



Arizona State University

School of Counseling and Counseling Psychology

**COUNSELING
PSYCHOLOGY DOCTORAL
PROGRAM HANDBOOK
2025-2026**

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Land acknowledgment 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."

PROGRAM OVERVIEW

The Counseling Psychology doctoral program is accredited by the Commission on Accreditation of the American Psychological Association (APA). The program was first accredited in 1972 and has maintained continuous accreditation, being most recently re-accredited until 2030.

Questions related to accreditation should be directed to the Commission on Accreditation:

*Office of Program Consultation and
Accreditation: American Psychological
Association*

750 1st Street, NE Washington, DC 20002

Phone: (202) 336-5979/ E-mail:

apaaccred@apa.org Web:

www.apa.org/ed/accreditation

In accordance with Arizona State University's (ASU) Academic Affairs Manual, the Counseling Psychology program is committed to providing an environment free of discrimination, harassment, and retaliation for the entire university community, including students, faculty members, staff, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status (i.e., race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information).

INTRODUCTION

ASU is classified as a research university with "R1: Doctoral Universities – Highest Research Activity" by the Carnegie Classification of Institutions of Higher Education. In 2022, ASU has been named a Hispanic-Serving Institution and in 2023, ASU joined the prestigious Association of American Universities. The doctoral program in Counseling Psychology at ASU closely mirrors this function and adheres to the scientist-practitioner training model in preparing graduates for employment in academic and/or service delivery settings. Although faculty interests are diverse, there is a common emphasis on using empirical data as the basis for professional practice.

In addition to the *APA's Ethical Principles of Psychologists and Code of Conduct*, the program faculty has endorsed the *APA's Guidelines for Psychological Practice with Sexual Minority Persons (2021)*; *Guidelines for Psychological Practice with Transgender and Gender Nonconforming People (2015)*; *Multicultural Guidelines: An ecological approach to context, identity, and intersectionality (2017)*.

The Counseling Psychology program is committed to the scientist-practitioner training model. One manifestation of that commitment is the three complementary functions of the program's state-of-the-art Counselor Training Center (CTC), namely research, clinical training, and service delivery.

Examples of our research foci include acculturative stress, colonialism, cultural socialization, health disparities, microaggressions, racism, trans and nonbinary stress & resilience, biopsychological development of gender identity & sexual orientation, student-athlete mental health, and stress and couple's emotional regulation, and racial attitudes, psychotherapy process and outcome, and social and personal relationships.

MISSION STATEMENT

The counseling psychology program at ASU is a doctoral program in health service psychology that prepares students to become scientist-practitioners of counseling psychology. Graduates are license eligible as psychologists in Arizona and other states with comparable licensure requirements. With its central focus on multicultural competence and social justice, students learn to conduct empirical research and develop clinical skills to promote the health of individuals, families, groups, and organizations in a diverse society.

PROGRAM AIMS

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

1. A general psychology core consisting of the traditional substantive areas, as well as seminars in ethics and history and systems.
2. An empirical-foundations sequence that enables graduates to conduct independent scholarly inquiry, as well as to evaluate aspects of professional practice.
3. A counseling theory and method curriculum that fosters a full array of assessment and intervention skills, ensures competence in the core areas of counseling psychology such as career

development and multicultural competencies, and encourages the acquisition of specialized counseling capabilities.

4. A counseling practice curriculum consisting of practica, field placements, and internships that promotes the acquisition and display of counseling skills with diverse client populations and presenting concerns.
5. Opportunity to attain and demonstrate instructional, supervisory, and consultation skills appropriate for counseling psychologists.

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

We do not attempt to pre-select the specific career paths of our students. Rather, we hope to provide our students with a sufficient critical mass of empirical and applied skills that will enable them to find success and satisfaction throughout the field of counseling psychology. Some will opt to become researchers and/or clinical service providers, and all will be scientist-practitioners who use empirical evidence and a broad repertoire of obtained competencies in their careers.

TRAINING VALUES OF THE COUNSELING PSYCHOLOGY PROGRAM

The Counseling Psychology program at ASU subscribes, and expects all students to subscribe, to the APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2017). These principles apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, research, consultation, and collegial relations. In addition, the program is committed to creating and maintaining a positive training climate that (a) allows for open inquiry, free expression, and effective conflict resolution, and (b) promotes the understanding and affirmation of all aspects of human diversity. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Certainly, people may differ regarding whether particular communications are respectful. Students are urged to work through such difficult situations by maintaining an open mind, respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty may play a facilitative role in these difficult dialogues. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated, and will be considered grounds for disciplinary action within the program. There are no acceptable excuses for such behavior; therefore, students are cautioned about what they may say as a “joke” or “in the heat of the moment.”

2. An essential part of training is understanding and appreciating all aspects of human diversity, including race, ethnicity, national origin, citizenship status, language, gender identity, sexual orientation, religion, age, ability, socioeconomic status, and veteran status. 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. Students should expect to work with colleagues (e.g., peers, faculty, and clinical supervisors) and clients who are different from themselves throughout their training. Learning to work with people from different backgrounds is a central goal of professional training. Students who have difficulty in working with particular types of clients must address and resolve these difficulties in supervision.

ADMISSIONS PROCESS

Our program adheres to a “mentor-mentee” model wherein students are mentored closely by a faculty advisor who shares their area of interest. **Prospective students are encouraged to contact program faculty to discuss their research interests and program fit before applying.** Please refer to [Research Labs and Projects](#) and email ccp@asu.edu if you have questions.

Counseling Psychology faculty take into consideration a number of factors when reviewing applications for admission. These include: personal statement, transcripts (undergraduate and graduate, when applicable), curriculum vitae (CV), English proficiency (TOEFL), letters of recommendation, and quality of writing sample. As with most doctoral programs in Counseling Psychology, admission is highly competitive.

We receive 100-120 applications per year and accept approximately 4-6 students. Among students who entered the program during the past three years, the average upper-division undergraduate GPA has been 3.67.

GRADUATE ADMISSION APPLICATION

The [Graduate Admission application](#) is submitted online through [Graduate Admissions](#). Applications are available starting September 1. The application deadline is **November 15**. It is the applicant’s responsibility to peruse the application information and not overlook requirements that delay processing the application. Applicants are responsible for ensuring that their files are complete.

SUPPLEMENTAL MATERIALS REQUIRED BY THE COUNSELING PSYCHOLOGY PROGRAM

The following materials are required by the program and are to be submitted online.

Please upload the following to your application:

- A completed [Biographical Information Form](#).
- A Curriculum Vitae (CV) documenting work and research experience. Please include:
 - Education history
 - Research experience (including presentations and publications)
 - Relevant clinically-oriented experiences
 - Honors, awards, and professional affiliations
 - If applicable:
 - Leadership experience
 - Teaching experience
 - Specialized training
- A personal statement, no longer than 2 pages (single-spaced, roughly 600-800 words), that addresses your professional goals, preparation for doctoral training, and reasons for pursuing a doctorate in counseling psychology. Additionally, please describe your research interests and how these fit with both ASU's counseling psychology program and potential faculty advisor(s). [Refer to Research Labs and Projects](#). **We recommend that applicants contact at least one of the faculty with whom they are interested in working prior to submitting the application.**
- An example of your expository writing (e.g., conference paper, research manuscript, literature review, or a paper you have completed for a course) not to exceed 1 MB. In evaluating these samples, we look for evidence of scholarship and research potential as well as writing ability. For documents exceeding 1 MB, please select the excerpt that best highlights your scholarship, research potential, and writing ability.

THREE LETTERS OF RECOMMENDATION

As part of the online application, applicants are asked to provide the names and email addresses for each of their recommenders so that ASU can contact them directly to solicit letters of recommendation. As part of the application process, you will be asked if you do or do not waive your right to review the letter of recommendation sent on your behalf. Each recommender will be informed of your decision and asked to submit their letter of recommendation electronically to ASU. We prefer that **two** of these letters be from persons familiar with your academic work, unless you have been away from school for many years. It is in your best interests to request that these letters address, in a detailed way, your promise as

a scientist-practitioner, career goals, and interpersonal competence. Please remind recommenders that they will upload directly through the ASU electronic system. Letters of recommendations must be submitted by November 15th for your application to be completed and reviewed.

OFFICIAL TRANSCRIPTS

Send separately to [ASU Graduate Admissions](#). 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.

APPLICATION PROCEDURES

The Counseling Psychology program admits students once a year to begin the program in the fall semester. The application deadline is November 15 for the upcoming fall semester. **To apply to the program, applicants must submit both the Graduate Admission application and the materials required by the Counseling Psychology program as directed in this section. Inquiries may be sent to ccp@asu.edu.**

All of your application materials must be submitted by **November 15** to ensure consideration for admission in the following fall semester. Keep in mind that processing takes time, so plan to take the English proficiency exam (if needed) well in advance of the deadline. It is the applicant's responsibility to make sure that all required materials are sent to the correct offices early enough to be received by the deadline. The faculty will not consider incomplete or late applications.

Soon after the application deadline, the faculty identifies a pool of the most promising applicants for further evaluation. Finalists will be asked to participate in an interview, typically held in between mid-January and mid-February.

The program issues admissions offers shortly after interview day. In some cases, students are offered a place on our alternate list. Our program endorses the Council of Counseling Psychology Training Programs (CCPTP) admissions policy: "A student should not hold more than two offers for more than one week unless there is specific information (e.g., a visit is scheduled, funding decisions, advisor decisions) they are waiting to receive from the

program.” Students offered admission have until April 15 to notify the program in writing of their decision to accept the offer of admission or not.

PLAN OF STUDY (iPOS)

The *Plan of Study* specifies the requirements that students must complete for their degree and is submitted and revised electronically via the interactive Plan of Study system (iPOS) by the end of the first semester in the program. Students complete their iPOS with their faculty advisors. Course for the counseling psychology degree begin with a prefix of “CPY”. Students who are admitted to Counseling Psychology without a clinical master’s degree will take courses from our Master of Counseling (MC) program for foundational knowledge and preparation for practicum and field placement. These courses will have the prefix “CED”.

Completing your CPY Course Checklist by the middle of your first semester will serve as a guide for selecting courses in the upcoming semesters. The CPY Course Checklist must be signed by the student and approved by their advisor, Training Director (TD), and the School Director.

Students will be notified of approval and can subsequently build their iPOS (refer to Appendix C) from the CPY Course Checklist through their MyASU account. The iPOS becomes a contract between the University and the student that guides the student in completing degree requirements. Refer to the Graduate College [guide](#) on how to submit your plan of study.

All work toward the PhD degree must be completed within 10 consecutive years. The 10 years begin with the semester and year of admission to the program. Graduate courses taken prior to admission that are to be included on the iPOS must have been completed within three years of the semester and year of admission to the [program](#).

Once a student’s official iPOS has been approved, course changes and changes in the committee are submitted electronically via the iPOS. Any changes must be approved by the advisor, TD, the School Director, and Graduate College. Students must have an approved iPOS prior to submitting their [Comprehensive Examination Portfolio](#). 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, they must retake the course or its equivalent.**

A student must achieve a 3.0 grade point average (GPA) 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.

COURSE SUBSTITUTION OR WAIVER

Students who have taken relevant graduate coursework in other ASU programs or at other universities, which may satisfy a program course requirement, could petition the faculty to waive the ASU requirement in favor of the previous coursework.

