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| **College** | **College of Integrative Sciences and Arts** |
| **Unit** | **School of Counseling and Counseling Psychology** |
| **Document** | **Bylaws** |

**Unit and college approval**

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| --- | --- |
| **Date of approval by the faculty** | **May 22, 2024** |
| **Date of review by the dean** | **October 11, 2024** |

**Provost office approval**

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| --- | --- |
|  |  |
| **Vice Provost for Academic Personnel** | **Date** |

**School of Counseling and Counseling Psychology**

**Bylaws**

**October 2024**

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## **School of Counseling and Counseling Psychology**

## **Mission and Values**

The faculty of the School of Counseling and Counseling Psychology (hereafter SCCP) uses a scientist-practitioner training model to educate and train aspiring mental health practitioners and scholars who are dedicated to advancing the well-being and prosperity of our diverse society. Training takes place through teaching, research, clinical work, mentoring, community engagement, and advocacy. Our training is strength-based, culturally informed, ethical, and evidence-based. We strive to create a supportive and inclusive culture of growth, humility, and continued learning.

Faculty aims to prepare students for the complexities of the mental health field in its rigorous academic programs. To do this, teaching takes place through experiential learning opportunities, scholarship, and interdisciplinary collaboration grounded in strength-based approaches, culturally informed practices, evidence-based research and ethical principles. The quality and success of training is informed by the faculty’s ability to communicate and exemplify the following core values:

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## **Article I. Organization of the School**

### Section 1.01 Administrative Oversight and Support Roles

Section 1.01 Administrative Oversight Roles

1. School Director
2. Director of Undergraduate Training
3. Director of Master's Training
4. Master’s of Counseling (MC) Online Program Coordinator
5. Director of PhD Training
6. Director at The Counselor Training Center (CTC)

### Section 1.02 Administrative Role Descriptions

#### Section 1.02a Administrative Oversight Roles

##### School Director

Per Article X of the College of Integrative Sciences and Arts (CISA) Bylaws , the description and duties of the School Director are as follows: [insert when the Bylaws is completed]

##### Director at the Counselor Training Center (CTC)

The Director of the CTC carries administrative responsibilities. The primary responsibility are to ensure that the center operates within federal and Arizona state laws, complies with the ethical standards of the American Counseling Association (ACA) and the American Psychological Association (APA), complies with policies and procedures of Arizona State University (ASU), and facilitates the highest quality, culturally responsive, clinical training, clinical service, and research.

The Director of the CTC, under the direction of the School Director, provides leadership and administrative oversight within the following domains: CTC Infrastructure, Regulatory Compliance, Clinical Service Delivery, Clinical Training/Supervision, and Research Operations.

##### Director of PhD Training

The Director of PhD training oversees and manages the Counseling Psychology PhD program. This is a one-year term position that may be renewable.

Due to the responsibilities and time required of the role, additional committee assignments and duties will be discussed with the School Director before assignment.

##### Director of Master's Training

This position requires engagement with the outlined duties for the MC (immersion) program. This is a one-year term position that may be renewable.

Due to the responsibilities and time required of the role, additional committee assignments and duties will be discussed with the School Director.

##### Director of Undergraduate Training

The Director of Undergraduate Training oversees and manages the undergraduate academic program for the SCCP. This is a one-year term position that may be renewable.

The Director of Undergraduate Training should strive to foster innovation and growth for sustainability; continually review and assess the quality of the undergraduate curriculum; and seek ways to use this one-of-a-kind program to bolster the standing of SCCP within the field. Although primarily based at the Polytechnic Campus, the role will encompass oversight of SCCP’s undergraduate efforts at the Tempe and Downtown campuses.

##### Master of Counseling (MC) Online Program Coordinator

This position requires engagement with the outlined duties for the MC online program. MC Online Program Coordinator will collaborate with the MC Training Director and School Director. This is a one-year term position that may be renewable.

Due to the responsibilities and time required of the role, additional committee assignments and duties will be discussed with the School Director.

#### Section 1.02b Support Roles

##### Internship Coordinator

This position requires engagement with the below outlined duties for the MC program. The position requires engagement with community sites in the Phoenix-metro area and oversight of licensure processes.

