The instructor may question the student at the end of the presentation, but questioning should be limited to approximately 10 minutes or less. The chair may require the instructor to direct questions to the grievant through the chair.
9. The same process will be followed with the presentation of the instructor's case.
10. All questions should be related to the specific allegations of the grievance or statements in the response and the chair has final authority to judge relevancy.
11. The chair of the panel will digitally record the hearing and the digital file will be maintained by the College of Integrative Sciences and Arts/University College 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 hearing committee's recommendation. The Dean may make grade changes, if any are recommended. The Dean shall inform the student, the instructor, the appropriate school director, the registrar, and the grievance committee of any action taken.

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, and comprehensive examination standards). Students will receive written feedback from their advisor denoting areas of excellence, areas of satisfactory progress, and areas for improvement. The advisor will provide comments to explain specific feedback. Both the advisor and the student will sign the annual review form and a copy will be placed in the student file.

STUDENT DEFICIENCIES AND POSSIBLE CONSEQUENCES

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

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

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, 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, training director, and school director, with a copy given to the student and another placed in the student's file. The advisor and training director monitor progress on the

contract.

When the advisor and training director believe the terms of the contract have been met, they inform the faculty the student is once again in good standing and not on probation. This decision is communicated in writing to the student, a copy of which is placed in the student's file. If the advisor and training director believe the terms of the contract have not been met, they then 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 advisor and training director could determine the deficiency to be so substantial as not to warrant remediation but rather a recommended dismissal from the program. In this case, the matter is brought to the full faculty for a determination. This is described in detail 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 training director and the student's advisor, 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, 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 by the school director to the Dean (CISA), the Vice Provost (ASU Graduate College), and ultimately the student following Graduate College policy.

The student has the right to appeal a recommendation for dismissal. Please see the [Guidelines for Graduate Appeals](#) and [Section 600 Student Academic Grievance Procedures](#) of the CISA Academic Affairs Policies and Procedures

The following paragraphs describe five circumstances that might be the 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 College; otherwise, they may be dismissed from the program. Students in the program who are on academic probation may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case-by-case basis.
- b. As a matter of program policy, no grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period.
- c. Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a cumulative GPA of 3.0 or above. Graduate College 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, the student must submit a form to maintain continuous enrollment, available from Graduate [College](#). This form may be submitted electronically only if an approved iPOS is on file.

2. Unsatisfactory performance in counseling practicum or internship. Students who receive an

unsatisfactory performance evaluation from their clinical supervisor or the faculty member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision. A student may also be dismissed for an ongoing failure to accept supervision.

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.

THE SCHOOL OF COUNSELING AND COUNSELING PSYCHOLOGY FACULTY

Lydia HaRim Ahn (PhD, University of Maryland), Assistant Professor

Specialties: Racism, Ethnic-Racial Socialization, Parenting, Intersectionality, Prevention/Intervention Programming.

Sample publications and presentations:

Ahn, L. H., Yang, N., An, M. (in press). COVID-19 Racism, Internalized Racism, and Psychological Outcomes among East Asians/East Asian Americans. *The Counseling Psychologist*

Ahn, L.H., Dunbar, A.S., Coates, E.E., & Smith-Bynum, M.A. (2021). Cultural and Universal Parenting, Ethnic Identity, and Internalizing Symptoms among African American Adolescents. *Journal of Black Psychology*

Dunbar, A.S., Ahn, L.H., Coates, E.E., Small, K., Smith-Bynum, M.A. (in press). Observed Dyadic Racial Socialization Disrupts the Association between Frequent Discriminatory Experiences and Emotional Reactivity among Black Adolescents. *Child Development*

Ahn, L.H., Keum, B.T.H., Meizys, G., Choudry, A., Gomes, M., & Wang, L. (2021). Second Generation Asian American Women's Gendered Racial Socialization. *Journal of Counseling Psychology*. Click here to download the PDF. <https://doi.org/10.1037/cou0000575>

Ahn, L.H., Kivlighan, D.M., & Hill, C.E. (2021). Helping Skills Courses: The Effects of Diversity and Numeric Marginalization on Counseling Self-Efficacy, Counseling Self-Stigma, and Mental Health. *Journal of Counseling Psychology*. <https://doi.org/10.1037/cou0000573>

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Preston Battles (PhD, University of Missouri-Columbia), Clinical Assistant Professor

Specialties: Critical consciousness, psychotherapy process and outcomes, Latinx mental health

Sample Publications:

Battles, P. (2023). Testing a Model of the Psychology of Working Theory With Formerly Incarcerated Adults (Doctoral dissertation, University of Missouri-Columbia). <https://doi.org/10.32469/10355/96946>

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Jamie Bludworth (PhD, Arizona State University), Clinical Associate Professor, Director of the Counselor Training Center, Master of Counseling Training Director

Specialties: Crisis assessment and intervention, training and supervision, theories of Counseling/psychotherapy, ethics, counseling center administration.

Sample publications and presentations:

Bludworth, J., Tracey, T.J.G., & Glidden-Tracey, C. (2010). The bi-level structure of the Outcome Questionnaire-45. *Psychological Assessment, 22*(2), 350-355.

Corey, G., & Bludworth, J. (2007). Case approach to counseling and psychotherapy: The case of Stan. Supplementary video for: Corey, G. (2007). *Theory and Practice of Counseling and Psychotherapy* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G., & Bludworth, J. (2017, March). Counseling theory in practice. Day-long preconference learning institute conducted at the American Counseling Association Annual Conference, San Francisco, CA (10th consecutive pre- conference learning institute presentation).

Tracey, T. J. G., Bludworth, J., & Glidden-Tracey, C. E. (2012). Are there parallel processes in psychotherapy supervision? An empirical examination. *Psychotherapy: Theory, Research, Practice, Training, 49*(3), 330-343.

Tracey, T. J. G., Glidden-Tracey, C. E., & Bludworth, J. (2012). Parallel process: When does a parallel occurrence carry meaning? *Psychotherapy: Theory, Research, Practice, Training, 49*(3), 347-348.

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Jessica Boyles (PhD, University of Nebraska-Lincoln), Clinical Assistant Professor

Specialties: Women's Sexual and Reproductive Health, Liberation Psychology, Multicultural Counseling, Consensual Non-Monogamy and Kink, and Clinical work with Veterans, Athletes, and Students.

Sample Publications:

Boyles, J., & Abbott, D. M. (2022). Consensually non-monogamous families and their children. In M. D. Vaughn, & T. Burnes (Eds.), *Handbook of clinical practice with consensually non-monogamous clients*. Rowman & Littlefield Publishers.

Abbott, D. M., Nguyen, R., Bohmer, C., Myers, M. L., Boyles, J. A., & Mercier, C. M. (2023). The US in Uterus: A Collaborative Autoethnography of Psychologists Advocating for Reproductive Justice. *Psychology of Women Quarterly, 0*(0). <https://doi.org/10.1177/03616843231166375>

Abbott, D. M., Mollen, D., Boyles, J. A., & Anaya, E. J. (2022). Hidden in plain sight: Working class and low-income atheists. *Journal of Counseling Psychology*, 69(1), 37–50.

