

**NEW MEXICO STATE  
UNIVERSITY**

**MASTER OF ARTS  
IN  
COUNSELING AND GUIDANCE**

**COUNSELING PROGRAM  
STUDENT HANDBOOK**

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## FOREWORD

The Handbook for the Counseling Program has been prepared to provide a primary source of information for students pursuing the MA Degree in Counseling and Guidance within the Department of Counseling and Educational Psychology (CEP). Although it is not intended to take the place of direct contact with faculty and staff, the Handbook should be reviewed prior to communicating with them. Students are strongly encouraged to regularly interact with faculty, staff, and other students within CEP as they progress through their degree program.

For students seeking further information or assistance, please contact the Counseling Program Coordinator, Dr. Ginger Dickson, or the Department Head, Dr. Jon Schwartz.

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Students seeking information or assistance with the program are advised to consult with their advisor or members of the Counseling Program Committee.

Counseling Program Committee Members:

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## GENERAL INFORMATION

New Mexico State University is in an area of rich cultural and geographic diversity. Situated on the edge of Las Cruces – New Mexico's second largest city – the University lies between the Organ Mountains and the Rio Grande valley. The U.S. - Mexico border and the twin cities of El Paso-Juarez are only an hour's drive south. The sunny, dry climate, with median daytime temperatures of 80 degrees, promotes year-round outdoor activities. Winter sports are available ninety minutes away in the mountain communities of Ruidoso and Cloudcroft, while summer sports are available an hour away at Caballo Lake and Elephant Butte Lake

The university's students can major in 77 areas of undergraduate study in six undergraduate colleges. The Graduate School offers 50 areas of study on the master's level, 3 areas on the specialist in education level, and 24 on the doctoral level. The university offers degrees through the doctorate, is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA). In addition, many departments and colleges are further accredited by organizations serving their special fields. New Mexico State University is the state's land-grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs in education, agriculture, engineering, and public service. In its growth and expansion, the university has achieved distinction in many special fields. It has on its campus one of the three full-time planetary observatories in the nation, as well as one of the largest computer centers in the Southwest. NMSU ranks in the top two percent of institutions in the nation for providing access to personal computers for students. The Department of Journalism and Mass Communication initiated the state's first student-operated AM station, and staff and student-operated FM and TV stations. In its ratings of universities, the Carnegie Foundation for the Advancement of Teaching has placed NMSU in the category of Doctoral/Research University Extensive. Only 150 other institutions were granted this recognition. NMSU has over \$181.1 million in total sponsored program expenditures and ranks 108th of 601 institutions in research and development expenditures.

The Counseling and Educational Psychology Department is in the College of Education which is a charter member of the Holmes Group, a select group of major research institutions whose goal is the improvement of teacher education. The Department offers the Master of the Arts degree in Counseling and Guidance (accredited in mental health counseling by the Council for Accrediting of Counseling and Related Educational Programs – CACREP), an Educational Specialist-level School Psychology Program (accredited by the National Association of School Psychology), and a Doctoral-level Counseling Psychology Program (accredited by the American Psychological Association). Coursework within the Department addresses the standards for mental health counseling programs and the 8 CACREP core areas of: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. Supervised practicum and internships are integral parts of the Counseling Program. The Counseling Program provides the educational background needed to pursue licensure as a Professional Counselor and as a School Counselor in New Mexico. Full- three-quarter-, and half-time programs of study are available.

## **DEPARTMENTAL MISSION**

The Department of Counseling and Educational Psychology (CEP) provides educational programming designed to prepare professionals in the fields of professional counseling, school psychology, counseling psychology, and related areas. It is expected that CEP students will emerge from the Department's educational programming with professional competencies and interpersonal skills to enable them to work effectively with diverse populations in a variety of educational and community settings. This mission is accomplished by advancing an understanding of human behavior through teaching, research, and service. The Department promotes community outreach by developing positive working relationships with the public and private schools as well as other community institutions, which can benefit from the professional competencies of the faculty and students.