For each course, the student should complete a [Petition for Course Substitution](#) form and attached a copy of the course syllabus along with any other materials (e.g., reading list, exams, signed summary of clinical hours, and so forth) that reflect the nature of the course. The student presents the petition to the advisor, who makes an initial determination of potential course equivalence. If the advisor approves, the petition is forwarded to the relevant course instructor. If the petition is approved, the Training Director (TD) and School Director sign the form, and places a copy in the student's file.

The student is required to submit these approved courses on their iPOS. If the courses were completed from a terminal graduate degree, no more than 30 hours of previous graduate coursework may be included on the iPOS.

APPLYING CREDITS FROM A PREVIOUS GRADUATE DEGREE (BLANKET 30-CREDITS)

Pending Faculty and Graduate College approval, students may apply up to 30 credit hours from their previously earned graduate degree to the doctoral program. These credit hours are subtracted from the total amount of credits needed to complete the PhD. Students must work with their advisor to determine courses that may be substituted (see Course Substitution above). Advisors must sign the above form. It is recommended that students and advisors determine the courses that will be petitioned for substitution or waiver early in the first semester. This is helpful in completing the CPY Course Checklist for approval of the iPOS.

PREADMISSION (TRANSFER) CREDITS

Credits earned prior to admission to the Counseling Psychology program are subject to ASU Graduate College's policy on pre-admission credits. Pending faculty approval, students can transfer up to 12 credit hours from courses taken within the past 3 years. Please refer to [Graduate College Policy and Procedures](#) for greater detail. With the approval of the academic unit and the Graduate College, students may include a maximum of 12 graduate-level credit hours with

grades of "B" or better that were not used towards a previous degree. Like the blanket 30 credits, students should work with their advisors to determine the course eligible for transfer credits.

THE ADVISING PROCESS

The faculty subscribes to APA's (2017) definition of mentoring as a dynamic and reciprocal, personal relationship. Ideally, the advising process provides (1) both career and

psychosocial mentoring functions, (2) a safe harbor for self-exploration, and (3) a transformation in the mentee's professional identity. The faculty advisor is responsible for assisting and guiding the student through the program. It is expected that the faculty advisor and student mentee will meet as often as needed to discuss the student's progress in the program and any questions or concerns.

While the faculty advisor and student work together to develop effective advising relationships, in some cases, students may wish to change advisors. The procedure is as follows:

1. Discuss reasons and plans for changing advisors with the current advisor and the prospective faculty advisor.
2. Obtain consent from both the current and prospective faculty advisor. Submit [Change of Advisor](#) form and/or [Committee Approval](#) form as documentation.
3. Student must submit these changes on iPOS. Changes will be recommended for approval only when required forms are on file.
4. The student will be notified through MyASU when Graduate College approves the request.

It is **not guaranteed** that students can change advisors after they are admitted. This process depends on multiple factors including, but not limited to, faculty advising load, research alignment, etc.

THE DOCTORAL CURRICULUM

Our program's curriculum is consistent with [APA's Standards of Accreditation for Health Service Psychology](#). The faculty may need to revise specific requirements based on the current set of standards. As such, if your decision to apply for the program is based on specific course requirements, please be sure you have the latest [program description](#) before you accept any offer of admission. See also the [CPY Coursework Checklist](#). The faculty reserves the right to make modifications to the program, curriculum, and examinations to better address student, faculty, program, university, and community needs.

Our doctoral curriculum typically requires five to seven years of full-time graduate study, including the 12-month [pre-doctoral internship](#) (refer to Appendix A, Completion Timeline). Each of these years involves course work pertaining to theory, research, and practice in Counseling Psychology. **Students are expected to maintain full-time status while on the program**, though exceptions may be made in consultation with the faculty. Full-time status involves being registered for at least 9 credit hours per semester (no more than 13 credits per semester) in the course work years. This requirement applies only to the academic year (i.e., fall and spring) and not summer sessions. The program requires a minimum of three full-time academic years. Additionally, students are required to complete at least two years of course work in residence (typically the first two). ASU's Graduate College requires that students maintain [continuous enrollment](#).

CURRICULUM

The Counseling Psychology program's curriculum is primarily organized along five basic domains:

- Domain 1: Counseling Essentials
- Domain 2: General Psychology Core
- Domain 3: Empirical Foundations
- Domain 4: Counseling Theory and Method
- Domain 5: Counseling Practice

We have attempted to integrate these domains by providing simultaneous course work in each throughout all years of doctoral study. Moreover, several of our courses address more than one domain. Because courses may be added periodically to reflect faculty expertise, this list of courses is not exhaustive.

Refer to the [CPY Coursework Checklist](#) for complete requirements.

Please consult with your advisor regarding the possible course sequence. The faculty recommends that students enroll on **no more than 13 credits** per semester (see Full-time Status above).

Domain 1: Counseling Essentials* (27 credit hours)

- CED 522 Theories of Counseling and Psychotherapy**
- CED 523 Psychological Tests
- CPY 644 Psychology of Careers
- CED 545 Assessment and Diagnosis**
- CED 567 Group Dynamics and Counseling
- CED 576 Foundations of Counseling (Skills I)**
- CED 577 Counseling Pre-practicum (Skills II)**
- CPY 645 Professional Issues and Ethics**
- CPY 671 Multicultural Counseling***

**Or equivalent*

***Prerequisites for CED680 Practicum*

****Co-requisite for CED680 Practicum*

Domain 2: General Psychology Core (19 credit hours)

This domain provides foundation courses along the following core areas:

- Professional development and identity
- Affective and cognitive aspects of behavior
- Biological aspects of behavior
- Developmental aspects of behavior
- Social aspects of behavior

These topics are also integral components of advanced professional course work and experiences.

Core Area	Required Courses
Professional Development and Identity	<ul style="list-style-type: none"> • CPY 635 Professional Development (4 credits) • CPY 679 History and Systems of Psychology
Affective and Cognitive Aspects of Behavior	<ul style="list-style-type: none"> • CPY 691 Advanced Aspects of Cognitive and Affective Psychology** • Can substitute CPY 691 Advanced Aspects of Cognitive and Affective Psychology with one of these two courses: LSE 540, Theoretical Views of Learning in the Learning Sciences CDE 591, Cognitive Perspectives on Learning and Development.
Biological Aspects of Behavior	<ul style="list-style-type: none"> • CPY 654 Biobases of Behavior
Developmental Aspects of Behavior	<ul style="list-style-type: none"> • CED 529 Lifespan Human Development
Social Aspects of Behavior	<ul style="list-style-type: none"> • CPY 676 Social Bases of Behavior

*CPY 691: *Advanced Aspects of Cognitive and Affective Psychology* meets the requirement of the *Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*, required by the [CoA C- 7D](#), Category 3.

In consultation with the TD, faculty advisors may approve alternative courses to fulfill these domain requirements. Completion of these requirements is consistent with APA accreditation criteria and enables graduates to meet the specific licensure requirements of most states. Because some states require six credits in each of the core psychology areas, **students are advised to consult the licensing requirements for the state in which they intend to reside.**

Domain 3: Empirical Foundations (15 credits)

This domain comprises courses in empirical foundations (i.e., research and statistics). To satisfy our requirements in methods and statistics, students must enroll in **15 semester credits**, which are comprised of the following:

- CPY 701 Science and Practice of Counseling Psychology
- CPY 702 Research Methods in Counseling Psychology
- CDE 597/EDP 552 Multiple Regression and Correlation Methods, or an equivalent course such as PSY 531 Multiple Regression in Psychological Research
- COE 503 Introduction to Qualitative Research

- Advanced Statistics Elective (3 credit hours)

Advanced Statistic Topics	Elective Courses
Analysis of Variance	<ul style="list-style-type: none"> • EDP 554 Analysis-of-Variance Methods • PSY 530 Analysis of Variance
Multivariate	<ul style="list-style-type: none"> • PSY 532 Analysis of Multivariate Data
Structural Equation Modeling	<ul style="list-style-type: none"> • CDE 591 Seminar: Structural Equation Modeling for Social Sciences • PSY 533 Structural Equation Modeling
Advanced Statistic Electives	<ul style="list-style-type: none"> • PSY 537 Longitudinal Growth Modeling • PSY 555 Experimental and Quasi-Experimental Designs • PSY 591 and FAS 598 Quantitative Seminar and Various Topics (e.g., Item Response Theory, Mediation Analysis, Missing Data Analysis, Multilevel Modeling, Dyadic Data Analysis)

**Students may need to contact the program coordinator of the department offering courses to obtain an override to enroll. Consult with your advisor.*

Domain 4: Counseling Theory and Method (18 credits)

This domain comprises five substantive areas important to the research and practice of counseling psychology. Students are expected to take at least one course in each of the five areas. Students are also required to specialize in one of the four areas. To complete an area of specialization, students are required to take a total of three courses in the area. Specific courses (other than those required) are approved by the faculty advisor on the basis of the student's goals. Students can work with their advisors to determine the best courses for their area of emphasis. If in doubt, check with the TD or the School Director.

Specialization Area	Required and Elective Courses
Counseling Theory and Intervention	<ul style="list-style-type: none"> • CPY 677 Advanced Counseling* • CPY 678 Supervision Theory* • CED 672 Couples & Family Counseling • CPY 691, 791 Advanced Seminars
Consultation/Prevention	<ul style="list-style-type: none"> • CPY 660 Prevention & Consultation* • CPY 668 Grant Writing and Grant Makers • CPY 675 Health and Wellness Counseling • CPY 591, 691, 791 Advanced Seminars

Specialization Area	Required and Elective Courses
Psychological Assessment	<ul style="list-style-type: none"> • CPY 651 Personality Assessment* • CPY 652 Individual Intellectual Assessment* • CPY 591, 691, 791 Advanced Seminars
Careers	<ul style="list-style-type: none"> • CPY 644 Psychology of Careers** • CPY 591, 691, 791 Advanced Seminars
Diversity	<ul style="list-style-type: none"> • CPY 671 Multicultural Counseling** • CPY 674 Counseling Women • CPY 650 Counseling Latinos • CED 591 Counseling LGBT • CPY 691, 791 Advanced Seminars

*Required course. Various advanced seminars (CPY 591, 691, and 791) will be offered each semester on the latest content in the field.

**Required course and its credits have already been counted in Domain 1.

Domain 5: Counseling Practice (21 credits)

The course work and counseling experiences falling under this domain include:

- CED 680 Beginning Practicum (3 credits)
- CPY 780 Advanced Doctoral Practicum (3 credits)
- CPY 783 Field Placement (12 credits)
- CPY 784 APA-approved Pre-doctoral Internship (3 credits*)

*International students are strongly encouraged to consult with [ASU's International Students and Scholars Center](#) well in advance of their internship start date to ensure compliance with CPT eligibility requirements.

Refer to the [Clinical Training Handbook](#) to learn more about the clinical sequencing.

RESEARCH AND CULMINATING EXPERIENCE (15 credits)

Research: Pre-dissertation Research Paper (PDRP) (3 credits)

Students admitted for the 2024-2025 AY and beyond are expected to complete a pre-dissertation research paper (PDRP). The project **must be empirical in nature** and on a topic area of counseling psychology. If the PDRP is a review of studies (e.g., systematic reviews, meta-analyses, scoping reviews) it must follow the PRISMA guidelines. If the research study requires analysis of quantitative or qualitative data, data must be existing or secondary quantitative or qualitative data. Book chapters, theoretical/conceptual papers, clinical case studies, and annotated bibliographies **do not meet the expectations of this requirement**.

Students who have completed a master's thesis prior to joining the doctoral program are still required to satisfy this requirement.