<https://doi.org/10.1037/cou0000562>

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Bryan W. Camp (MA, Arizona State University), Instructor

Specialties: Learning and Memory, Neuroscience, Neuroendocrinology, Statistics Sample publications:

Camp, B. W., Gerson, J. E., Tsang, C. W., Villa, S. R., Acosta, J. I., Blair Braden, B., Hoffman, A. N., Conrad, C. D., & Bimonte-Nelson, H. A. (2012). High serum androstenedione levels correlate with impaired memory in the surgically menopausal rat: a replication and new findings. *The European journal of neuroscience*, 36(8), 3086–3095. <https://doi.org/10.1111/j.1460-9568.2012.08194.x>

Acosta, J. I., Hiroi, R., Camp, B. W., Talboom, J. S., & Bimonte-Nelson, H. A. (2013). An update on the cognitive impact of clinically-used hormone therapies in the female rat: models, mazes, and mechanisms. *Brain research*, 1514, 18–39. <https://doi.org/10.1016/j.brainres.2013.01.016>

Mennenga, S. E., Baxter, L. C., Grunfeld, I. S., Brewer, G. A., Aiken, L. S., Engler-Chiurazzi, E. B., Camp, B. W., Acosta, J. I., Braden, B. B., Schaefer, K. R., Gerson, J. E., Lavery, C. N., Tsang, C. W., Hewitt, L. T., Kingston, M. L., Koebele, S. V., Patten, K. J., Ball, B. H., McBeath, M. K., & Bimonte-Nelson, H. A. (2014). Navigating to new frontiers in behavioral neuroscience: traditional neuropsychological tests predict human performance on a rodent-inspired radial-arm maze. *Frontiers in behavioral neuroscience*, 8, 294. <https://doi.org/10.3389/fnbeh.2014.00294>

Mennenga, S. E., Koebele, S. V., Mousa, A. A., Alderete, T. J., Tsang, C. W., Acosta, J. I., Camp, B. W., Demers, L. M., & Bimonte-Nelson, H. A. (2015). Pharmacological blockade of the aromatase enzyme, but not the androgen receptor, reverses androstenedione-induced cognitive impairments in young surgically menopausal rats. *Steroids*, 99(Pt A), 16–25. <https://doi.org/10.1016/j.steroids.2014.08.010>

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Cristalís Capielo Rosario (PhD, The University of Georgia), Associate Professor, Counseling Psychology PhD Training Director

Specialties: Latinx psychology; Puerto Rican migration and health disparities, sociopolitical determinants of health (e.g., colonialism); ethics and culture.

Sample publications:

Capielo Rosario, C., Abreu, R. L., Gonzalez, K. A., & *Cardenas Bautista, E. (2020). "That day no one spoke": Florida Puerto Ricans Reaction to Hurricane María. *The Counseling Psychologist*.
<https://doi.org/10.1177/0011000019899382>

Capielo Rosario, C., *Schaefer, A., *Ballesteros, J., *Rentería, R., & David, E. J. R. (2019). A Caballo Regalao no se le Mira el Colmillo: Colonial Mentality and Puerto Rican Depression. *Journal of Counseling Psychology*, 66(4), 396-408. <http://dx.doi.org/10.1037/cou0000347>

Capielo Rosario, C., Adames, H., Chavez-Dueñas, N., & *Rentería, R. (2019). Acculturation Profiles of Central Florida Puerto Ricans: Examining the influence of perceived ethnic-racial discrimination and neighborhood ethnic-racial composition. *Journal of Cross-Cultural Psychology* 50(4), 556-576. doi: 10.1177/0022022119835979

Capielo Rosario, C., & Dillon, F. (2020). Ni de aquí, ni de allá: Puerto Rican Acculturation-Acculturative Stress Profiles and Depression. *Cultural Diversity and Ethnic Minority Psychology*. Advance online publication. <http://dx.doi.org/10.1037/cdp0000272>

Email: Cristalis.Capielo@asu.edu

Ayşe Çiftçi (PhD, University of Memphis), Professor, School Director

Specialties: Individual and cultural diversity to promote inclusiveness and the well-being of marginalized individuals in educational and training settings.

Sample publications:

Nikalje, A. & Ciftci, A. (in press). Colonial Mentality, Racism, and Depressive Symptoms: Asian Indians in the United States. *Asian American Journal of Psychology*.

Rodriguez, A. J., Ciftci, A., Howell, K., Kokini, K., Wright, B. & Nikalje, A. (2021). Promoting Equity, Diversity and Social Justice through Faculty-Led Transformative Projects. *Innovative Higher Education*, 1-22.

Falender, C., Goodyear, R., Duan, C., Al-Darmaki, F. Bang, K., Ciftci, A.... Partridge, S. (2021). Lens on International Clinical Supervision: Lessons Learned from a Cross-National Comparison of Supervision. *Journal of Contemporary Psychotherapy*, 51 (3), 181-189.

Aggarwal, A & Ciftci, A. (2020). Colorblind Racial Ideology, Sense of Belonging, and Racism-Related Stress in Asian Indian International Students, *Psychological Reports*.

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Frank R. Dillon (PhD, University of Missouri–Columbia), Professor

Specialties: Health disparities affecting racial, ethnic, and sexual minority groups in the United States; cultural and social determinants of health; multicultural counseling research and practice.

Sample publications:

Dillon, F. R., Eklund, A., Ebersole, R., Ertl, M. M., Martin, J. L., Verile, M. G., Gonzalez, S. R., Johnson, S., Florentin, D., Wilson, L., Roberts, S., & Fisher, N. (2019). Heterosexual self-presentation and other individual- and community-based correlates of HIV testing among Latino men who have sex with men. *Psychology of Men and Masculinity*, 20(2), 238-251.

<https://doi.org/10.1037/men0000166>

Dillon, F. R., Ertl, M. M., Verile, M., Siraj, N., Babino, R., & De La Rosa, M. (2018). A social ecological study of psychological distress among recently immigrated, Latina young adults. *Journal of Latina/o Psychology*, 7(1), 39–58. <https://doi.org/10.1037/lat0000106>

Dillon, F.R., Ertl, M.M., Corp, D., Babino, R., & De La Rosa, M. (2018). Latina young adults' use of health care during initial months in the United States. *Health Care of Women International*, 39, 343-359. doi: 10.1080/07399332.2017.1388382

Dillon, F.R., Odera, L., Fons-Scheyd, A., Sheu, H., Ebersole, R.C., & Spanierman, L. (2016). A dyadic study of multicultural counseling competence. *Journal of Counseling Psychology*, 63, 57-66.

<https://doi.org/10.1037/cou0000118>

Dillon, F. R., Alessi, E., Craig, S., Ebersole, R. C., Kumar, S., & Spadola, C. (2015). Development of the Lesbian, Gay, and Bisexual Affirmative Counseling Self-Efficacy Inventory – Short form. *Psychology of Sexual Orientation and Gender Diversity*, 2, 86-95.