##### CED 250 Coordinator

This position requires oversight and coordination of all activities related to CED 250.

### Section 1.03 Faculty Meetings

The School Director and EASS determine the faculty meeting schedule prior to the start of the academic semester.

Each semester the School will hold at least one meeting that includes all SCCP Faculty, Faculty Associates, and staff members. Meeting agendas will be created by the School Director with assistance from the CTC Director, MC and PhD Training Directors, and the EASS. Faculty meetings will be held in person.

### Section 1.04 SCCP Leadership Councils

##### Leadership Council:

Led by the School Director, the SCCP Leadership Council is composed of the Director of Undergraduate Training, MC Training Director, MC online coordinator, PhD Training Director, CTC Director and the presidents of the affiliated student organizations (i.e., Doctoral Students in Counseling Psychology [DSCP], Masters of Counseling Student Organization [MCSO], Counseling Applied Psychological Science Organization [CAPSO]). The task of this council is to provide advice to the School Director about the strategic decisions related to the School. The Leadership Council meets twice per semester.

##### Student Leadership Council

The Student Leadership Council will be created by the Co-Chairs of the student organizations (DSCP, MCSO, CAPSO).

## **Article II. Committees:**

### Section 2.01 Committee Appointments:

Before the start of the Academic Year (AY), there will be an open faculty discussion about the committee vacancies wherein faculty will express interest in serving on said committees. Following this discussion, there will be a nomination process wherein faculty can nominate themselves or others to the open vacancies; faculty members must consent to their nomination before sending out the election ballot.

The nominations and elections will be done electonrically. The School Director will inform the faculty of the outcomes. Each Committee will select its own committee chair. In the event of no nominations for committees, the School Director will appoint faculty to the committees.

All SCCP committees and members will be listed on the SCCP website.

### Section 2.02 SCCP School Committees

##### PhD Program Committees

##### PhD Admissions (Deadline for applications to be determined annually):

The committee is composed of three members and the support staff, including the PhD Director of Training. The committee is a three-year rotating position, allowing one person to rotate off each year.

The committee develops a yearly application review timeline, reviews and updates supplemental material process for applicants, and updates the process for faculty file reviews. Following the faculty file review, the PhD Admissions committee will discuss candidate files and identify those selected for interviews during a faculty meeting. The timing of this meeting will be determined by the School Director. Once the list of interviewees has been determined, the committee will work with the support staff and DSCP faculty representative to organize and host the PhD interview day for final candidates.

The PhD interview day should be scheduled for early-January, following the start of the spring semester. In collaboration with the admitting faculty mentor and PhD Director of Training, the support staff will submit admission decision requests to Graduate College, send admission acceptance and waitlist letters and monitor requests for deferral.

1. MC Program Committees
   1. Immerson Admissions (Deadline for applications to be determined annually):

The committee is composed of three members and the MC Program Coordinator, including the MC Director of Training. The committee is a three-year rotating position, allowing one person to rotate off each year.

The MC Admissions Committee develops a yearly application review timeline, reviews and updates supplemental material, and updates process for faculty file reviews; updates the online shell for application review materials; monitors application collection in January; assigns faculty file reviews, develops and tracks review score spreadsheet; meets with faculty to review file review scores, identifies candidates for supplemental material submission and review, assigns faculty to material reviews; discusses scores with faculty, identify a pool of applicants selected for admission; and works with the Program Coordinator to send acceptance letters, monitors requests for deferral, and assign faculty contacts for applicants.

* 1. Online Admissions (Deadlines for applications Fall, April 1st; Spring, September 15th)

Applications will not be reviewed until after the program deadline has concluded - early applications will not be reviewed early. All final decisions should take place about 8 weeks after the deadline. After the application deadline, The MC Admissions committee will evaluate all applications submitted for the given application term. If it is deemed that an appropriate candidate should advance to the next stage, applicants will be invited to submit supplemental materials in support of their application (e.g. video recordings of their responses to a set of questions) and will be provided with more information about this during the review process.

1. SCCP Student Awards and Nominations Committee

The committee is composed of three members representing the School’s programs. The chair will work with EASS to keep track of all nominations that go to the College, Graduate College, and/or University.