Assignment Description: Students should work closely with their advisor to identify an appropriate empirical methodology and topic area for their PDRP. During Y1 of the program, students should seek clarification on the PDRP guidelines, including questions related to the appropriateness of the data, PRIMA guidelines, and methodology of the research study.

Committee Structure: Students are required to establish a graduate committee that consists of their advisor, and an SCCP faculty member or another ASU faculty member with considerable topic/methodological expertise to serve as a second reviewer. Second reviewers outside of SCCP must be deemed appropriate and approved by students' advisor and the Training Director (TD). A complete and detailed outline of students' PDRP must be submitted to their advisor and second reviewer no later than **April 15th of their first year**. Please note, your committee must be entered on your MIP iPOS.

Students must enroll in three credits of CPY 592: Students are encouraged to work closely with their advisor to determine the semester to enroll in CPY 592 and plan the completion of their PDRP.

Length/format requirements: Papers should include the following sections:

- Introduction
- Method
- Results
- Discussion
- References
- Tables or figures

The final paper must follow the current edition of the APA Publication Manual, and it should not exceed 40 pages in length (including title page, abstract, body, references, tables, and figures).

Submission of the PDRP: Students must submit their PDRP to their committee no later than **April 15th of their second year**. Failure to successfully complete the PDRP by this deadline or submit paper revisions after their committee's review (**August 15th of their second year**) will result in the creation of a research remediation plan. A research remediation plan will be tailored to the student and developed by their advisor, TD, and school director. Remediation plans may include reduced coursework or clinical hours.

Review and Evaluation: The final PDRP must be of sufficient quality and rigor to have the potential to contribute to the counseling psychology knowledge base. This determination will be made upon the independent reviews and recommendations of the student's committee members, and the TD based on their evaluation of nine criteria (see rubric on Appendix H). Committee members will provide feedback within a month after submission. Students may pass, pass with revisions, or fail. This will be indicated on the PDRP form signed by the committee and TD. Scanned signatures are fine for our

internal forms. Students who “pass with revisions” must submit their revised PDRP and PDRP approval form to their advisor no later than August 15th of their second year (prior to the start of their third year). Students who “fail” will be placed on a research remediation plan.

External Committee Member: You may have an external committee member in your PDRP committee, but the external committee member cannot replace your advisor. External committee members must be approved by Graduate College. To request approval, please submit the following to your advisor:

1. Committee Approval Form with your outside member’s signature,
2. Outside committee member’s CV, and
3. A brief justification for having the external committee member.

Scanned signatures are fine for our internal forms. Once your advisor, SCCP faculty committee, and Graduate College approve your outside member, you could make the change on your iPOS electronically and include your outside member. An outside member is considered any person not endorsed by the School of Counseling and Counseling Psychology on Graduate College’s graduate faculty list (click [here](#) to see current faculty list).

Culminating Experience: Dissertation (12 credits)

General information on dissertation requirements appears in the [Graduate College Policy Manual](#). Please consult the Graduate College [Format Manual](#) for information about preparing a dissertation including the process and format guidelines. Graduate College also offers format advising whereby graduate students may direct specific inquiries to format advisors by email to gradformat@asu.edu.

Graduate College requires 12 credit hours of CPY 799 Dissertation on the iPOS. The faculty recommend enrolling in 12 credits of dissertation prior to pre-doctoral internship to minimize financial costs while on internship. Students should discuss timing of dissertation credit hours with faculty advisors.

Dissertation Proposal/Prospectus and Doctoral Candidacy. The dissertation proposal/prospectus process consists of four steps and culminates in the student's admission to **doctoral candidacy**:

1. The student consults with advisor to choose a dissertation committee and updates the iPOS to include committee members who have agreed to serve. The dissertation chair must be faculty in the Counseling Psychology program; it is possible to include a co-chair from outside of the program.

The committee should include at least two other faculty (one of whom must be core faculty in the CPY program).

2. **Outside committee members.** For outside members, please submit the faculty member's CV, and a brief paragraph justification regarding relevant scholarly contributions with your comprehensive portfolio to the TD. Committee members outside of SCCP must be approved by the SCCP review committee and Graduate College (see Graduate College Faculty at this [website](#)).
- **Please keep in mind, outside members do not serve on comps committees, because oftentimes they are not able to evaluate.** If you plan to have an outside member on your dissertation committee, please add the TD as your third committee member in place of the outside committee member as temporary members to review comps. Thus, your "comps committee" might be chair, SCCP faculty (member) and the training director. This will be reflected in Part III of the "Report of Doctoral Comprehensive Examination" form.
- When you submit your Comprehensive Portfolio Checklist, please include the internal Report of Doctoral Comprehensive Examination and Committee Approval forms, which are available [here](#). If you have an outside member for your dissertation committee, please include the CV and justification blurb with the forms. Scanned signatures are fine for our internal forms. As soon the SCCP faculty and Graduate College approve comps and your outside member, you could make the change on your iPOS electronically to delete the training director and include your outside member.
3. The student works closely with the chair and, as appropriate, committee members to develop a dissertation proposal. It is important for the student to learn what the particular chair's expectations are for the proposal. Generally, the proposal provides a statement of problem, rationale for the research supported by empirical literature, research questions or hypotheses, proposed methodology (including the projected data analysis), and references, with ancillary materials appended, per APA style.
- Only after the approval of the [Comprehensive Examination portfolio](#) may the student schedule a proposal meeting with the chair and committee to receive formal feedback on the proposal and approval to proceed with the dissertation. **Unless other arrangements have been made with the committee, it is customary for the student to provide a copy of the proposal to their committee members two weeks before the proposal.**
4. After the proposal has been approved by the committee, the student submits the completed and signed [Report of the Doctoral Dissertation Proposal](#) form to the School Director. Once this form has been approved

by the unit, entered into the ASU system by the EASS, and approved by Graduate College, the student is considered to have been admitted to doctoral candidacy.

Dissertation Defense. Dissertation defenses are scheduled via MyASU. The “Defense” link in MyASU will not appear until the following conditions are met:

- Approved iPOS on file (no pending changes or petitions)
- All minimum 3.0 GPA requirements met (iPOS and Graduate)
- Approved full committee on iPOS (no pending changes)
- All milestone requirements have been satisfied (Doctoral students must have reached candidacy, which means the comprehensive portfolio and dissertations proposals have been accepted)
- Student is active and currently enrolled
- Applied for graduation

Per Graduate College, the request to schedule a defense must be submitted at least **10 working days before** the planned defense date. Graduate College requires students to be physically present with the majority of their committee members in-person at the oral defense of their dissertation. Refer to [Graduate College](#) policy regarding formatting the dissertation and preparing for and scheduling defenses.

Students must confirm with their committee and reserve a room with the program coordinator prior to scheduling the defense in MyASU. Students are encouraged to consult with Graduate College directly to ensure compliance with the [Absent Committee Member Procedures](#).

Oral Defense. The oral defense is a **public meeting** that includes the student, chair, committee, and anyone else who would like to attend. As the defense is also an examination of the student’s research, most of the meeting is devoted to the student’s presentation of the research and the committee’s questions to the student. The chair serves as the facilitator of the defense and determines whether, and when, those not on the committee can ask questions or offer comments. When the committee is determining the outcome of the defense, the student and non-committee members are asked to leave the room. Possible outcomes of the defense, as specified and defined on the Announcement and Report for Doctoral Dissertation Defense (Pass/Fail DocuSign form; supplied by [Graduate College](#)), are pass, pass with minor revisions, pass with major revisions, or fail.

Revisions and Final Submission to Graduate College. Once the student has successfully defended the dissertation, the committee must sign the Pass/Fail DocuSign form electronically. **Students must complete the required revisions before the chair signs the form.** Students are then eligible to electronically submit the dissertation to

[UMI/ProQuest](#). The document will not be processed until all signatures have been obtained and the original Pass/Fail form has been recorded with Graduate College.

MASTER OF ARTS IN PASSING (MIP)

Doctoral students admitted without a terminal master's degree can elect to earn a Master of Arts (MA) in Counseling Psychology (Master's In Passing, MIP) in route to their PhD degree. Requirements consist of 27 credits of coursework already taken as part of the doctoral curriculum and completion of a pre- dissertation research paper, requiring enrollment in three (3) credits of CPY 592, for a total of 30 credit hours. The MIP is not equivalent to the Master in Counseling, which is 60 credits and prepares students for eligibility for state licensure as a professional counselor. Students who include any course credit hours from a previously awarded master's degree on their doctoral iPOS are not eligible for a Master's in Passing (MIP). That is, all coursework included in an MIP iPOS must have been completed after admission to the doctoral program.

To earn the MIP, please consult with your advisor and submit an iPOS for the MIP with the following 30 credits during your first semester in the program. It is recommended that you work with your faculty advisor to determine the timeline for the MIP and submit an iPOS specifically for the MIP coursework.

Required courses for Master of Arts in Passing:

- CED 522 Theories of Counseling and Psychotherapy (3 credits)
- CED 545 Assessment & Diagnosis (3 credits)
- CED 567 Group Counseling and Dynamics (3 credits)
- CED 576 Foundations of Counseling (Skills I) (3 credits)
- CED 577 Counseling Pre-practicum (Skills II) (3 credits)
- CED 680 Practicum Clinic (3 credits)*
- CPY 645 Professional Issues and Ethics (3 credits)
- CPY 592 Pre-dissertation Research Paper (3 credits)
- CPY 671 Multicultural Counseling (3 credits)
- CPY 702 Research Methods in Counseling Psychology (3 credits)

TOTAL 30 credits

**Complete the prerequisites (CED 522, CED 545, CED 576, CED 577, and CPY 645) prior to enrolling in CED 680.*

Please consult with your advisor regarding the MIP and notify the Executive Administrative Support Specialist (EASS) during your first semester if you plan to complete the MIP. Once confirmed, the EASS will submit the appropriate paperwork for Graduate College's review and approval. The student and advisor should review the Graduate College's MIP information, conditions, and steps to completion available [here](#). Refer to Appendix D for Graduate College's information.

CLINICAL TRAINING

SCCP follows the Council of Counseling Psychology Training Program's (CCPTP) recommendations of acquiring at least 450 direct hours and 150 supervision hours. Students are required to obtain [Professional Liability Insurance](#) before seeing clients and must maintain liability coverage throughout their clinical training.

Proof of current Professional Liability Insurance should be submitted to the CTC Coordinator prior to enrollment. Refer to the [CPY Clinical Manual](#) for more details regarding clinical training.

Practicum

Practicum clients are seen in the [\(CTC\)](#), located on the fourth floor of Payne Hall. This state-of-the-art facility is administered by our program and provides clinical services (in-person and telehealth) to university and community populations.

Beginning Practicum. One semester CED 680 (3 credits) is required for students entering the program without a master's degree or without an approved, equivalent beginning-level practicum. Practicum is designed to provide the student with at least 40 direct client contact hours and at least 60 indirect hours (including supervision), equaling a minimum of 100 total hours over the course of a semester.

Advanced Doctoral Practicum. Upon successful completion of CED 680, students should enroll in one semester of CPY 780 Advanced Practicum as required. A second semester of CPY 780 Practicum may be recommended at the advisor's discretion based on the student's clinical evaluations at the end of the first semester. Practicum is designed to provide the student with at least 40 direct client contact hours and at least 60 indirect hours (including supervision), equaling a minimum of 100 total hours over the course of a semester.

Supervision Practicum. CPY 791 (Supervision Practicum) is available for students who may be preparing for supervisory clinical positions. Students in CPY 791 provide clinical supervision to Master of Counseling students enrolled in CED 680, Beginning Practicum under the supervision of clinical faculty. Prior to approval, students must meet all entry-level requirements and complete the [Readiness for Supervision Experience](#) form.