<https://doi.org/10.1037/sgd0000087>

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Alexis Faison (PhD, Arizona State University), Clinical Assistant Professor

Specialties: Black psychology, Black mental health, AfroLatinx psychology, health disparities, cultural humility, college counseling

Sample Publications:

Faison, A.D. (2024). AfroLatinx Health Disparities during the COVID-19 Pandemic (Publication No. 31148445) [Doctoral Dissertation, Arizona State University]. ProQuest Dissertations and Theses Global.

Capielo Rosario, C., Faison, A., Winn, L., Caldera, K., & Lobos, J. (2021). No son complejos: An intersectional evaluation of AfroPuerto Rican health. *Journal of Latinx Psychology*, 9(1), 45–64.

Faison, A.D. (2019). Financial Knowledge is Power: Exploring the Protective Benefits of Financial Self-Efficacy Among Young Adults (Publication No. 22587200) [Master's thesis, Arizona State University]. ProQuest Dissertations and Theses Global.

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Valarie C. Flores-Lamb (PhD, Loyola University Chicago), Assistant Teaching Professor

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Laura E. Jimenez Arista (PhD, Arizona State University), Clinical Associate Professor

Specialties: Psychotherapy process and outcome, child sexual abuse prevention, Hispanic population.

Sample publications:

Jimenez-Arista, L. E., Holzapfel, J., Shanholtz, C. E., & Tracey, T. J. G. (2019). The incremental validity of the sPaCE scale in predicting final outcome. *Measurement and Evaluation in Counseling and Development*, 1-16.

Jimenez-Arista, L. E., Tracey, T. J. G., & Levy, R. (2018). Patterns of Symptomatology over Time and their Relation to Outcome. *Canadian Psychology* 59(4), 347-360.

Jimenez-Arista, L. E. & Koro-Ljungberg, M. (2017). Spiral struggles and dialectical tensions in the life of a successful undocumented student. *Journal of Ethnographic & Qualitative Research*, 12(1), 1- 17.

Jimenez-Arista, L. E., Walsh, K. J., & Randall, A. K. (2016). Dyadic coping among couples in the U.S. In M. K. Falconier, A. K. Randall, & G. Bodenmann (Eds.), *Couples coping with stress: A cross-cultural perspective*. New York, NY: Routledge.

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Michael Masiano (Psy.D, Argosy University), Instructor

Specialties: Providing education concerning Military and Veteran culture to current and future mental health providers. Continual work with the ASU Reserve Officer Training Corps (ROTC) to reduce the stigma of mental health in the military by educating future officers about the importance of Emotional Intelligence.

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Em Matsuno (PhD, University of California, Santa Barbara), Assistant Professor

Specialties: Trans and nonbinary populations, minority stress and resilience, intervention research, trans and nonbinary affirmative therapy.

Sample publications:

Matsuno, E., & Israel, T. (2021). The Parent Support Program: Development and Acceptability of an Online Intervention Aimed at Increasing Supportive Behaviors Among Parents of Trans Youth. *Journal of GLBT Family Studies*. <https://doi.org/10.1080/1550428X.2020.1868369>

Israel, T., Matsuno, E., Choi, A.Y., Goodman, J. A., Lin, Y., Kary, K., Merrill, C. (2020). Development and Efficacy of an Online Intervention to Reduce Internalized Transnegativity. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <https://doi.org/10.1037/sgd0000447>

Matsuno, E. (2019). Non-binary affirming psychological interventions. *Cognitive and Behavioral Practice*, 26(4), 617-628. <https://doi.org/10.1016/j.cbpra.2018.09.003>

Matsuno, E., & Israel, T. (2018). Psychological Interventions Promoting Resilience Among Transgender Individuals: Transgender Resilience Intervention Model (TRIM). *The Counseling Psychologist*, 46(5) 632- 655. <https://doi.org/10.1177/0011000018787261>

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Rachel Ocampo Hoogasian (PhD, University of Wisconsin-Madison), Clinical Assistant Professor

Specialties: Multicultural counseling, Latinx spirituality and mental health, clinical work with children and families.

Sample publications:

Ocampo Hoogasian, R., McNeill, B.W., & Chavez, T. (in press) Healing with Curanderas: Exploring the conceptions of illness, healing processes, and outcomes of Mexican American clients in

Curanderismo. In J. Cervantes & B.W. McNeill (Ed.) *Latinx Healing Practices: Psychospiritual Counseling Interventions*. San Diego, CA: Cognella Academic Publishing.

Ocampo Hoogasian, R. & Gloria, A. M. (2015). The healing powers of a patrón espiritual: Latina/o clinicians' understanding and use of spirituality and ceremony in psychotherapy. *Journal of Latina/o Psychology*, 3(3), 177-192.

Hoogasian, R. & Lijtmaer, R. (2010). Integrating Curanderismo into counselling and psychotherapy. *Counselling Psychology Quarterly*, 23(3), 297-307. doi: 0.1080/09515070.2010.505752

Email: rachel.ocampo.hoogasian@asu.edu

Ashley Osborne (PhD, University of Nevada), Clinical Assistant Professor

Specialties: Career Counseling, Academic and Career Exploration and Decision Making, Entrapment, School Counseling (K-12)

Sample Publications:

Osborne, A. S. (2024). *Entrapment in higher education* (Publication No. 30820336) [Doctoral dissertation, University of Nevada, Reno]. ProQuest LLC.

Coll, K., Stewart, R., Gutheil, J., Day, A., Scholl, S., Thobro, P., & Osborne, A. (2022). Application of Bernard's Discrimination Model in a Mental Health Agency: Implications for Practice. *International Journal for the Advancement of Counselling*.

Woodliff, T., Osborne, A., Freeman, B., Coll, K., DePue, K., & Little, M. (2021). Counseling Program 2021: Counseling Student Outcomes, Annual Report, and Program Adjustments. College of Education & Human Development, University of Nevada, Reno.

Osborne, A. (2017). *University career and professional development: Overcoming obstacles and increasing engagement among traditionally underserved students*. Career and Professional Development, Loyola Marymount University.

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Jenn Pereira (PhD, University of Florida), Clinical Associate Professor (LPC, LMHC-S, RPT-S)

Specialties: Play Therapy/child counseling, counseling trauma, counseling skills/pedagogy, supervision and supervision pedagogy

Sample of Professional Presentations – National and State Conferences

1. **Pereira, J.** *Play-full Supervision Techniques: Using experiential activities in supervision (ACES)(October, 2023)*
2. **Pereira, J.** *Basic Assumptions in Creating Counselor Identity and Self-efficacy: Perceptions of counseling trainees and their clinical supervisors (WACES) (October, 2022)*
3. **Pereira, J.** *Teaching Supervision: Building Counselor Identity in the Teaching of a Doctoral Supervision Course (WACES) (October, 2022)*
4. **Pereira, J.** *Counselor Identity: Teaching strategies for Developing Identity in Master's Students (ACA) (Submitted)*
5. **Pereira, J.** *Basic Assumptions in Creating Counselor Identity and Self-efficacy, (ACES) (October, 2021)*
6. **Panel Presentation: Pereira, J.** *Client Actors in Counseling Skills Training, (ACES)(October 2021)*
7. **Pereira, J.** *Establishing a Therapeutic Alliance in Play: Being in the play room (AZAPT) (February, 2020)*
8. **Pereira, J.** *Play Therapy Basics & Beyond (APT) (October, 2019)*

Sample Publications:

Pereira, J. K. (2017). Michael and the Camouflage Crutches. In *Child and Adolescent Counseling Case Studies: Fostering developmental, relational, systemic, & multicultural contexts*. Eds. Jones, B.; Duffy, T.; Haberstroh, S.