* 1. Awards:
     1. Arthur Fitzgerald ($1,000) due February 1
     2. Outstanding MC -($5,000 a semester for two semesters) due early spring
     3. Jeff McWhirter - ($1,000) due February 1
        1. Four students are eligible to receive the award
     4. Graduate School Fellowships
        1. Graduate College Enrichment Fellowship – due early spring
        2. Completion Fellowship - due March 1
        3. Graduate College University Grant – due mid-spring
     5. SCCP Doctoral Student Awards
        1. Teaching Award PhD ($1,000)
        2. Research Award PhD ($1,000)
        3. Community Engagement/Service Award ($1,000)

1. SCCP Inclusive Excellence Committee

The SCCP Inclusive Excellence Committee will consist of two faculty co-chairs, two PhD student co-chairs, two MC co-chairs, and two undergraduate students, and additional members as decided by the committee. Tasks will include planning and organizing the annual *Patricia Arrendondo Inclusive Excellence Speaker Series*, student co-chair projects, and other tasks related to creating an inclusive environment and community within SCCP.

1. SCCP Personnel Committee

The SCCP Personnel Committee consists of all full-time associate and full professors (both Career and Tenure-Track). The SCCP Personnel Committee elects its chair at the beginning of each year, which must be a full professor with tenure. The chair will be charged with schedule meetings and charging the committee members with tasks. This committee will review the progress of all faculty, including probationary reviews and annual reviews.

1. SCCP Promotion Subcommittees:

Link to College Bylaws will be included when completed. The School Director will work with the SCCP Personnel Committee chair to form subcommittees (e.g., Promotion of Career Track Faculty). Each subcommittee will have three members. This committee’s composition will vary in terms of the rank of the candidate in order to ensure that only faculty at a higher rank assess each candidate’s files.

1. Faculty Search Committees

The School Director will appoint a chair or co-chairs and will work with the chair/co-chairs to create the committee, in accordance with ACD policy. The committee members will be determined based on the position that is being hired will be required to attend at the ASU training for faculty searches offered by the Office of the Provost. Each committee may have one graduate student representative and one external member, from outside SCCP.

The search committee will review and approve job postings, review all applicants, complete search matrices provided by the College, complete screening interview electronically if needed, provide recommendations for interview and matrices to the EASS, contact candidates to invite them for an interview, approve final interview day agenda, coordainte logistics specific to virtual attendance options, participate in search committee meeting with applicant on interview day, ensure that candidate is guided to and from all meetings, review candidate survey feedback, send School Director hiring recommendations, and provide strengths and weaknesses for recommendations.

1. Clinical Training and Evaluation Committee:

The committee is composed of faculty who are teaching clinical sequence courses at the graduate level and will oversee both immersion and the online MC programs. The committee members choose a Chair at the start of each school year, this is a rotating role. The committee’s purpose is to monitor the clinical training for the MC and PhD programs and evaluate student progress. Specifically, the committee will review the curriculum in the clinical sequence, vet prospective Internship sites, review student progress, and develop strategies for Remediation and Professional Development plans in conjunction with the Training Director and advisor. The committee will meet at least once a semester with additional meetings as needed.

Section 2.03 College Committees (Include link to college bylaws when completed)

The School shall elect representatives as required to College committees and two members to the CAC following the process described in Section 2.01.

* 1. Tenure-line Personnel Committee
  2. Career-track Personnel Committee
  3. Curriculum Committee
  4. Academic Standards Committee
  5. Inclusion Committee
  6. Awards Committee
  7. College Assembly Council

### Section 2.04 University Committees

The School shall elect representative to University Senate, as required.

1. University Senate

## **Article III. Procedures**

### Section 3.01 Faculty Review Process

All faculty will be reviewed by SCCP Personnel Committee and the School Director. All associate and full professors (Career and Tenure-Track) are expected to participate in reviewing assistant professors; all full professors are expected to review associate professors.

Each assistant and associate faculty member is assigned a primary and a secondary reviewer to review and summarize the faculty member’s progress. The primary reviewer is responsible for facilitating the discussion and submitting the ranks and comments to the Personnel Committee chair. Every effort should be made to have one of these reviewers to be consistent in the prior three years. The Personnel Committee chair will create these assignments in collaboration with the School Director as needed.