Field Placement

CPY 783 (Field Placement) is a 3-credit advanced practicum course that occurs in settings both on and off campus, such as local hospitals, university/college counseling centers, community mental health agencies, and assessment sites. Field placements prepare students for their pre-doctoral internship. While two semesters of CPY 783 is the minimum requirement, four semesters are necessary to be competitive for pre-

doctoral internship. To apply for Field Placement, students must be in good standing (i.e., 3.0 GPA and satisfactory clinical evaluations) by the Field Placement application deadline. **The CPY Field Placement Application Approval form must be submitted to the TD and field placement coordinator for faculty approval. This form shows your intent to apply for field placement and verifies your readiness to apply for field placement starting the upcoming fall.**

Students whose field placement sites may require the start of clinical placement prior to the first day of classes must make arrangements with the field placement coordinator and TD to enroll in a dynamically- dated CPY 783 that reflects the actual start date. Some sites require background checks. Students are encouraged to consult with the program's field placement coordinator or TD with any questions. **CPY 783 is a 3-credit course in fall, spring, and summer semesters and requires about 16 (approximately 2 full days) per week commitment to sites.**

Pre-Doctoral Internship Description

Each student is required to complete a 12-month pre-doctoral internship (CPY 784) as part of the Counseling Psychology training program. The purpose of the internship is to apply new knowledge and skills with continuing supervision. The internship is critical in preparing students to function as independent doctoral-level professionals. Placement for internship is determined by the Association of Psychology Postdoctoral and Internship Centers' (APPIC) Match process. Students must receive faculty approval to participate in Match.

Students must enroll in one (1) credit hour of CPY 784 during the fall, spring, and final summer semester of the internship year (i.e., a total of 3 credit hours). Enrollment during the summer in which students begin internship is not required by the program. However, international students on F-1 visas should be aware that if the internship begins before the official summer degree conferral date set by the ASU Graduate College, they may be required to enroll in a summer course prior to the internship start date in order to receive Curricular Practical Training (CPT), a form of off-campus employment authorization. This requirement is determined by the ASU International Students and Scholars Center (ISSC) and may not be waived by the program. **Students are strongly encouraged to consult with ISSC well in advance of their internship start date to ensure compliance with CPT eligibility requirements.**

Applying for Pre-Doctoral Internship

Before applying for pre-doctoral internship, students must successfully complete: relevant coursework, clinical placements, the comprehensive exam portfolio, and their dissertation proposal. The [CPY Internship Application Approval](#) form is due to the TD no later than the end of deadline date determined by the program, during the year prior to

the actual internship. **Students may not register for Match or apply for pre-doctoral Internship until the faculty approves their application.**

Once approved by the faculty, students may apply for pre-doctoral internship. Students must complete an APA-accredited internship. If a student is not matched, they may petition the faculty to complete an internship in a non-APA-accredited setting that meets all APA internship guidelines. However, we do not recommend this, as attending a non-APA-accredited internship could present undesirable obstacles for obtaining employment and licensure. Since 2014, approximately 100% of our students have secured internships at APA-accredited sites across the nation (see [APA Student Admission, Outcomes and Other Data](#)).

Students are not permitted to graduate until the pre-doctoral internship is completed and the dissertation has been defended successfully. **We recommend strongly that students complete their dissertation prior to attending pre-doctoral internship.** Degree conferral only occurs when all requirements on the students iPOS are completed and the graduation application has been approved. All deadlines for the semester of completion and degree conferral are determined by the Graduate College. Per university policies, students who complete their requirements during spring or summer semesters can participate in spring commencement ceremonies. Students should go by the date of their degree conferral when negotiating their post-doc positions.

COMPREHENSIVE PORTFOLIO ASSESSMENT

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

The portfolio consists of the documentation relevant to the completion of five tasks, as well as a copy of the Plan of Study (iPOS) as filed with Graduate College prior to submission of the completed portfolio. The required documentation is indicated below, along with the description of the tasks. The portfolio is submitted as a single document, complete with a title page, table of content, and five sections (three required tasks and two optional tasks). The original portfolio is included in the student's official file in the SCCP program office. The student must also retain a copy. It is the student's responsibility to retain appropriate records to include in the

portfolio. The student is to submit their completed portfolio to their committee and obtain the committee's signature on the Comprehensive Portfolio Checklist and Report of Doctoral Comprehensive Examination form, which are both available [here](#). All documents and the completed portfolio are then submitted to the TD for review and approval. Upon approval, the portfolio is submitted to the School Director for final signature, attesting to the successful completion of the portfolio tasks.

The comprehensive exam/portfolio assessment must be submitted to the TD and School Director for review and approval at least two (2) weeks prior to officially scheduling a student's dissertation proposal meeting to allow time for review. Your dissertation proposal defense cannot be scheduled until your comprehensive exam/portfolio has been approved.

The comprehensive portfolio comprises three required tasks and two optional tasks. These tasks are as follows:

Three Required Tasks	
Task	Documentation
1. The student must serve as lead or sole author on a paper or poster presented at a regional, national, or international professional conference.	Acceptance letter from the conference; or page from conference program listing the presentation; and copy of the paper or poster. Unless there are extenuating circumstances, students would need to present the paper or poster at the conference.
2. The student must serve as lead or sole author on an empirical manuscript submitted to a national refereed journal; the manuscript must be deemed publishable by the student's committee.	Written acknowledgement of receipt of the manuscript from the journal editor with intention to review; and memo from the student's advisor attesting that the manuscript is publishable; committee members' signatures attesting that the manuscript is publishable; and copy of the manuscript. <i>Note:</i> it is not necessary that the manuscript be accepted for publication.
3. The student must serve as an instructor of record for one semester while currently enrolled in the PhD program. (<i>Note.</i> Teaching must be in-person.)	Course evaluations attesting to the <i>student's effectiveness</i> as an instructor; written feedback from a faculty member, or approved ASU administrator, who has observed at least one class session, attesting to the student's effectiveness as an instructor; copy of the course syllabus.

Two of the Following Four Tasks	
Task	Documentation
A. The student must supervise a master's- level counseling student for one semester of practicum, under the rubric of the supervision practicum in Counseling Psychology*	Written feedback from the supervision course instructor attesting to the student's satisfactory supervision; and satisfactory grade in the supervision course.
B. The student must serve as lead or sole author/investigator on a research or program grant (<i>not</i> a travel grant) submitted to an internal (university) or external agency. The grant must include a proposal and a budget.	Written acknowledgement of receipt of the grant application from the agency to which it is submitted; and memo from the student's advisor attesting that the grant meets the RFP stipulations; and copy of the grant.
C. The student must serve as an organizational consultant, or co-consultant, with a faculty member, to an organization. This organization may be academic, professional, commercial, industrial, governmental, not-for-profit or the like. The consultation may include (but is not limited to) such strategies as needs assessment, training, conflict resolution and group facilitation.	Written feedback from the student's consultation supervisor attesting to the student's satisfactory work as a consultant; copies of any reports or materials developed (if these are not confidential). A paper is required (5-8 pages).
D. The student must serve in a professional leadership or advocacy role within the psychological profession for one academic year, as committee member of volunteer.	Letter from the student's supervisor in the association describing the student's activities; and time log signed by supervisor. **

*Students must have completed a minimum of one year of Field Placement and Supervision Theory before serving as a supervisor. Students must meet the additional requirements indicated in the [Readiness for Supervision form](#).

**A supervisor would be the person who is the student's director supervisor in the professional or community organization.

PROFESSIONALISM

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 inappropriate collaboration.

5. Falsifying academic records.

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

Academic Appeals Policy. Students who believe they have been unfairly or improperly graded may be assured of just treatment and fair consideration through the processes described in the College of Integrative Sciences and Arts (CISA) policy. Refer to Section 600 *Student Academic Grievance Procedures* of the [CISA Academic Affairs Policies and Procedures Manual](#).

Professional Development. Doctoral students are encouraged to be active in the program's Doctoral Students in Counseling Psychology (DSCP), Diversity Equity, and Inclusion (DEI) committee, and ASU's Graduate and Professional Student Association (GPSA). The organizations serve as peer mentoring organizations, as well as a networking vehicle for prospective students. Students also are encouraged to become student affiliates of APA's Division 17 (Society of Counseling Psychology), [Student Affiliates of Seventeen](#). Each year Counseling Psychology students are strongly encouraged to present their research at local, regional, national, and international conferences. Some funds are available to support student conference travel (e.g., [program funds](#), [GPSA](#), [Graduate College](#), and [APA](#)).

Professional Behavior and Social Networks. Students who use social networking sites (e.g., Facebook, Instagram, TikTok, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, peers, faculty, and other mental health professionals. As such, students should not post visual or printed material that may be deemed inappropriate for a psychologist-in-training. To this end, students should set all security settings to "private" and avoid posting information/photos and/or using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include information or comments about clients and/or students for whom they currently serve or have served as an instructor, clinical supervisor, and/or clinical consultant. Clients and supervisors should not be added to your personal social media (e.g., Facebook, Instagram, Snapchat), as doing so constitutes a boundary violation.

Additionally, any information that might lead to the identification of a client or student (for TA's) represents a violation of confidentiality, which is a breach of the ethical standards that govern the practice of psychologists in training. Engaging in these types of actions could result in the student being dismissed from the program.

Independent Private Practice. Although we encourage our graduates to pursue licensure, our primary training objectives are to prepare students for academic, research, and/or practice careers in, for example, university and other service delivery settings. Applicants to our program should be aware that the independent private

practice of psychology, even on a part-time basis, prior to graduation would be a violation of Arizona Revised Statutes §32-2701 and §32- 2083.

Graduates of programs such as social work or counseling, who are licensed in the practice of their profession, are well within the law as long as they do not invoke the word “Psychologist” or “Psychology” to refer to themselves or their services. We are required to consider all facets of professional behavior in our annual reviews of student progress and to report any violations of APA ethical standards to APPIC, licensing boards, and future employers.

CPY EVALUATION AND DISMISSAL

Policies Formal Monitoring of Student Progress. Faculty evaluate each student’s progress on academic, research, clinical, and professional competencies at the end of every academic year. Additionally, first and second year students receive mid-year evaluation letters during the academic year. In anticipation of their year-end review, all students must submit electronically the Annual Review of Student Progress Form on or before the date announced by the TD in the spring semester. After this information has been submitted electronically, faculty meet to discuss students’ progress through the program. Consult with your advisor if you have questions about your evaluations.

The standard for satisfactory performance is appropriate progress through the program. That is, all aspects of the program are completed at the expected time— and each aspect of the program is completed at a satisfactory level, as determined in advance for each aspect of the program (via course requirements, practicum and field work evaluation criteria, PDRP, comprehensive examination portfolio documentation standards, dissertation standards, and internship evaluation criteria).

Students are expected to:

- Maintain a 3.0 GPA consistent with Graduate College standards
- Attain a B- or better for all courses on the iPOS
- Meet research milestones (e.g., PDRP and dissertation)
- Achieve satisfactory ratings from CED 680 (if applicable), CPY 780 and CPY 783 clinical supervisors on the Counseling Psychology Clinical Evaluation
- Demonstrate professional and ethical conduct

The faculty maintains student records in a locked filing cabinet in the program coordinator’s office and/or in a secure electronic file. Students may contact the EASS to view their file. Faculty also have access to student files. The hard-copy versions of student records are retained for three years. The program duplicates all records electronically and they are retained on a secure, password- protected ASU server for a minimum of 10 years.