Pereira, J. K. & Smith-Adcock, S. (2017). The Emotion of Touch: Healing reactive attachment disorder through child centered play therapy. In: *Touch in Child Counseling and Play Therapy: An ethical and Clinic Guide*. Eds. Courtney, J. A. & Nolan, R. D. p. 149-161.

Davis, E., & Pereira, J. (2016). Using song lyrics to enhance counselor trainee perceptions of their reflective listening skills. *The Journal of Counselor Preparation and Supervision, 8(1)*, 31-56.

Smith-Adcock, S. & Pereira, J. (2016). The Counseling Process: Establishing a therapeutic alliance. In: *Counseling Children and Adolescents: Connecting Theory, Development, and Diversity (Counseling and Professional Identity)*. Eds. Smith- Adcock, S. & Tucker, C. Sage Publications, Thousand Oaks, CA.

Smith-Adcock, S., Shin, S. M., & Pereira, J. (2015). Critical incidents in learning child-centered play therapy: Implications for teaching and supervision. *International Journal of Play Therapy, 24(2)*, 78-91.

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Ashley K. Randall (PhD, University of Arizona), Associate Professor, Honors Faculty, CISA Dean's Fellow for Faculty Research and Graduate Program, ADVANCE Faculty Fellow, Editor of *Personal Relationships*

Specialty: Stress and dyadic coping; interpersonal emotion systems; romantic relationships.

Sample Publications:

Randall, A. K., Tao, C., Leon, G., & Duran, N. D. (in press). Couples' Co-regulation dynamics as a function of perceived partner dyadic coping. *Anxiety, Stress & Coping*.

Bar sella, A., Randall, A. K., & Zilcha-Mano, S. (in press). A two-person perspective of patients' and therapists' affective states, and the therapeutic interventions that predict them. *Journal of Counseling Psychology*.

Robbins, M., Karan, A., & Randall, A. K. (2021). Initial examination of social compensation and honing frameworks for sexual minority social life and well-being. *Journal of Social and Personal Relationships, 38*, 301-321.

Cooper, A.N, Tao, C., Totenhagen, C. J., Randall, A. K., & Holley, S. (2020). Emotion regulation and daily stress in same-sex couples. *Journal of Social and Personal Relationships, 37*, 1245-1267.

Gilmour, A.L., Whisman, M., & Randall, A. K. (2019). Relationship discord and depressive symptoms in sexual minority individuals over time. *Journal of Family Psychology, 33*, 994-999.

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Ankita Sahu (PhD, Texas A&M University (A&M)), Assistant Professor

Specialties: Multicultural training and supervision, strategies for multicultural case conceptualization, multicultural skills-based outcome research

Sample Publications:

Sahu, A., & Ridley, C. R. (2024). Effects of training on multicultural case conceptualization skills. *Training and Education in Professional Psychology, 18*(2), 130–141.
<https://doi.org/10.1037/tep0000475>

Ridley, C., Sahu, A., Console, K., Surya, S., Tran, V., Xie, S., & Yin, C. (2021). The Process Model of Multicultural Counseling Competence. *The Counseling Psychologist, 49*(4), 534-567.
<https://doi.org/10.1177/0011000021992339>

Sahu, A., Console, K., Tran, V., Xie, S., Yin, C., He, X., & Ridley, C. (2021). A case using The Process Model of Multicultural Counseling Competence. *The Counseling Psychologist*, 49(4), 568-585. <https://doi.org/10.1177%2F0011000021990762>

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Francisco Sanchez (PhD, University of Iowa), Associate Professor, Undergraduate Training Director
Specialties: Biopsychology; Human Sex Development; Sexual Orientation & Gender Identity; Male Gender Role Strain

Sample publications:

Kurth, F., Gaser, C., Sánchez, F. J., & Luders, E. (2022). Brain sex in transgender women is shifted towards gender identity. *Journal of Clinical Medicine*, 11(6), 1582.
<https://doi.org/10.3390/jcm11061582>

Neibergall, N., Swanson, A., & Sánchez, F. J. (2019). Hormones, sexual orientation, and gender identity. In L. Welling & T. K. Shackelford (Eds.), *The Oxford handbook of evolutionary psychology & behavioral endocrinology* (pp. 201–214). New York: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190649739.013.11>

Sánchez, F. J. (2019). The risks and responsibilities of conducting research on historically marginalized communities [Letter to the Editor]. *Archives of Sexual Behavior*, 48(6), 1651–1653. <https://doi.org/10.1007/s10508-019-01506-y>

Sánchez, F. J., Blas-Lopez, F. J., Martínez-Patiño, M. J., & Vilain, E. (2016). Masculine consciousness and anti- effeminacy among Latino and White gay men. *Psychology of Men & Masculinity*, 17(1), 54– 63. <https://doi.org/10.1037/a0039465>

Sánchez, F. J., & Vilain, E. (2012). “Straight-acting gays”: The relationship between masculine consciousness, antieffeminacy, and negative gay-identity. *Archives of Sexual Behavior*, 41(1), 111– 119. <https://doi.org/10.1007/s10508-012-9912-z>

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

Specialties: Microaggressions, diversity in higher education, white racial attitudes and ally behavior, multicultural counseling competence.

Sample publications:

Sue, D. W., & Spanierman, L. B. (2020). *Microaggressions in everyday life* (2nd ed.). Hoboken, NJ: Wiley.

Houshmand, S., Spanierman, L. B., & DeStefano, J. (2019). "I have strong medicine, you see": Community members' responses to racial microaggressions. *Journal of Counseling Psychology, 66* (6), 651-664.

Spanierman, L. B. & Smith, L. (2017). Roles and responsibilities of White allies: Implications for research, teaching, and practice. *The Counseling Psychologist, 45*, 606-617.

Spanierman, L. B., Poteat, V. P., Whittaker, V. A., Schlosser, L. Z., & Arévalo Avalos, M. R. (2017). Allies for life? Lessons from White scholars of multicultural psychology. *The Counseling Psychologist, 45*, 618-650.

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

Specialties: Racism, discrimination, and bias; cultural socialization; financial/socioeconomic stress and disparities; minority mental health; student-athlete mental health.

Sample publications:

Tran, A. T. (in press). In or out of the game? Counter-stereotype paradoxes and Asian-identified student-athlete mental health. *Cultural Diversity and Ethnic Minority Psychology*.

Tran, A. T., Mintert, J. S.*, Llamas, J. D., & Lam, C.* (2018). At what costs? Student loan debt and racially/ethnically diverse students' health. *Cultural Diversity and Ethnic Minority Psychology, 24*, 459- 469.