* For the review of assistant career-track faculty, all associate and full tenured faculty and career-track professors are expected to participate.
* For the review of assistant tenure-track faculty, all tenured faculty are expected to participate.
* For the review of associate career-track, full professors are expected to review with at least one full career-track professors in the review team.
  + In the absence of a career track full professor, the Committee will be supplemented by a career track full professor from outside of the School.
    - Given the low number of full professors in SCCP, senior associate career (more than one year in rank)-track faculty may also review junior associate career-track faculty members.
* For the review of associate faculty with tenure, full professors with tenure are expected to review.
  + Given the low number of full professors in SCCP, senior associate faculty (more than one year in rank) with tenure may also review junior associate faculty members with tenure.
* For the review of full career-track professors, full career-track professors will review.
* For the review of full tenured professors, full tenured professors will review.
* Each review will be conducted by at least two faculty members.

The Personnel Committee chair is responsible for reviewing and submitting the rankings and narrative comments to the School Director, who makes the final determination.

The School Director and one member of the Personnel Committee will meet with each faculty at the assistant or association level to provide feedback. The School Director will meet independently with full professors to discuss their professional goals.

During the annual review process, faculty will be asked if there are any awards or recognitions that faculty would like to be considered for (see Appendix A below for more information). The Personnel Committee will review the awards, develop nominations, and support faculty in the nomination process as needed. This committee will write nomination letters in collaboration with the School Director.

## **APPENDIX A**

**(ANNUAL REVIEW TEMPLATES)**

### TENURED/TENURE TRACK FACULTY TEMPLATE

(limit 2-page)

RESEARCH

**1.** **Research Summary Statement**

*Please name the file: ResearchSummary\_LastNameFirstInitial*

Please provide a 1-page, single-spaced narrative that contextualizes your research activities and ranks your performance on a scale of 1-4:

High Merit 3.75 – 4.00

Merit Plus 3.25 – 3.74

Merit 2.75 – 3.24

Satisfactory 2.00 – 2.74

Unsatisfactory 1.00 – 1.99

Comment specifically on how this year’s work in publications, grants, and conference participation contributed to an ongoing, cohesive research program.

**2.** **Other Scholarly Contributions (optional)**

*Please name the file: Other Scholarly Contributions\_LastNameFirstInitial.*

OPTIONAL - Please submit a single document with any other scholarly contributions not listed in your ASU Vita or submitted above.

INSTRUCTIONAL CONTRIBUTIONS

**1.** **Teaching Summary Statement**

Please provide a 1-2-page, single-spaced narrative that contextualizes your teaching and ranks your performance on a scale of 1-4 with 1 as the lowest score and 4 as a perfect score. Comment specifically on your teaching evaluation scores and include specific student comments/quotations as evidence. Discuss areas in which you excel, areas of continuing growth, and any changes in your teaching approaches that you implemented in the prior year. Please also explain any special circumstances which might have negatively impacted your teaching effectiveness.

**2.** **Syllabus and Sample Assignment**

*Please name the files: TechingSamples\_LastNameFirstInitial.*

Please submit one sample syllabus for a course you taught during the evaluation period. Please also submit one representative assignment for the course. Combine the two files into a single PDF for submission.

**3.** **Student Evaluations and Summary of Evaluations**

*Please name the file: Student Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your student evaluations that were conducted for courses taught in the evaluation year. Please use the template provided at this link to document your teaching evaluations:<https://www.dropbox.com/s/bp6vcaobqlvt9vc/CISA-summary-of-student-evaluation-of-instruction.xlsx?dl=0>.

**4.** **Peer Evaluations (Optional)**

*Please name the file: Peer Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your peer evaluations that were conducted for courses taught in the evaluation year.

**5.** **Evidence of Curriculum Development**

*Please name the file: Curriculum Development\_LastNameFirstInitial.*

Please provide evidence of curriculum development which might include creating new programs and program plans, revising courses, creating new courses, or updating and improving existing courses. Please combine all your evidence into a single document (do not submit separate pages for each contribution).