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, including clinical tasks, or in other critical areas of professional conduct. At the point of recommended dismissal, the student will not be given additional opportunities to remediate the deficiency. Depending on the circumstances, recommended dismissal might follow a period of academic probation. In other cases, it might not involve probation. Rules regarding recommended dismissal of a student from the program include the following:

1. The dismissal discussion is confidential.
2. The student may 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.
3. 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 and external to the program. Internal program documents include course syllabi, practicum and internship evaluation criteria, and comprehensive examination standards. Documents external to the program include APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2017), 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. In case of a discrepancy, external federal and state regulations as well as the APA's Ethical Code of Conduct supersede internal program documents.
4. The dismissal recommendation is made by the faculty as a whole by majority vote, based on examination of the evidence.
5. If the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student, the Dean of the College of Integrative Sciences and Arts, and the Graduate College.

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

1. **Failure to maintain minimum academic standards.**
 - a. Students are placed on academic probation whenever their overall graduate GPA, cumulative ASU GPA, or iPOS GPA drops below 3.0.
 - 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. When students are placed on probation, a formal letter will be issued by the program outlining the terms necessary to restore academic good standing.
2. **Unsatisfactory performance in counseling practicum, field work, or pre-doctoral 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 placed on a remediation

plan or recommended for dismissal from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision.

3. **Unethical or unprofessional conduct.**

Students are referred to APA's [Ethical Principles of Psychologists and Code of Conduct](#) (2017), 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 recommended dismissal from the program.

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 recommended 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 psychologist may be recommended for dismissal from the program.

6. **Title IX**

ASU prohibits all forms of discrimination, harassment and retaliation. To view more about ASU's Title IX policy please see [Title IX Office Note](#).

GENERAL INFORMATION

Communicating Program Changes. The program utilizes the following procedures to disseminate new and/or changing information about the doctoral program:

- The School Director will note programmatic changes in the faculty meeting minutes, which are distributed to all students via the [CPY student listserv](#) (CPYSTUD) and/or SCCP's biweekly newsletter.
- The Counseling Psychology program has an active Doctoral Students in Counseling Psychology (DSCP) organization with elected student representatives. These individuals meet with the faculty during regularly scheduled faculty meetings and are charged with communicating all program changes to their constituency. The DSCP holds regular meetings, where they also will announce programmatic changes.
- Doctoral students are given a file folder in 446 Payne Hall. These alphabetical student folders are for receiving mail and other notices.

ASU email is the official method of university communications. **Students must use their assigned ASU email address or they will miss important program communications.** Please include your ten-digit ASU ID# in all email communications with the program coordinator and Graduate College.

Graduation. Students must apply for graduation via MyASU when ready. Credentials evaluators in the [Office of the Registrar](#) confirm that students meet all degree requirements based on approved iPOS. Students must meet all Counseling Psychology program and [Graduate College requirements](#).

Graduation activities. [Commencement](#) is a University ceremony, whereas [Convocation](#) is a College ceremony. These are held twice annually, in the Fall and Spring. Participation in the Commencement or Convocation is determined by university policies. Attendance is not required but students must RSVP via MyASU if they wish to attend. Additionally, SCCP Staff and the Master of Counseling Student Organization (MCSO) coordinate the School of Counseling and Counseling Psychology program Hooding Ceremony, held once per year in the Spring.

Policy on Summer Graduation. Students graduating in Summer may participate in Spring Commencement and/or Convocation if they meet the following criteria:

1. Pre-doctoral Internship is the only Plan of Study course left to complete during the Summer semester (CPY 784)
2. Dissertation defense must be completed successfully before the Spring graduation deadline set by Graduate College.
3. Apply for Summer graduation by Graduate College early deadline (announced via email to listserv and the SCCP newsletter)
4. Must be enrolled in a minimum of 1.0 credit of CPY 784 during the initial and final Summer semester. Student may be enrolled in other classes during graduation term but those classes may not be included on the Plan of Study.

SCCP Program Hooding does not have the same restrictions. All graduates for Spring and the following Summer are permitted to participate. Students should contact the Executive Administrative Support Specialist with questions about participating.

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.

Although the content of our program is consistent with the licensure requirements of most states, it is wise to determine the exact requirements of the state in which one intends to reside. Applying for licensure often requires submitting documents such as clinical hours logs, syllabi, and program/degree requirements. It is the students' responsibility to retain their own copies of practicum, fieldwork, and internship logs and evaluations, training plans,

program handbooks, course syllabi, waivers or course equivalency approval forms, and any other relevant documentation.

Graduates of our American Psychological Association-accredited doctoral program in counseling psychology meet the licensure requirements of most states. 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 [Association of State and Provincial Psychology Boards](#) and [ASU's Professional Licensure](#) website.

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

Costs. The costs of enrollment can be obtained from the [ASU Tuition Estimator](#). Tuition and fees are subject to annual approval by the Arizona Board of Regents. Current tuition and fees are listed below but can change. Always check the current costs. For questions or comments about tuition and fees, please contact the [Student Accounts Office](#). For questions or comments about financial aid and cost of attendance, please contact [Student Financial Assistance](#).

Graduate Assistantships. Most doctoral students are able to secure graduate assistantships (i.e., teaching and research assistantships) either within the program or in other units across ASU. TAs and RAs are treated as residents for tuition purposes. Assistantships with .50 FTE (20 hours per week) appointments receive a full tuition remission and [student health insurance](#) at no cost; however, enrollment in the insurance plan is required each semester. Spring semester insurance coverage includes the summer months. Assistantships with .25 FTE (10 hours per week) appointments receive a 50% reduction in tuition and are considered to be in-state residents for tuition purposes. SCCP's application process for assistantship positions for the upcoming academic year occurs during February and March.

Application materials typically include a cover letter and CV. Students can apply for multiple positions. Unfortunately, academic year assistantships do not cover summer tuition.

SCCP assistantships pay an approximate stipend:

- TA compensation:
 - .25 FTE for the academic year \$13,272 (1 course per semester)
 - .50 FTE for the academic year \$26,544 (2 courses per semester)
- RA compensation:
 - .25 FTE for the academic year \$13,272 (10 hours per week)
 - .50 FTE for the academic year \$26,544 (20 hours per week)

For more information on assistantship benefits, please refer to [Graduate College](#).

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.

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](#). In addition, information regarding international teaching assistants is available [here](#).

Additional funding may also be available through the [Graduate and Professional Student Association](#) (GPSA). GPSA plans events, organizes activism, and promotes scholarships and grants for students to use for research or travel and so much more. Please refer to ASU's [TA/RA Handbook](#) for detailed information.

Fellowships And Other Forms of Financial Aid. Doctoral students in Counseling Psychology in need of financial support are typically able to secure funding throughout all years of doctoral study. We have been very successful in providing generous first-year funding packages to all of our incoming doctoral students. Given the vicissitudes of funding opportunities, we cannot guarantee future financial support; nevertheless, past history suggests a favorable future.

Students may be nominated by the program for the [University Graduate Fellowship](#), [Presidential Graduate Assistantship Program](#), and the [Graduate College Enrichment Fellowship](#), pending criteria. Counseling Psychology students may also apply to the [Arthur John Fitzgerald Fellowship](#). Students should consult with their faculty advisors regarding external fellowships. Our students have been successful in procuring national fellowships like the APA Minority Fellowship Program (MFP) and National Institute of Health (NIH).

Applicants will be informed of the financial-support commitment for their first year. It is important to note that an applicant's acceptance of an offer of financial aid becomes binding in accordance with a resolution adopted by the Council of Graduate Schools in the United States. Four granting agencies and 317 institutions of higher learning support this resolution.

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:

Ahn, L. H., Yang, N., An, M. (2022). COVID-19 Racism, Internalized Racism, and Psychological Outcomes among East Asians/East Asian Americans. *The Counseling Psychologist*, 50(3), 359–383. <https://doi.org/10.1177/00110000211070597>

Ahn, L. H., & Atkin, A. L. (2025). Discrimination and racial socialization profiles: Associations with Asian American adolescent attachment, activism, and self-esteem. *Journal of Family Psychology*, 39(2), 229–239. <https://doi.org/10.1037/fam0001301>

Ahn, L. H., Kang, G. S., & Wong, G. T. F. (2025). Informal and formal support as moderators between racial discrimination and distress among a community sample of racial/ethnic minorities. *Journal of Counseling Psychology*. Advance online publication. <https://doi.org/10.1037/cou0000800>

Ahn, L. H., Keum, B. T., Meizys, G. M., Choudry, A., Gomes, M. A., & Wang, L. (2022). Second-generation Asian American women's gendered racial socialization. *Journal of Counseling Psychology*, 69(2), 129–145. <https://doi.org/10.1037/cou0000575>

Ahn, L. H., & Atkin, A. L. (2024). Racism, attachment styles, and mental health among Asian American adolescents. *The Counseling Psychologist*, 52(8), 1314-1341.

Email: LydiaAhn@asu.edu

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

Specialties: Critical consciousness, psychotherapy process and outcomes.

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>

Email: ptjohns3@asu.edu

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>

Email: Jessica.Boyles@asu.edu

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* [Conference presentation]. Day-long preconference learning institute conducted at the American Counseling Association Annual Conference, San Francisco, CA.

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.

Email: james.bludworth@asu.edu

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

Specialties: Learning and Memory, Neuroscience, Neuroendocrinology,

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 and Puerto Rican psychology; Puerto Rican migration and health disparities, colonialism's impact of mental health; internalized oppression; ethics and culture.

Sample publications:

Capielo Rosario, C., Adames, H. Y., Ramos-Rosado, G., Rodríguez-Muro, N. J., & DeJesús-Sullivan, L. A. (2024). Colonial shadows: Exploring coloniality of being among Puerto Rican immigrants in the United States. *Journal of Counseling Psychology*, 71(5), 328–342. <https://doi.org/10.1037/cou0000756>

Capielo Rosario, C., Mattwig, T., Hamilton, K. D., & Wejrowski, B. (2023). Conceptualizing Puerto Rican migration to the United States. *Current opinion in psychology*, 51, 101584. <https://doi.org/10.1016/j.copsyc.2023.101584>

Capielo Rosario, C., Abreu, R. L., Gonzalez, K. A., Adames, H. Y., & Grzanka, P. R. (2023). "What surprised me is that they try to humiliate me": Conceptualizing the role of colonial power dynamics and logics in Puerto Rican postmigration experiences. *Journal of Latinx Psychology*, 11(1), 55-75. <https://doi.org/10.1037/lat0000218>

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*, 48(3), 377–406. <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>

Email: Cristalís.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., & Çiftçi, A. (2021). Colorblind Racial Ideology, Sense of Belonging, and Racism-Related Stress in Asian Indian International Students. *Psychological Reports*, 124(5), 2251–2271. <https://doi.org/10.1177/0033294120961063>

Email: Ayse@asu.edu

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

Specialties: Health disparities; cultural and social determinants of health; multicultural counseling research and practice.

Sample publications:

Dillon, F. R., Capielo Rosario, C., Ertl, M. E., Shultz, D., Bhatti, K., Jagga, J., Porcaro, A., Rosenberg, B., Westbrook, J., Cabrera Tineo, Y., Giron, K., & De La Rosa, M. (in press). Trajectories of acculturation and alcohol use among recently immigrated Latina young adults. *Journal of Studies on Alcohol and Drugs*.