Tran, A. T., Miyake, E. R.*, Martinez-Morales, V.*, & Csizmadia, A. (2016). "What are you?" Multiracial identities and responses to racial identification inquiries. *Cultural Diversity and Ethnic Minority Psychology, 22*, 26-37.

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.

Email: alisia@asu.edu

Nancy Truong (PhD, University of Maryland), Clinical Assistant Professor

Specialties: multicultural counseling and training, career development, and Asian-American mental health.

Sample Publications:

Miller, M. J., Keum, B. T., Thai, C. J., Lu, Y., Truong, N. N., Huh, G. A., Li, X., Yeung, J. G., & Ahn, H. (2018). Practice recommendations for addressing racism: A content analysis of the Counseling Psychology literature. *Journal of Counseling Psychology, 65*, 669-680. doi: 10.1037/cou0000306

Keum, B. T., Thai, C. J., Truong, N. N., Ahn, H., & Lu, Y. (2018). Factor structure and measurement invariance of the perceived Ethnic Discrimination Questionnaire-Community Version Brief. *International Journal of Culture and Mental Health, 1-15*. doi: 10.1080/17542863.2018.1436578

Truong, N. N., & Miller, M. J. (2017). Family and social cognitive predictors of Southeast Asian American college students' academic satisfaction. *Journal of Career Assessment, 26*, 488-502. doi: 10.1177/1069072717714543

Lent, R. W., Sheu, H. B., Miller, M. J., Cusick, M. E., Penn, L. T., & Truong, N. N. (2017). Predictors of science, technology, engineering, and mathematics-related choices: A meta-analytic path analysis of the Social Cognitive Choice Model by gender and race/ethnicity. *Journal of Counseling Psychology, 65*, 17-35. doi:10.1037/cou0000243

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Elisa Vasquez (PhD, University of California, Santa Barbara), Clinical Assistant Professor

Specialties: Clinical Training and Supervision, Psychodynamic Therapy, Feminist Therapy, College Counseling, Latinx and LGBTQ populations

Sample publications:

Vasquez, M.J.T. & Vasquez, E. (2017). Psychotherapy with women. In L. E. Beutler, A. Consoli, & B. Bongar (Eds.), *Comprehensive textbook of psychotherapy* (2nd ed).

Vasquez, E. (2017). Cultural Differences in Post-Traumatic Growth and Coping for Adult Sexual Assault Survivors: An Examination of Latina, Chicana and Hispanic Women. UC Santa Barbara. ProQuest ID: Vasquez_ucsb_0035D_13545. Merritt ID: ark:/13030/m50s4n9q. Retrieved from <https://escholarship.org/uc/item/41k4p09p>

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L. Xochitl Vallejos (PhD, Saybrook University), Clinical Assistant Professor

Specialties: Liberation/Social Justice Psychology, Humanistic-Existential Psychology, Post-Traumatic Growth, Mindfulness

Sample Publications:

Hoffman, L., Granger, N., Vallejos, L., & Moats, M. (2016). An Existential–Humanistic Perspective on Black Lives Matter and Contemporary Protest Movements. *Journal of Humanistic Psychology*, 56(6), 595–611. <https://doi.org/10.1177/0022167816652273>

Hoffman, L., Tammala-Nara, U., & Vallejos, L. (Eds.). (2024). *APA Handbook of Humanistic and Existential Psychology*. American Psychological Association.

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Vallejos, L., & Johnson, Z. (2019). Multicultural competencies and humanistic psychology. In Hoffman, Cleare-Hoffman, Granger, & St. John (Eds.), *Humanistic Approaches to Multiculturalism and Diversity: Perspective on Existence and Difference* (p. 63-75). Routledge Publishing.

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Cheryl B. Warner (PhD, University of Georgia), Clinical Associate Professor

Specialties: Multicultural education and training; clinical supervision; professional development.

Sample Publications:

Warner, C. B. (2015). The role of clinical supervision in moving cultural awareness to cultural competence through case conceptualization. *World Journal of Psychotherapy*, 1(8), 33-39.

Warner, C. B., Phelps, R. W., Pittman, D., & Moore, C. S. (2013). Anticipating and Working with Controversy in Diversity and Social Justice Topics. In D. S. Dunn, R. A. R. Gurung, K. Z. Naufel, & J. H. Wilson (eds.), *Controversy in the Psychology Classroom: Using Hot Topics to Foster Critical Thinking* (pp. 143-156). Washington, DC: American Psychological Association.

Warner, C. B. (2011). Hierarchy of social power. In A. D. Coker, J. S. Pangelinan, & M. Pope (eds.), *Experiential Activities for Teaching Multicultural Counseling Classes and Infusing Cultural Diversity into Core Classes* (pp. 192-194). Alexandria, VA: American Counseling Association.

Warner, C. B. & Phelps, R. E. (2008). The relationship between motivational orientation and educational aspirations in urban African American youth. *Middle Grades Research Journal*, 3, 71-85.

Email: Cheryl.Warner@asu.edu

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Richard Kinnier (PhD, Stanford University)

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

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Kristin Crocfer (PhD, Loma Linda University)

Deanna Iverson (PhD, Liberty University)

Meredith Van Tine (PsyD, Stanford University School of Medicine Consortium; JD, University of Virginia)

Devina Wadhera (PhD, Arizona State University)

MC ONLINE FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Applications are due April 1st for Fall admission and September 15th for Spring admission.

Applications submitted after the deadline will not be reviewed or considered. 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 April 1st or September 15th deadline. ASU does not solicit letters of recommendation until the applicant has completed the application. It is your responsibility to make sure your file is complete.

What standardized tests are required?

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency. You must meet one of the following English language proficiency requirements. See [English Proficiency for International Graduate Students](#).

Are the GRE scores required?

GRE Score Report is not required and is not reviewed with application materials.

Graduate Application Fee

The application fee is non-refundable and not set by the School of Counseling and Counseling Psychology (SCCP). However, applicants may submit applications for up to five graduate programs for the same term Ex: Fall 2025 under one application fee.

Do we accept the WES evaluated Bachelor's transcript?

No, ASU does not accept WES evaluations in lieu of official transcripts or as credential evaluations. Credential evaluations are not required. ASU provides in-house credential evaluations as part of the application process at no extra cost. However, if a student wants to provide a credential evaluation, it must be from one of the four agencies that ASU accepts (this information can be found on our website at <https://admission.asu.edu/apply/international/graduate>

- Educational Credential Evaluators.
- Foreign Credentials Service of America.
- Academic Credentials Evaluation Institute.
- Scholaro.

Again, it is important to note that such evaluations are not required. And they can be costly - if a student chooses to have an independent evaluation done, it will be at their own cost. ASU does not reimburse such expenses. For more information on transcript requirements, applicants may want to visit: <https://admission.asu.edu/apply/transcripts>

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

Over the past several years, the number of completed applications for the MC Immersion program has ranged from 200 to 250, with incoming class sizes of approximately 50 students. We expect applications for the MC Online program to match or exceed these values as the program becomes more established.