**6.** **Evidence of Clinical Supervision (if applicable)**

*Please name the file: Clinical Supervision\_LastNameFirstInitial.*

Please provide evidence of clinical supervision

**7. Evidence of Undergraduate and graduate mentoring (if applicable)**

Please submit a single document that summarizes your mentoring.

**8.** **Other Instructional Contributions (optional)**

*Please name the file: Other Instructional Contributions\_LastNameFirstInitial.*

Please submit a single document with any other instructional contributions not listed in your ASU Vita or submitted above.

SERVICE

**1.Service Contributions**

*Please name the file: Service Contributions\_LastNameFirstInitial.*

Please submit a document that reflects on your service contributions and rates your service performance on a scale of 1-4 with 1 as the lowest performance and 4 as a perfect score. Divide the document into five sections: 1. Service to the Profession; 2. Service to the University; 3. Service to the College; 4; Service to the School/Unit; 5. Service to the Community. Under each heading list the committee name/activity type as well as your specific role, contributions, and accomplishments.

GOALS

*Please name the file: Goals\_LastNameFirstInitial.*

Please submit a 1-page document that lists your goals for the coming year. Divide your document into three headings: 1. Research; 2; Instructional Activities; 3. Service. Comment on your plans for the coming year and how those plans carry forward your existing work. Also comment on any significant new plans that expand your work into new contexts or activities. Please include what support systems and what you will need to reach these goals, and please also specify if there are any awards or other recognitions you are interested in being nominated for.

### CAREER TRACK FACULTY TEMPLATE

(limit 2-page)

INSTRUCTIONAL CONTRIBUTIONS

**1.** **Teaching Summary Statement**

Please provide a 1-2-page, single-spaced narrative that contextualizes your teaching and ranks your performance on a scale of 1-4 with 1 as the lowest score and 4 as a perfect score. Comment specifically on your teaching evaluation scores and include specific student comments/quotations as evidence. Discuss areas in which you excel, areas of continuing growth, and any changes in your teaching approaches that you implemented in the prior year. Please also explain any special circumstances which might have negatively impacted your teaching effectiveness.

**2.** **Syllabus and Sample Assignment**

*Please name the files: TechingSamples\_LastNameFirstInitial.*

Please submit one sample syllabus for a course you taught during the evaluation period. Please also submit one representative assignment for the course. Combine the two files into a single PDF for submission.

**3.** **Student Evaluations and Summary of Evaluations**

*Please name the file: Student Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your student evaluations that were conducted for courses taught in the evaluation year. Please use the template provided at this link to document your teaching evaluations:<https://www.dropbox.com/s/bp6vcaobqlvt9vc/CISA-summary-of-student-evaluation-of-instruction.xlsx?dl=0>.

**4.** **Peer Evaluations (Optional)**

*Please name the file: Peer Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your peer evaluations that were conducted for courses taught in the evaluation year.

**5.** **Evidence of Curriculum Development**

*Please name the file: Curriculum Development\_LastNameFirstInitial.*

Please provide evidence of curriculum development which might include creating new programs and program plans, revising courses, creating new courses, or updating and improving existing courses. Please combine all your evidence into a single document (do not submit separate pages for each contribution).

**6.** **Evidence of Clinical Supervision (if applicable)**

*Please name the file: Clinical Supervision\_LastNameFirstInitial.*

Please provide evidence of clinical supervision

**7. Evidence of Undergraduate and graduate mentoring (if applicable)**

Please submit a single document that summarizes your mentoring.

**8.** **Other Instructional Contributions (optional)**

*Please name the file: Other Instructional Contributions\_LastNameFirstInitial.*

Please submit a single document with any other instructional contributions not listed in your ASU Vita or submitted above.

SERVICE

**1.** **Service Contributions**

*Please name the file: Service Contributions\_LastNameFirstInitial.*

Please submit a document that reflects on your service contributions and rates your service performance on a scale of 1-4 with 1 as the lowest performance and 4 as a perfect score. Divide the document into five sections: 1. Service to the Profession; 2. Service to the University; 3. Service to the College; 4; Service to the School/Unit; 5. Service to the Community. Under each heading list the committee name/activity type as well as your specific role, contributions, and accomplishments.