Sasa, S. M., Dillon, F. R., Lobos, J., Eklund, A. C., & Ebersole, R. (2025). Ethnic identity commitment as a moderator for perceived access to health care among Latinx sexual minority men. *Cultural Diversity and Ethnic Minority Psychology*. 31(1), 33-45.

Dillon, F. R., Ertl, M. M., Eklund, A. C., Westbrook, J., Balek, G., Algarin, A., Martin, J., Sánchez, F. J., & Ebersole, R. (2024). Sexual identity development and social ecological facilitators and barriers of PrEP uptake and adherence among Latinx MSM. *Archives of Sexual Behavior*, 53, 1197-1211. <https://doi.org/10.1007/s10508-023-02776-3>

Ebersole, R. C., Lara-Lerma, C., & Dillon, F. R. (2024). Development of the Sexual Minority Affirmative Practice Scale. *Journal of LGBTQ Issues in Counseling*, 18(4), 310-325. <https://doi.org/10.1080/26924951.2024.2389507>

Rosenberg, B. A., Dillon, F. R., Eklund, A., & Ebersole, R. (2024). Traditional machismo, caballerismo, and sexual identity development among Latino sexual minority men. *Journal of Latinx Psychology*, 12(4), 362–374. <https://doi.org/10.1037/lat0000259>

Email: Frank.Dillon@asu.edu

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

Email: valerie.c.flores@asu.edu

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.

Email: lejimene@asu.edu

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.

Email: michael.maisano@asu.edu

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*, 17(5), 413–431. <https://doi.org/10.1080/1550428X.2020.1868369>

Israel, T., Matsuno, E., Choi, A. Y., Goodman, J. A., Lin, Y.-J., Kary, K. G., & Merrill, C. R. S. (2021). Reducing internalized transnegativity: Randomized controlled trial of an online intervention. *Psychology of Sexual Orientation and Gender Diversity*, 8(4), 429–439. <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>

Email: Em.Matsuno@asu.edu

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*. 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. M., Stewart, R., Gutheil, J., Day, A., Coll, K. A., Osborne, A., Scholl, S., & Thobro, P. (2024). Application of Bernard's discrimination model in a mental health agency: Implications for practice. *Journal of Creativity in Mental Health*, 19(4), 559–574. <https://doi.org/10.1080/15401383.2023.2290054>

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.

Email: asosborne@asu.edu

Joshua Parmenter, (PhD, Utah State University), Assistant Professor

Specialties: Queer, Trans, and Nonbinary mental health; intersectionality; healing; resilience and resistance; qualitative methods; measure development

Sample Publications:

Parmenter, J. G., Winter, S. D., Clements, Z., Alexander, K., & Taylor, H., (2025). How community and individual strengths “fill our cup”: A strengths-based psychological mediation framework for LGBTQIA+ communities. *Journal of Counseling Psychology*. Advance online publication.

Parmenter, J. G., Winter, S. D., & Taylor, H. (2025). Considering community inequity within the psychological mediation framework. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication.

Parmenter, J. G., Gao, S., Khan, N. S., Lê, D., Staton, D. R., & Galupo, M. P. (2024). “My healing journey gives back to my communities”: Experiences of intersectional resilience and liberation among queer and trans Black, Indigenous, and People of Color. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <https://doi.org/10.1037/sgd0000750>

Parmenter, J. G. & Barrita, A. M. (2024). A preliminary model of intersectional minority stress among sexual and gender diverse Black, Indigenous, and People of Color. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <https://doi.org/10.1037/sgd0000748>

Email: joshua.parmenter@asu.edu

Jenn Pereira (PhD, University of Florida), Clinical Professor (LPC and Qualified Supervisor, RPT-S, CPT-S, CT)

Specialties: Play Therapy/child counseling, counseling trauma, grief and loss counseling, counseling skills/andragogy, clinical supervision and supervision and pedagogy

Sample Professional Presentations:

Pereira, J. (2025, September). *The art of supervision: What does supervision look like in the playroom?* [Conference presentation]. Arizona Association for Play Therapy (AZAPT).

Pereira, J. (2024, October). *Trauma and grief: How do these elements impact clinical supervision, and what do we do?* [Conference presentation]. Western Association for Counselor Education and Supervision (WACES).

Pereira, J. (2023, October). *Play-full supervision techniques: Using experiential activities in supervision* [Conference presentation]. Association for Counselor Education and Supervision (ACES).

Pereira, J. (2023, September–November). *Bereavement educational group series* [Invited facilitation]. Local Shelter Network.

Pereira, J. (2022, October). *Basic assumptions in creating counselor identity and self-efficacy: Perceptions of counseling trainees and their clinical supervisors* [Conference presentation]. Western Association for Counselor Education and Supervision (WACES).

Pereira, J. (2022, October). *Teaching supervision: Building counselor identity in the teaching of a doctoral supervision course* [Conference presentation]. Western Association for Counselor Education and Supervision (WACES).

Professional Work: Owner/Clinical Director: The Banyan Tree Wellness Center, Chandler AZ. provide play therapy and mental health counseling services to children, individuals, families, couples (play therapy, mental health counseling services, sand therapy, EMDR, couples)

- Providing continuing education in play therapy, experiential counseling techniques to area professionals and students. Serve as a consult and continuing education trainer for area businesses and clinicians in supervision, communication, and climate.
- Qualified Supervisor for LPC and Registered Play Therapist credential: provide mental health and play therapy supervision, provide a variety of workshops and trainings for area clinicians and counseling trainees

Email: jkpereir@asu.edu

Ashley K. Randall (PhD, University of Arizona), Professor, Senior Global Future Scientist

Specialty: Stress and dyadic coping; interpersonal emotion dynamics; romantic relationships; global psychology.

Sample Publications:

Whisman, M. A., Randall, A. K., & Sorokowski, P. (2025). Gender differences in variability of intimate relationship satisfaction in a multinational sample. *Journal of Family Psychology*, 39(4), 548–553. <https://doi.org/10.1037/fam0001349>

Totenhagen, C. J., Curran, M. A., & Randall, A. K. (2025). Benefits and burdens of daily sacrifices and commitment in same- and different-gender couples: Explorations of proximity and direction of effects. *Family Process*, 64(1), e13093. <https://doi.org/10.1111/famp.13093>

Randall, A. K., Totenhagen, C. J., Calveri, E. G., Bodenmann, G., Greving, K., & Rostosky, S. S. (2024). The couples coping enhancement training – sexual minority stress (ccet-sms) relationship education program: Feasibility, acceptability, and preliminary evidence of effectiveness. *LGBTQ+ Family: An Interdisciplinary Journal*. Advance online publication. <https://doi.org/10.1080/27703371.2024.2405148>

Aydogan, D., Özgülük Üçok, S. B., & Randall, A.K. (2024). Being one and staying two as a couple: Turkish married couples' sense of we-ness, psychological distress, and common dyadic coping. *Journal of Couple and Relationship Therapy*, 23, 282 – 304.

Randall, A. K., Liekmeier, E., Totenhagen, C. J. ...Bodenmann, G. (2024). German and Italian validation of the Dyadic Coping Inventory – Sexual Minority Stress (DCI-SMS). *Journal of Family Psychology*, 38, 627-642.

Email: Ashley.K.Randall@asu.edu

Asmita Saha (PhD, Auburn University), Clinical Assistant Professor

Specialties: Acculturation, acculturative stress, socialization, relational health, psychological well-being, South Asian immigrants and international students.

Sample Publications:

Saha, A., Cabirou, L., Pointer, B., & Wilks, S. (2025). *Racial Socialization*. In R. J. DeRubeis & D. R. Huppert (Eds.), *The Sage encyclopedia of mood and anxiety disorders* (Vol. 3). Sage Publications

Cornish, M. A., Grey, C., Rossi, C., Horton, A. J., Dyas, K. C., & Saha, A. (2024). Adult attachment and personal and romantic relationship well-being: Forgiveness of self and partner as mediators. *Couple and Family Psychology: Research and Practice*. Advance online publication. <https://doi.org/10.1037/cfp0000260>

Andino, M., Reid-Brown, C., Paralkar, U., Knutson, D., Mackey, V., & Saha, A. (2023). Ambiguity, uncertainty, and loneliness: Challenges to mental health in international students. In M. Andino D. Knutson (Eds.), *International student identities and mental well-being* (pp. 12–28). Star Scholars Network.

Email: asaha116@asu.edu

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

Specialties: Multicultural training and supervision; strategies for multicultural case conceptualization; multicultural skills-based outcomes

Sample publications:

Sahu, A., Bell, A. S., Ridley, C. R., & Tran, V. (2024). Multicultural Counseling Skills Evaluation Form: A tool for clinical supervision. *The Counseling Psychologist*, 52(6), 842-873. <https://doi.org/10.1177/00110000241248099>

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/10.1177/0011000021990762>

Email: Ankita.Sahu@asu.edu

Francisco J. Sánchez (PhD, University of Iowa), Associate Professor, Associate Dean

Specialties: Biopsychology; Human Sex Development; Sexual Orientation & Gender Identity; Male Gender Role Strain

Sample publications:

Musktrat, T., Porcaro, A. K., Worley, M., Franco, A., Parmenter, J. & Sánchez, F. J. (in press). 'Being yourself is a sin': The impact of Evangelical Christian purity culture on sexual minority women. *The Counseling Psychologist*.

Sánchez, F. J., & Klennert, V. (2024, in press). From campaign rhetoric to clinical practice: Combating the effects of political fearmongering on the mental health of lesbian, gay, bisexual, transgender, and queer people of color. [Invited Commentary]. *Clinical Psychology: Science & Practice*. <https://doi.org/10.1037/cps0000257>

Dillon, F. R., Ertl, M. M., Eklund, A. C., Westbrook, J., Balek, G., Algarin, A., Martin, J., Sánchez, F. J., & Ebersole, R. (2024). Sexual identity development and social ecological facilitators and barriers of PrEP uptake and adherence among Latinx MSM. *Archives of Sexual Behavior*, 53(3), 1197–1211. <https://doi.org/10.1007/s10508-023-02776-3>

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>

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>

Email: Cisco.Sanchez@asu.edu

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. (forthcoming). *Breaking the deadly dance of racism: Perpetrators, targets, bystanders, & allies*. Wiley.

Liguori, J. B., & Spanierman, L. B. (2025). From out of the shadows: Understanding women's experiences of white supremacist deradicalization. *Peace and Conflict: Journal of Peace Psychology*. Advance online publication.

Kim, Y., Dimberg, S. K., Spanierman, L. B., & Clark, D. A. (2024). Gender microaggressions that target women in the U.S. military: Effects on depression and the moderating role

of rank and coping. *Psychology of Women Quarterly*, 48(1), 108–120.

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

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

Email: Lisa.Spanierman@asu.edu

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

Specialties: Sport and mental health; stereotyping, discrimination, and bias; financial/socioeconomic stress and disparities; minority mental health.

Sample publications:

Tran, A. G. T. T., Eustice, K. L., Lam, C. K., Holzapfel, J., & Mintert, J. S. (2024). Foul play: Implicit and explicit attitudes toward student-athletes. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000538>

Tran, A. G. T. T. (2021). In or out of the game? Counter-stereotype paradoxes and Asian-identified student-athlete mental health. *Cultural Diversity and Ethnic Minority Psychology*, 27, 579-582. <https://doi.org/10.1037/cdp0000387>

Tran, A. G. T. T. (2021). Looking forward to student-athlete mental health: Racial/ethnic trends from 2010 to 2015. *Journal of American College Health*, 69(8), 942-950. <https://doi.org/10.1080/07448481.2020.1725018>

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

Email: alisia@asu.edu

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

Specialties: multicultural counseling and training, career development, integration of work and mental health, and mental health of BIPOC, immigrant, and Asian American communities.