How are applications evaluated?

A point system is used which covers four different areas—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 Online 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 and approved by faculty, 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 College are non-degree hours.

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

The process takes approximately eight weeks. All applicants who submit all the required admission documents by the April or September deadline will receive a letter of either acceptance or denial following the close of the admissions cycle.

If a person is not accepted, what options exist?

Students may apply again the following application cycle. 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.

May I enroll into courses offered by the School of Counseling and Counseling Psychology?

In some cases, ASU graduate non-degree seeking students or students in other ASU programs are able to enroll in our courses. If you are not a current ASU student you must apply for admission to the Graduate College as a [non-degree seeking student](#). In addition to being admitted to ASU, you would need to obtain the instructor's approval to take courses that our program offers. Seats are not guaranteed as we must prioritize students who are admitted to our programs. Some courses like practicum and internship are only available to students in the MC Online program. We generally hold seats until about a week or so prior to the start of the term. You may search for courses via ASU's [Class Search](#).

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 2.5-3 years of full-time study to complete the MC Online program. Part-time progress depends on how many courses are taken per semester. For more information regarding our program completion rate, please visit our website for Key Student Outcomes.

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 due to internship site commitment and client care best practice, Internship sites require a full-time commitment; students may not engage in Internship part time.

Difference between MC immersion and MC online programs?

The Master of Counseling (MC) immersion program and Master of Counseling online program are 60-credits and prepare students to become license eligible as [professional counselors](#) in Arizona and other states with comparable licensure requirements. Students complete a total of 700 hours of supervised clinical experience as part of their program of study. Both programs prepare students to work with clients in a variety of mental health settings and students who wish to pursue doctoral-level studies.

The MC Immersion program is in-person in Tempe, Arizona and the MC Online program offers asynchronous courses for the majority of classes with the exception of the clinical experience courses which take place synchronously online.

Clinical experience: The MC Immersion program, the practicum course is only offered through the Counselor Training Center and internship takes place at approved sites in the greater Phoenix area. The MC Online program, practicum and internship sites are found by the student in their local area and submitted for program approval.

Please note: the two programs are separate programs that require separate applications submissions and admissions. Students in one program cannot opt to take courses that are reserved for the other program (i.e., online students cannot take in person courses even if they live near campus).

May I apply to both the MC Tempe campus and MC Online programs?

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

Does the MC Online program offer a School Counseling concentration?

No. At this time, only the on-campus MC program offers School Counseling as a concentration.

May I apply to both the MC and PhD programs?

Yes. A separate application and different supporting documentation are required for each program. Please note that the PhD program is only offered on the Tempe campus.

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. Throughout the program, it is recommended that students take no more than 15 credits each semester. Students are encouraged to discuss course load with their advisor.

Must I stay enrolled?

ASU Graduate College requires that all students maintain continuous enrollment during the fall and spring semesters. Students who fail to maintain continuous enrollment are automatically dismissed from the University and will need to reapply for admission. Readmission is not guaranteed, and returning students are viewed as new applicants for admissions purposes, with only 12 prior credits being allowed to count toward their degree. In rare cases, students may petition to take a one-semester leave of absence. This request must be submitted and approved before the anticipated semester of non-registration, and students must complete a [Graduate College](#) form to maintain continuous enrollment without course registration. Students may request to maintain continuous enrollment without course registration for a maximum of two semesters over the course of their program.

Can I transfer credits?

The MC Online program considers up to 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 pursuant to ASU Graduate College policy.

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). Career examples include mental health clinician, mental health counselor

For more information regarding our licensure rate, please visit our website for Key Student Outcomes.

Does the program meet state licensure requirements? (Specifically other than Arizona)

Each state holds their own requirements for licensure. Although we try to comply as closely as possible with all states, it is best to review the requirements for each state as there may be a specific course they require. This information can be found on the state board’s website.

Professional Licensure: ASU programs that may lead to professional licensure or certification are intended to prepare students for potential licensure or certification in Arizona. Completion of an ASU program may not meet educational requirements for licensure or certification in another state. For more information, students should visit the [ASU professional licensure](#) webpage.

Where could I find information regarding veteran resources?

[The Pat Tillman Veterans Center](#) provides support for student veterans and dependents. Explore ASU's veteran affairs and services to receive assistance with your education benefits.

How do I complete a voluntary withdrawal from the MC Online Program?

The student should not take this action until they have been admitted to the other graduate degree

program and spoken to their faculty advisor. If a student wishes to withdraw from their graduate degree program and the university, they must withdraw from their classes and complete the [Voluntary Withdrawal form](#). You may scan the form and email it to gograd@asu.edu, fax it to 480-965-5158 or bring it to the Graduate Admission Services office in the Student Services Building, room 112, on the Tempe campus. Students must separately complete the appropriate forms with the University Registrar to withdraw from their courses.

International students should also contact the [International Students and Scholars Center](#) before withdrawing from classes and submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

Are there other types of withdrawals?

There are appropriate circumstances when students may need to withdraw from the university (i.e. medical withdrawal, compassionate leave). The policies for such withdrawals are the same for undergraduate and graduate students. For course withdrawals, contact the University Registrar's Office. Other types of withdrawals and procedures can be found at: students.asu.edu/drop-add

Is there a maximum course load?

The office for Graduate Admission Services does not have a maximum credit hour enrollment policy. It is expected that academic units will set course loads for their students that facilitate academic success. Please consult with your advisor and school director. A load of 9 credits is considered "full time" for graduate study.

Does ASU have international student services?

Yes, please visit the [International Students and Scholars Center](#).

Do I need an official ASU ID card?

No, but ASU requires all online students to have an approved photo on file and have the option to purchase an ASU ID card. Additional information regarding the ASU ID card is available [here](#).

Where could I find additional information regarding transportation?

Information regarding parking, campus shuttles, and public transit is available [here](#).

Where could I access information regarding information technology services?

Please visit the [ASU Enterprise Technology](#) webpage for more information.

Is there a campus tour available?

Yes, on-campus tours could be scheduled [here](#). In addition, virtual tours are available. Campus amenities could also be reviewed on this [webpage](#), which include the Memorial Union, University Health Services, ASU Police Department, Student Services Building, and Sun Devil Campus Stores.

How do I schedule an academic advising appointment as a prospective student?

Please note, MC Online program faculty serve as advisors for our students; we do not assign

additional academic advisors. You may contact faculty members via email to request an informational interview. Please be patient when contacting faculty members. Due to the large number of applicants, faculty members are not always able to meet in person with prospective students. Faculty information is available in the Counseling Faculty section of the MC Online Handbook.

When are information sessions available for prospective students?

Typically, information sessions for the MC program are held each semester. Additional information regarding dates and times is available on our [website](#).

Where can students locate interfaith resources?

Please visit this [webpage](#) for detailed information.

Does The School of Counseling and Counseling Psychology have student groups available? MC students may participate in the MCSO. Details are distributed via the student listserv. MC students may also participate in SCCP's Diversity, Equity, and Inclusion (DEI) committee. Please contact ccp@asu.edu to be connected with the current student leaders. In addition, ASU has a variety of student organizations available. Details are available [here](#).