GOALS

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Please submit a 1-page document that lists your goals for the coming year. Divide your document into three headings: 1. Instructional Activities; 2. Service. Comment on your plans for the coming year and how those plans carry forward your existing work. Also comment on any significant new plans that expand your work into new contexts or activities. Please include what support systems and what you will need to reach these goals, and please also specify if there are any awards or other recognitions you are interested in being nominated for.

### INSTRUCTOR TEMPLATE

INSTRUCTIONAL CONTRIBUTIONS

**1.** **Teaching Summary Statement**

Please provide a 1-2-page, single-spaced narrative that contextualizes your teaching and ranks your performance on a scale of 1-4 with 1 as the lowest score and 4 as a perfect score. Comment specifically on your teaching evaluation scores and include specific student comments/quotations as evidence. Discuss areas in which you excel, areas of continuing growth, and any changes in your teaching approaches that you implemented in the prior year. Please also explain any special circumstances which might have negatively impacted your teaching effectiveness.

**2.** **Syllabus and Sample Assignment**

*Please name the files: TechingSamples\_LastNameFirstInitial.*

Please submit one sample syllabus for a course you taught during the evaluation period. Please also submit one representative assignment for the course. Combine the two files into a single PDF for submission.

**3.** **Student Evaluations and Summary of Evaluations**

*Please name the file: Student Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your student evaluations that were conducted for courses taught in the evaluation year. Please use the template provided at this link to document your teaching evaluations:<https://www.dropbox.com/s/bp6vcaobqlvt9vc/CISA-summary-of-student-evaluation-of-instruction.xlsx?dl=0>.

**4.** **Peer Evaluations (Optional)**

*Please name the file: Peer Evaluations\_LastNameFirstInitial.*

Please provide one document that includes all your peer evaluations that were conducted for courses taught in the evaluation year.

**5.** **Evidence of Curriculum Development**

*Please name the file: Curriculum Development\_LastNameFirstInitial.*

Please provide evidence of curriculum development which might include creating new programs and program plans, revising courses, creating new courses, or updating and improving existing courses. Please combine all your evidence into a single document (do not submit separate pages for each contribution).

**6.** **Evidence of Clinical Supervision (if applicable)**

*Please name the file: Clinical Supervision\_LastNameFirstInitial.*

Please provide evidence of clinical supervision

**7. Evidence of Undergraduate and graduate mentoring (if applicable)**

Please submit a single document that summarizes your mentoring.

**8.** **Other Instructional Contributions (optional)**

*Please name the file: Other Instructional Contributions\_LastNameFirstInitial.*

Please submit a single document with any other instructional contributions not listed in your ASU Vita or submitted above.

GOALS

*Please name the file: Goals\_LastNameFirstInitial.*

Please submit a 1-page document that lists your goals for the coming year. Also comment on any significant new plans that expand your work into new contexts or activities. Please include what support systems and what you will need to reach these goals, and please also specify if there are any awards or other recognitions you are interested in being nominated for.

## **APPENDIX B**

### LIST OF ACRONYMS AND ABBREVIATIONS

AAU Association of American Universities

APA American Psychological Association

APPIC Association of Psychology Postdoctoral and Internship Centers

ASU Arizona State University

AY Academic Year

AZBBHE Arizona State Board of Behavioral Health Examiners

BA Bachelor Of Arts

BS Bachelor of Science

CA Course Assistant

CAP Counseling and Applied Psychological Science

CAPSO Counseling Applied Psychological Science Organization

CCPTP Council of Counseling Psychology Training Programs

CISA College of Integrative Sciences and Arts

CED Counseling Education

COA Commission on Accreditation

CPY Counseling Psychology

CTC Counselor Training Center

DSCP Doctoral Students in Counseling Psychology

EASS Executive Administrative Support Specialist

GA Graduate Assistant

MC Master of Counseling

MCSO Master of Counseling Student Organization

MoU Memorandum of Understanding

MPCAC Masters in Psychology and Counseling Accreditation Council

NCE National Counselor Examination

PGA Presidential Graduate Assistantship

RA Research Assistant

SAILS Student Accessibility and Inclusive Learning Services

SCCP School of Counseling and Counseling Psychology

TA Teaching Assistant

TD Training Director

UOEEE University Office of Evaluation and Educational Effectiveness