Sample Publications:

Truong, N. N., Ahn, L. H., & Miller, M. J. (2024). Secondary traumatic stress, financial stress, and the role of coping in understanding Southeast Asian American mental health. *Asian American Journal of Psychology*, 15(4), 319–328.

Wang, L., Truong, N. N., Palacio, A., & Unterberger, J. (2023). What's next?: On better supporting women of color clinicians at university counseling centers. *Journal of Prevention and Health Promotion*, 4(2), 247–269.
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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(6), 669-680. <https://doi.org/10.1037/cou0000306>

Truong, N. N., & Miller, M. J. (2018). Family and social cognitive predictors of Southeast Asian American college students' academic satisfaction. *Journal of Career Assessment*, 26(3), 488-502. <https://doi.org/10.1177/1069072717714543>

Email: Nancy.Truong@asu.edu

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: <https://escholarship.org/uc/item/41k4p09p>
ark:/13030/m50s4n9q. Retrieved from <https://escholarship.org/uc/item/41k4p09p>

Email: Elisa.Vasquez.1@asu.edu

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.

Hoffman, L., Vallejos, L., Cleare-Hoffman, H. P., & Rubin, S. (2014). Emotion, relationship, and meaning as a core existential practice: Evidence based foundations. *Journal of Contemporary Psychotherapy*, 45, 11-20. <https://doi.org/10.1007/s10879-014-9277-9>

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.

Email: lvallej4@asu.edu

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). 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

EMERITI FACULTY

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Bianca Bernstein (PhD, University of California, Santa Barbara)
Richard Kinnier (PhD, Stanford University)
Sharon Robinson Kurpius (PhD, Indiana University) Terence Tracey (PhD, University of Maryland)

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Shelby Langer, (PhD, Lehigh University), Associate Professor, Nursing and Health Innovation
Nicole A. Roberts, (PhD, University of California, Berkeley), Associate Professor, Social and Behavioral Sciences
Hyung Choi Brandon Yoo (PhD, University of Minnesota), Associate Professor, Asian Pacific American Studies and School of Social Transformation

FACULTY ASSOCIATES

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Jenny Bilskie-Smith (MSW, Arizona State University)
Tony Clark (PhD, University of Kansas)
Sherry Craft (PhD, Washington State University)
Kristin Crocfer (PhD, Loma Linda University)
Adam Everson (PhD, University of Missouri-Columbia)
Kai Kline (MC, Arizona State University)
Lara Klinkner (MED, Arizona State University)
Anthony Schmiedeler (PhD, University of Missouri-Columbia)
Meredith Van Tine (PsyD, Stanford University School of Medicine Consortium; JD, University of Virginia)
Devina Wadhera (PhD, Arizona State University)
Maya Williams (PhD, University of Missouri-Columbia)
Charles Woods (PhD, University of Missouri-Columbia)

IN MEMORAM

J. Jeffries “Jeff” McWhirter (January 31, 1938 – January 20, 2023) PhD, University of Oregon, Professor Emeritus

Dr. Jeff McWhirter loved teaching and being a professor for more than 60 years. He was a Counseling Psychology and Counselor Education faculty member at Arizona State University for 34 years, until his “retirement.” He continued to teach for ASU for another 18 years. He modeled the integration of science with best- practices in training and contributed to the training of hundreds of counselors and psychologists. Jeff was a highly productive and internationally respected scholar, having written numerous books and published and produced hundreds of research articles and professional presentations and conducted hundreds of trainings in the U.S. and abroad. He was a Fulbright Senior Scholar to Turkey, Australia, and New Zealand. As a licensed psychologist, Jeff McWhirter was Board Certified by the American Board of Professional Psychology, a credential achieved by only 4% of practicing psychologists in the U.S.

Throughout his life, Jeff was an advocate and proponent of education as a way to enhance hopefulness and human futures. He holds degrees from Saint Martin’s University, Oregon State University, and the University of Oregon. Jeff was recruited by ASU in 1970 from the American Psychological Association (APA) Accredited Counseling Psychology doctoral program at the University of Oregon so that Arizona State could seek APA Accreditation, which they soon received. His legacy includes children and grandchildren who are also psychologists, faculty members, educators, and advocates. More importantly, Jeff McWhirter was an incredibly humble, kind, and caring person who was gracious and generous in all of his interactions. His greatest accomplishment is his family - instilling a consistent hard-work ethic, high expectations, faith commitment, and desire to care for others among his 5 children and 17 grandchildren.

At the age of 84, Jeff died peacefully January 20th at home in the full love of his family: Mary, his children, grandchildren, and great-grandchildren. He was a lifelong committed Catholic, a beloved professor, a brilliant and compassionate psychologist, a creative researcher, and a gifted writer. He will be deeply missed.

COUNSELING PSYCHOLOGY PHD FREQUENTLY ASKED QUESTIONS (FAQ)

What is the application deadline?

Completed applications are due November 15. ALL materials must be received by this date. It takes time to process files; therefore, it is wise to get your materials in 4-6 weeks before the deadline to ensure that all is ready for consideration. Applicants are responsible for ensuring their admission materials are complete.

What standardized tests are required?

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency. This program requires a TOEFL score of at least 600 (pBT) or 100 (iBT).

Can I use past scores on the GRE?

The GRE is not required.

Is a specific undergraduate degree required?

No. However, we prefer students with degrees in psychology and related fields so that they are prepared for the rigors of our program.

If a person is not accepted, what options exist?

Students may apply again the following year. Updated materials and experiences may improve one's application materials. Due to the numbers involved, it is impossible to provide individual feedback on application materials with applicants who was denied admission.

How many years does it take to complete the PhD?

Most students complete the program in 6 years, on average. Please view our Student Admission, Outcomes, and Other Data available [here](#).

How many credits each semester should I take?

Students take a maximum of 13 credits each semester. Keep in mind that 9 credit hours is full-time status per Graduate College and 6 credit hours is full time with a TA/RA position.

Must I stay enrolled?

[ASU Graduate College](#) requires that all students maintain continuous enrollment (fall and spring) otherwise they are automatically dismissed from the University. If dismissed, students will have to reapply for admission. If they reapply, admission is not guaranteed, and they are viewed as new applicants with only 12 credits taken prior to readmission being allowed to count toward the degree. If students take a one-semester leave of absence, they must complete a Graduate College form to maintain continuous enrollment. This request must be submitted and approved before the anticipated semester of non- registration. Students may request to maintain continuous enrollment without course registration for a maximum of two

semesters during their entire program.

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, and get help with your education benefits.

How do I complete a voluntary withdrawal from ASU?

If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the Voluntary Withdrawal form. Students must separately complete the appropriate forms with the University Registrar to withdraw from their courses. International students should contact the International Student and Scholars Center (ISSC) before submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

How do I complete a voluntary withdrawal from a graduate degree program?

If a student wishes to transition from one graduate degree program to another graduate degree program, the student should complete the Voluntary Withdrawal form. The student should not take this action until they have been admitted to the other graduate degree program.

Are there other types of withdrawals?

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

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. Throughout the program, students take no more than 13 credits each semester. Students are encouraged to discuss course load with their advisor.

Does ASU have international student services?

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

Do I need an official ASU ID card?

ASU requires all students, employees and qualifying university affiliates to obtain an official ASU ID card. Your ASU ID card will be required to enter certain departmental spaces like the CTC and suite 311. 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](#).

Who is our program's assigned librarian?

[Joyce Martin](#) is the Liaison Librarian for Psychology, Counseling, Sociology, & Family and Human Development. More information regarding ASU libraries is available [here](#).

Where could I access information regarding information technology services?

Please visit [University Technology Office \(UTO\)](#) 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 Camps Stores.

May I complete the program on a part-time basis?

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. Graduate College requires all work toward the PhD degree completed within 10 consecutive years, beginning with the semester and year of admission to the program. Please note pre-doctoral internship requires a full-time commitment.

May I enroll in courses offered by the School of Counseling and Counseling Psychology if I am not in the program?

In some cases, ASU graduate non-degree seeking students or students in other ASU programs are able to enroll in our courses. If you so desire, please review our course offerings and descriptions for the upcoming semesters. If you have not done so already, you would need to apply to ASU. In addition to being admitted to ASU, you would need to gain 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 or PhD programs. 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.

Can I transfer credits?

The PhD 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.

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

Please note, our program does not have academic advisors; our faculty serve as advisors to our students. You may contact faculty members via email to discuss potential fit. Please be patient in contacting faculty members as due to the large number of applicants faculty

members are not always able to meet in person with potential applicants. The faculty information is available in the Counseling Faculty section of the PhD Handbook or refer to the Research Labs and Projects webpage.

What resources are available for breastfeeding support?

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

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?

PhD students may participate in Doctoral Students in Counseling Psychology (DSCP). Details are distributed via the student listserv. 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 – COMPLETION TIMELINE FOR PHD IN COUNSELING PSYCHOLOGY

Direct admit or non-clinical master's degree:

Year 1 – Start MIP Coursework	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Complete iPOS Complete PDRP committee <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Complete PDRP outline (April 15)
Year 2 – Finish MIP Coursework	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Beginning Practicum <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Advanced Practicum Complete PDRP (April 15) CPY 592 (3 credits) Apply for MIP <input type="checkbox"/> Summer <ul style="list-style-type: none"> Submit PDRP revisions (August 15)
Year 3	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Field Placement <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Field Placement Form dissertation committee
Year 4	<input type="checkbox"/> Fall (12 credits) <ul style="list-style-type: none"> Field Placement CPY 799 (3 credits) <input type="checkbox"/> Spring (12 credits) <ul style="list-style-type: none"> Field Placement CPY 799 (3 credits) Comprehensive Portfolio
Year 5	<input type="checkbox"/> Fall (9 credits) <ul style="list-style-type: none"> Dissertation Proposal Field placement CPY 799 (3 credits) Apply for pre-doctoral internship <input type="checkbox"/> Spring (6 credits) <ul style="list-style-type: none"> Complete coursework Field placement CPY 799 (3 credits) Defend Dissertation
Year 6	<input type="checkbox"/> Complete internship <input type="checkbox"/> Apply for graduation

Clinical master's with blanket 30 credits:

Year 1	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Complete iPOS Complete PDRP committee Submit petitions for transfer of credits <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Advanced practicum Complete PDRP outline (April 15)
Year 2	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Field placement <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Field placement Complete PDRP (April 15) CPY 592 (3 credits) Form dissertation committee <input type="checkbox"/> Summer <ul style="list-style-type: none"> Submit PDRP revisions (August 15)
Year 3	<input type="checkbox"/> Fall (13 credits) <ul style="list-style-type: none"> Field Placement CPY 799 (3 credits) <input type="checkbox"/> Spring (13 credits) <ul style="list-style-type: none"> Field Placement CPY 799 (3 credits) Comprehensive Portfolio
Year 4	<input type="checkbox"/> Fall (9 credits) <ul style="list-style-type: none"> Dissertation Proposal Field placement CPY 799 (3 credits) Apply for pre-doctoral internship <input type="checkbox"/> Spring (12 credits) <ul style="list-style-type: none"> Complete coursework Field placement CPY 799 (3 credits) Defend Dissertation
Year 5	<input type="checkbox"/> Complete internship <input type="checkbox"/> Apply for graduation CPY 799 (3 credits)

APPENDIX B - CPY COURSEWORK CHECKLIST

Please use the fillable PDF available on the SCCP Forms page [here](#).