APPENDIX A: COURSE SEQUENCING

The MC Online program offers students the flexibility to determine their own course load - between 2 and 4 classes per semester. Most classes are offered in a 7.5 week format (Session A & Session B), while the five clinical sequence classes are each a full semester in length (Session C). Clinical sequence classes cannot be taken concurrently, and the final three courses (CED 680: Practicum and two semesters of CED 684: Internship) must be taken consecutively. Students are required to maintain continuous enrollment during the Fall and Spring semesters but can opt out of taking summer coursework with the exception of the final summer of their program.

Please note:

- Clinical sequence classes: CED576, CED577, CED680, and CED 684 must be taken in order.
- CED 684 (Internship) is taken twice, in consecutive semesters.
- CED 522, CED 545, CED 576, CED 577, and CED 645 are prerequisites for CED 680.
- CED671 is a pre- or corequisite for CED 680.

The Tracks below are recommended plans – students should work with their assigned faculty advisor to make changes to the sequencing below (e.g., transfer coursework, no coursework over the summer, moving from FT to PT or vice versa).

Track #1: Concurrent Clinical Experience
(FT, 5 Semesters)

Semester 1 (12 credits)

Session A

CED522 – Theories of Counseling (3 credits)

Session B

CED534 – Occupations & Careers (3 credits)

CED671 – Multicultural Counseling (3 credits)

Session C

*CED576 – Foundations of Counseling (3 credits)

Semester 2 (12 credits)

Session A

CED529 – Lifespan Human Development (3 credits)

CED645 – Professional Issues & Ethics (3 credits)

Session B

CED545 – Assessment & Diagnosis (3 credits)

Session C

*CED577 – Counseling Pre-Practicum (3 credits)

Semester 3 (12 credits)

Session A

CED523 – Psychological Tests (3 credits)

Elective – Substance Use, Disorders, & Addiction or Human Sexuality (3 credits) ****Recommended****

Session B

CED673 – Trauma in Counseling (3 credits)

Session C

*CED680 – Counseling Practicum (3 credits)

Semester 4 (12 credits)

Session A

CED501 – Research & Evaluation (3 credits)

Session B

CED672 – Couple & Family Counseling (3 credits)

Elective – See Below (3 credits)

Session C

*CED 684 – Internship in Counseling (3 credits)

Semester 5 (12 credits)

Session A

CED567 – Group Dynamics & Counseling (3 credits)

Elective – Substance Use, Disorders, & Addiction or Human Sexuality (3 credits) ****Recommended****

Session B

Elective – See Below (3 credits)

Session C

*CED684 – Internship in Counseling (3 credits)

Track #2: Reduced Coursework During Clinical Experience
(FT, 6 Semesters/2 Years)

Semester 1 (12 credits)

Session A

CED522 – Theories of Counseling (3 credits)
CED529 – Lifespan Human Development (3 credits)

Session B

CED534 – Occupations & Careers (3 credits)
CED671 – Multicultural Counseling (3 credits)

Semester 2 (12 credits)

Session A

CED645 – Professional Issues & Ethics (3 credits)
CED523 – Psychological Tests (3 credits)

Session B

CED545 – Assessment & Diagnosis (3 credits)

Session C

*CED576 – Foundations of Counseling (3 credits)

Semester 3 (9 credits)

Session A

CED501 – Research & Evaluation (3 credits)

Session B

CED673 – Trauma in Counseling (3 credits)

Session C

*CED577 – Counseling Pre-Practicum (3 credits)

Semester 4 (9 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or
Human Sexuality (3 credits) ****Recommended****

Session B

CED672 – Couple & Family Counseling (3 credits)

Session C

*CED680 – Counseling Practicum (3 credits)

Semester 5 (9 credits)

Session A

CED567 – Group Dynamics & Counseling (3 credits)

Session B

Elective – See Below (3 credits)

Session C

*CED 684 – Internship in Counseling (3 credits)

Semester 6 (9 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or
Human Sexuality (3 credits) ****Recommended****

Session B

Elective – See Below (3 credits)

Session C

*CED 684 – Internship in Counseling (3 credits)

Track #3: No Coursework During Internship Experience
(FT/PT, 7 Semesters)

Semester 1 (12 credits)

Session A

CED522 – Theories of Counseling (3 credits)
CED529 – Lifespan Human Development (3 credits)

Session B

CED534 – Occupations & Careers (3 credits)
CED671 – Multicultural Counseling (3 credits)

Semester 2 (12 credits)

Session A

CED645 – Professional Issues & Ethics (3 credits)
CED523 – Psychological Tests (3 credits)

Session B

CED545 – Assessment & Diagnosis (3 credits)
CED673 – Trauma in Counseling (3 credits)

Semester 3 (12 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or
Human Sexuality (3 credits) ****Recommended****
CED501 – Research & Evaluation (3 credits)

Session B

CED672 – Couple & Family Counseling (3 credits)

Session C

*CED576 – Foundations of Counseling (3 credits)

Semester 4 (9 credits)

Session A

CED567 – Group Dynamics & Counseling (3 credits)

Session B

Elective – See Below (3 credits)

Session C

*CED577 – Counseling Pre-Practicum (3 credits)

Semester 5 (9 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or
Human Sexuality (3 credits) ****Recommended****

Session B

Elective – See Below (3 credits)

Session C

*CED680 – Counseling Practicum (3 credits)

Semester 6 (3 credits) – Part Time

Session C

*CED 684 – Internship in Counseling (3 credits)

Semester 7 (3 credits) – Part Time

Session C

*CED 684 – Internship in Counseling (3 credits)

Track #4: No Concurrent Coursework
(PT, 12 Semesters/4 Years)

Semester 1 (6 credits)

Session A

CED522 – Theories of Counseling (3 credits)

Session B

CED671 – Multicultural Counseling (3 credits)

Semester 2 (6 credits)

Session A

CED529 – Lifespan Human Development (3 credits)

Session B

CED534 – Occupations & Careers (3 credits)

Semester 3 (6 credits)

Session A

CED645 – Professional Issues & Ethics (3 credits)

Session B

CED545 – Assessment & Diagnosis (3 credits)

Semester 4 (6 credits)

Session A

CED523 – Psychological Tests (3 credits)

Session B

CED673 – Trauma in Counseling (3 credits)

Semester 5 (6 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or Human Sexuality (3 credits) ****Recommended****

Session B

CED672 – Couple & Family Counseling (3 credits)

Semester 6 (6 credits)

Session A

CED501 – Research & Evaluation (3 credits)

Session B

Elective – See Below (3 credits)

Semester 7 (6 credits)

Session A

Elective – Substance Use, Disorders, & Addiction or Human Sexuality (3 credits) ****Recommended****

Session B

Elective – See Below (3 credits)

Semester 8 (6 credits) – Session A will overlap!