Last Name: _____
First Name: _____
ASU ID #: _____

CPY Course Checklist

Course and Title	Hours	Semester taken/ planned or waived*	Grade
Domain 1: Counseling Essentials Core Area (27 credits)			
CED 522 Theories of Counseling and Psychotherapy	3		
CED 523 Psychological Tests	3		
CPY 644 Psychology of Careers	3		
CED 545 Assessment and Diagnosis	3		
CED 567 Group Dynamics and Counseling	3		
CED 576 Foundations of Counseling (Skills I)	3		
CED 577 Counseling of Counseling (Skills II)	3		
CPY 645 Professional Issues and Ethics	3		
CPY 671 Multicultural Counseling	3		
Domain 2: General Psychology Core Area (19 credits)			
CED 529 Lifespan Human Development	3		
CPY 654 Biological Bases	3		
CPY 676 Social Bases of Behavior	3		
CPY 679 History and Systems	3		
CPY 691 Advanced Aspects of Cognitive and Affective Psychology*	3		
CPY 635 Professional Development	1		
CPY 635 Professional Development	1		
CPY 635 Professional Development	1		
CPY 635 Professional Development	1		

Appendix C - [Section 600 Student Academic Grievance Procedures](#)

STUDENT ACADEMIC GRIEVANCE PROCEDURES

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.

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 refers 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. 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. 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.
10. After the presentations of the grievant and instructor have concluded, each will be excused while the panel deliberates.
11. 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.
12. 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.

APPENDIX D – CPY iPOS

For video instructions, please refer to the Graduate College page [here](#).

Completing the iPOS

Welcome Page

Read the Graduate College policy manual as linked. Then, click on the boxes as shown below and then Next.

ASU Home • My ASU • Colleges and Schools • Map and Locations • Directory • SIGN OUT

Name: [Redacted] Plan: Public Administration and Policy, PhD
Campus/Location: [Redacted]
Status: Not Started

iPOS
Next

Welcome

- Degree Requirements
- Courses
- Advisors
- Petitions
- Professional Development
- Summary/Submit
- FAQ

Welcome to your interactive Plan of Study (iPOS)!

This interactive tool will soon be your new best friend, as it will help you navigate and plan all your program requirements, as well as track your progress through coursework and milestones.

Here's how to get started:

1. First, consult with your program advisor as soon as possible, for guidance on those requirements, and ask for a copy of your program handbook if you haven't yet received one. Your handbook will provide a ready reference for all program requirements.
2. Then, fill in your iPOS with the requirements you and your advisor agreed on.
3. Submit!

Once you submit your iPOS, the system will alert you to any errors, or prompt you with a petition if you are making a request that is outside of standard graduate policy. Then it will be reviewed by your academic program, and sent on to the Graduate College for final review.

Please watch this short video:

iPOS - Interactive Plan of Study
new and improved
guide to your
graduate program

iPOS

One last but supremely important note:

All graduate students are required to read the ASU Graduate Policies and Procedures manual, be familiar with graduate policies, including the continuous enrollment policy, as well as act with honesty and academic integrity when carrying out all academic assignments.

☐ By selecting this box, I am confirming that that I have read, understand, and will abide by all Graduate College policies, including the continuous enrollment policy, located in the ASU Graduate Policies and Procedures manual.

Save

ASU Graduate Policies and Procedures manual • Questions concerning program requirements should be directed to your academic unit advisor.
Questions concerning technical issues with the iPOS may be emailed to the Graduate College at grad-cps@asu.edu

Course Admin

To add courses to your iPOS, select the "add courses" button for the corresponding section. Depending on your program, you may see multiple sections and will need to assign courses to each accordingly. If you need more time completing the courses section of your iPOS, you may select the "save as draft" button at the bottom of the page and return later.

Course requirements are determined by your catalog year for your program; your catalog year is **2019-2020**.

Anticipated Graduation Term: [Dropdown menu with options: 2020 Summer, 2020 Fall, 2021 Spring, 2021 Summer, 2021 Fall, 2022 Spring, 2022 Summer, 2022 Fall, 2023 Spring, 2023 Summer]

Required Core (24 credit hours)

No courses have been selected

Current Total (0 hours)

Required Core

Begin adding courses by clicking on each maroon banner. There will be differences in banners depending on the degree programs.

Required Core (24 credit hours)

Add Required Core

No courses have been selected

Current Total (0 hours)

Add from Transcript

Add Future Course

Add Transfer Course

Cancel

Add from Transcript

Next

The following courses are graduate level courses you are currently registered for or have previously taken at ASU. Please select the courses that are applicable to your iPOS. If you have questions on which courses apply, please consult with your advisor.

Select	Term	Session	Course	Description	Hours	Grade
<input type="checkbox"/>	2002 Summer 2	5W2	SOC 483-M	History of Social Thought	3	A
<input type="checkbox"/>	2003 Spring	REG	PGS 443-M	Abnormal Child Psychology	3	C
<input type="checkbox"/>	2003 Spring	REG	PGS 462-M	Health Psychology	3	B

Cancel

Add Future Course

Select the appropriate Subject Area, enter the Course Number or select the Course Range and click Search to display the Search Results.

Course Search

Subject

Public Affairs

Course Number

or Range

Search

Cancel

Add Transfer Course

Please select the term and year of the transfer course first. If you are adding a transfer course that you completed in a previous semester, the complete official transcript must be filed with Admission Services before you can include the course on your iPOS. Please note that all transfer courses must be verified and approved by the Graduation Section of the Registrar and the Graduate College.

If you have questions about which transfer courses may be included on your iPOS, please consult your advisor and the Graduate Catalog.

External Term

Term Year

Institution

Course Prefix

Course Number

Course Title

Hours

Hour Type

Official Grade

Justification if the Grade is not A or B

Add

Clear

All programs require that a faculty Chair be designated for your plan. To submit the initial iPOS, only the Chair is required and the rest can be added at a later date, if required. Some units will tell you who you need to add as your Chair. If not, contact your staff advisor.

Faculty Committee ⓘ

Your graduate faculty committee is a resource for advice and guidance on course selections, project topics, and program requirements. Your program requires that you have a committee of 3, although some program paths may require additional members. Your staff advisor, program handbook, and program website will provide you with support as you set up your faculty committee. You may also utilize the [Graduate Faculty](#) website which is a resource for PhD endorsed faculty.

The first time your iPOS is submitted, you may submit a complete graduate committee, or at minimum one chair, or two co-chairs. Please keep in mind that prior to starting your culminating event, your full faculty committee must be included on your iPOS.

Select Faculty Committee

No Faculty Committee have been selected.

Cancel Save

Search for the faculty member by inputting at least the first two characters of the last and first name.
Note: If the faculty member does not appear, contact your Academic Program Staff Advisor.

Cancel **Select Faculty Committee**

Enter at least the first 2 characters of the last name and at least the first character of the first name of the appointment supervisor and click Search.

Last Name ABC

First Name XYZ

Search

Search Results

Name	Title	Department
Center Dir (ACD) & Professor		School Of Public Affairs

Select the Chair committee role from the drop-down click on Done.

Cancel **Select Faculty Committee** Done

Name

Committee Role

Title Chair

Department

Approval Type Approval Level Endorsements

Graduate Faculty	Chair	Hmn Soc Dmn of Sci Tech PhD
Graduate Faculty	Chair	Public Administration(Urbanism)
Graduate Faculty	Chair	Public Administration & Policy

Summary/Submit

The Summary/Submit page is a culmination of all items that have been added to your iPOS. ASU Graduate Students are required to submit accurate information on the iPOS and are directed to confirm they have before they Submit.

☐ Each student at ASU must act with honesty and integrity. I certify that the information on the iPOS is accurate and complete. I understand that any misrepresentation or falsification is sufficient cause of disciplinary action.

Cancel Submit

Congratulations! Your iPOS has been submitted successfully.

APPENDIX E – CPY Masters in Passing Procedure

Introduction

A Master's in Passing (MIP) request is for students in a doctoral degree program that have not previously completed a Master's degree in that area. Students in this situation can request a Master's degree be awarded once they have completed the required number of credits and culminating event for the Master's program. An approved MIP program must be in place in order for the related master's degree to be awarded. Students should check with their doctoral program advisor to see if there is an approved MIP for their degree. Students with an existing master's degree with the same major are not eligible.

Conditions

In order for a student to qualify for a Master's in Passing (MIP), the following conditions must be met:

- Students must have an approved iPOS from the doctoral program on file.
- Students cannot use the blanket 30 credits from a previously awarded master's degree on the iPOS of the doctoral program.
- All coursework for the Master's in Passing must be completed after the admission to the doctoral program, including the culminating event required for the MIP.
- For students required to complete a formal thesis defense, the MIP form can be submitted during the semester in which the thesis defense has been scheduled.

Process

1. Student confers with the Academic Unit regarding completion requirements for the MIP.
2. Once student has completed culminating experience for the MIP, the advisor completes the Master's in Passing Request form [here](#).
 - Note: For students required to complete a formal thesis defense, the MIP form can be submitted during the semester in which the thesis defense has been scheduled.
3. The Master's in Passing Request form is routed to the Graduate College coordinator assigned to that unit for processing.

Next Steps

1. When the completed form has been processed by the Graduate College, the student will receive an email containing instructions to complete the MIP iPOS. The contact person in the Academic Unit is copied on this email also.
2. The student submits their MIP iPOS to the Academic Unit for approval.
3. The Academic Unit approves or denies the MIP iPOS.
4. If the student's MIP iPOS is approved by the Academic Unit, the iPOS will be forwarded to the Graduate College for review.
5. If the student's iPOS is approved by the Graduate College, the student may apply to graduate.

APPENDIX F - Contacts

[Bookstore](#) 480-965-3191

[Career and Professional Development Services](#) 480-965-2350

[School of Counseling and Counseling Psychology Faculty & Staff](#) 480-965-8733

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

[Counselor Training Center \(CTC\)](#) 480-965-5067

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

[ASU Gammage](#) 480-965-5062

[Graduate Admission Services](#) 480-965-6113

[Graduate College](#) 480-965-3521

[Graduate and Professional Student Association](#) 480-727-9870

[Graduation Office \(Registrar\)](#) 480-965-3256

[ASU Health Services](#) 480-965-3349

[International Students and Scholars Center](#) 480-727-4776

[Meal Plans](#) 480-965-3463

[Official Transcripts](#) 480-965-7276

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

[Residency Classification](#) 480-965-7712

[University Housing](#) 480-965-3515

[Scholarship Services](#) 480-965-6967

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

[Student Business Services](#) 855-278-5080

[Student Employment](#) 480-965-5186

[Sun Card Office](#) 480-965-2273

[Sun Devil Fitness](#) 480-727-7802

[Sun Devil Ticket Office](#) 480-727-0000

[Testing and Scanning Services](#) 480-965-7146

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

[ASU Veterans Resources](#) 480-965-7723

APPENDIX G - Title IX Office Note

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX 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. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

APPENDIX H – PRE-DISSERTATION RESEARCH PAPER EVALUATION RUBRIC*

	Low			High	
	1	2	3	4	5
Significance of the issue					
Quality of research (Design and Analysis)					
Adequacy of the data					
Data interpretation					
Quality of writing (clarity, style, tone)					
Coverage of topic					
Adequacy of the literature reviewed					
Contribution of new knowledge					
Use of tables and/or figures					

Comments:

*This rubric follows the manuscript review criteria established in the *Cultural Diversity and Ethnic Minority Psychology* journal.