Session A

CED567 – Group Dynamics & Counseling (3 credits)

Session C

*CED576 – Foundations of Counseling (3 credits)

Semester 9 (3 credits)

Session C

*CED577 – Counseling Pre-Practicum (3 credits)

Semester 10 (3 credits)

Session C

*CED680 – Counseling Practicum (3 credits)

Semester 11 (3 credits)

Session C

*CED 684 – Internship in Counseling (3 credits)

Semester 12 (3 credits)

Session C

*CED 684 – Internship in Counseling (3 credits)

Elective Course Offerings

Elective Course:	Planned Start:	FA	SP	SU
CPY 694: Substance Use, Disorders, and Addiction <i>*Recommended*</i>	Summer 2025		XA	XA
TBD: Human Sexuality <i>*Recommended*</i>	Fall 2025	XA		XA
CPY 650: Counseling Latinos	Fall 2025	XB		
TBD: Grief & Loss	Spring 2026		XA	
TBD: Advanced Counseling Techniques	Spring 2026		XB	
CPY 622: Child Counseling & Play Therapy	Spring 2026		XB	
TBD: Counseling Children & Adolescents	Summer 2026	XA		XA
TBD: Psychopharmacology for Mental Health Professionals	Summer 2026			XB
& More to Come!				
Please Note that Elective Course Offerings are Subject to Change				

APPENDIX B – MC COURSEWORK CHECKLIST

Last Name _____

First Name _____

ASU ID# _____

MC Online Coursework Checklist (to be completed in conjunction with the Plan of Study (iPOS))

MC Online Course	Coursework Name	Semester taken/ planned or waiver obtained*	Waiver (attach letter)	Credits	Grade
Professional Core					
CED 522	Theories of Counseling	_____		3	_____
CED 523	Psychological Tests	_____		3	_____
CED 576	Foundations of Counseling	_____		3	_____
CED 534	Occupations and Careers	_____		3	_____
CED 545	Assessment and Diagnosis	_____		3	_____
CED 567	Group Dynamics & Counseling	_____		3	_____
CED 577	Counseling Pre-practicum	_____		3	_____
CED 529	Lifespan Human Development	_____		3	_____
CED 645	Professional Issues and Ethics	_____		3	_____
CED 671	Multicultural Counseling	_____		3	_____
CED 693	Trauma in Counseling	_____		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 672	Couple and Family Counseling	_____		3	_____
				<u>48</u>	_____
Electives					
Elective 1	_____	_____		3	_____
Elective 2	_____	_____		3	_____
Elective 3	_____	_____		3	_____
Elective 4	_____	_____		3	_____
				<u>12</u>	_____

* If course waiver is 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 College total hours requirement (60 hours) still hold.

CED 576 is a prerequisite for CED 577 and must be taken in order. CED 671 is a pre- or corequisite for CED 680 Practicum.

** On the iPOS, CED 684 Internship should be listed during two consecutive semesters.

I have reviewed this course plan in conjunction with the SCCP Projected Course Offerings, located under Student Resources on the [SCCP homepage](#), and I understand that course availability is subject to change.

Student Signature _____ Date _____

Advisor Signature _____ Date _____

School Director Signature _____ Date _____

Rev. 6/24

This form is an example only and must be filled out in Tevera.

APPENDIX C – COMPREHENSIVE WRITTEN EXAM (COMPS)

Students in the Practitioner Track must pass a standardized comprehensive examination in order to graduate. The MC program uses the [Counselor Preparation Comprehensive Examination \(CPCE\)](#). A raw score of at least 76 is required to pass. 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. There is no cost to the student to take the exam. The School of Counseling and Counseling Psychology will cover the \$150 examination fee for the first attempt. The exam should be taken in the semester prior to the semester of graduation. The comprehensive examination will be administered through an external testing site. Information on specific dates and how to register will be announced via the student listserv.

Students must be in good academic standing (3.0 iPOS and graduate GPA) and must be enrolled in the semester that they take the exam (including summer). One credit of continuing registration (CED 595) is required if no other courses are needed. In addition, Graduate College accepts comps scores only for those students who have a full three-member committee in their iPOS. Prior to taking comps, students must add two faculty members from the MC program to their committee in the iPOS. Students may choose any two faculty members; nothing will be required of them. This is simply to complete a full committee and allow the exam result to be posted. Failure to have a complete committee means that comps scores cannot be recorded.

There is no official study guide for the CPCE. However, since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight content areas, any study materials developed for the NCE should be useful for the CPCE. There are copies of NCE study guides available in the Counselor Training Center resource library. Additional suggested resources are available [here](#).

CONTACTS

[Sun Devil Campus Store- Tempe](#) 480-965-3191

[Career Services](#) 480-965-2350

[ASU Counseling Services](#) 480-965-6146

[ASU 360 Life Services](#) 866-743-7732

[Financial Aid Services](#) 855-278-5080

[Financial Aid and Scholarships Services](#) 480-965-6967

[Graduate Admission Services](#) Complete “Contact a graduate admissions team member” form

[Graduate College](#) 480-965-3521 or grad-gps@asu.edu

[Graduate and Professional Student Association](#) asasupc@asu.edu

[University Registrar Services](#) Visit website to find the services you need.

[International Students and Scholars Center](#) 480-727-4776 or jssc@asu.edu

[Sun Devil Hospitality- Meal Plans](#) SunDevilDining@asu.edu or 480-727-3463

[Official Transcripts](#) 480-965-7276 or academicfiles@asu.edu

[Parking and Transit Services](#) 480-965-6124

[Residency Classification](#) 480-965-7712 or residency@asu.edu

[University Housing](#) 480-965-3515 or Housing@asu.edu

[Student Accessibility and Inclusive Learning Services](#) 480-965-1234 or

Student.Accessibility@asu.edu

[Student Employment](#) 480-965-5186 or seo@asu.edu

[Sun Card Office](#) 480-965-2273 or sundeilcardinfo@asu.edu

[University Technology Office](#) 480-965-6500

[ASU Veterans Resources](#) 480-965-772

[ASU Health Services](#)

- Schedule an appointment, or message your provider through [My Health Portal](#)
- Call us at 480-965-3349 during office hours
- After hours, call 480-965-3349

ASU Title IX Statement

Arizona State University is committed to providing an environment free from discrimination based on sex and provides a number of supportive measures including resources and services to assist students, faculty and staff. [Title IX of the Education Amendments of 1972, as amended](#) protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX coordinator or to the U.S. Department of Education, assistant secretary, or both.

Sexual violence, sexual harassment, stalking and relationship violence have a profound impact on academic, social, working and personal life, and negatively affect friends and families, other students, co-workers and members of the university community. To combat this complex social problem, ASU provides a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response.

Students, faculty and staff who experience sexual violence, sexual harassment, stalking or relationship violence are encouraged to [seek support](#) and [report](#) the incident. ASU has appointed a Title IX Coordinator to oversee ASU response to Title IX reports and formal complaints, develop training and education programs/materials for faculty, staff and students, as well as monitor trends and effectiveness of Title IX education efforts.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Office of Civil Rights.

Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator and Special Counsel Jodi Preudhomme at jodi.preudhomme@asu.edu or 480-965-0696 for more information. For information on making a report please go to <https://www.asu.edu/about/title-ix>