## **PROGRAM MISSION STATEMENT**

### **MASTER OF ARTS DEGREE IN COUNSELING AND GUIDANCE**

The Counseling Program is housed in the Department of Counseling and Educational Psychology in the College of Education at New Mexico State University, a land grant institution in the Southwest, USA. Students in the program are diverse with regard to age, gender, sexual orientation, and culture. The Program prepares students to work with clients in a pluralistic society. Multicultural sensitivity and a developmental perspective are emphasized.

The Program prepares students for licensure as clinical mental health counselors and school counselors. Expectations and priorities of the faculty are reflected in the following beliefs:

Professional counselors will be of greater service to an ever-changing society if they are able to offer high quality counseling services to a wide variety of clientele in a wide variety of settings, including adults and children in community agencies and schools.

The mental health and school counseling specialties share core knowledge and skills. They also share a commitment to promoting optimal human development and problem prevention. Mental health agencies and schools differ in the manner in which counseling is provided. The Program educates professional counselors about the unique aspects of mental health agencies and school settings, and how to adjust their approach to service delivery to fit those settings.

Knowledge and skills, which are uniquely required in one setting, are useful in the settings in which they have not traditionally been required. For example, mental health counseling knowledge about diagnosis of mental disorders is important during school counseling when engaged in screening and referral of students, and school counseling knowledge about group guidance and consultation is useful when serving school-age clients and their families in mental health agency settings.

Knowledge of other settings and services is critical to professional counselors in any setting in which they are employed. School counselors work with students who are receiving counseling in the community. Community-based mental health counselors work with children and their families who are involved with the schools. To be effective in either setting, counselors need to be knowledgeable about the other.

## PROGRAM OBJECTIVES

The following program objectives were developed to correspond to the eight common core areas asserted in the 2009 CACREP Standards:

**Professional Orientation and Ethical Practice.** Professional orientation and ethical practice incorporates studies that provide an understanding of critical aspects of professional functioning. Counseling Program students will explore the many facets of the counseling profession in multiple settings. This process of discovery includes having an understanding of: the counseling profession; the role and function of counselors in multiple settings; and legal-ethical decision making. In addition, Counseling Program students recognize the importance of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) ([www.counseling.org/cacrep](http://www.counseling.org/cacrep)) and Chi Sigma Iota (CSI) the national organizational for counselor education students. Professional orientation and ethical practice is also associated with professional organizations such as ACA, AMHCA, and ASCA and licensure and certification in counseling (e.g., National Board for Certified Counselors- NBCC, National Certified Counselor- NCC, and CCMHC certifications). Counseling Program students will also demonstrate knowledge of Professional orientation and ethical practice related to the following standards:

- history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**Social and Cultural Diversity.** Social and cultural diversity incorporates studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. Counseling Program students will formulate an understanding and demonstrate sensitivity to issues of social and cultural diversity in multiple settings including gender, race, ethnicity, mental and physical ability, socioeconomic status, religion, and sexual orientation. Counseling Program students will demonstrate knowledge of social and cultural diversity related to the following standards:

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

**Human Growth and Development.** Human growth and development incorporates studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. Counseling Program students will be able to utilize theories of human growth and development in multiple settings

to address the needs of clients across the life span. Counseling Program students will demonstrate knowledge of human growth and development related to the following standards:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

**Career Development.** Career development incorporates studies that provide an understanding of career development and related life factors. Counseling Program students will be able to understand and address career issues in multiple settings including career choice and decision making. Counseling Program students will demonstrate an understanding of career development related to the following standards:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

**Helping Relationships.** Helping relationships incorporate studies that provide an understanding of the counseling process in a multicultural society. Counseling Program students will demonstrate an understanding of different aspects of the theory and practice of counseling and consultation in multiple settings. Counseling Program students will demonstrate knowledge of helping relationships related to the following standards:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

**6. Group Work.** Group work incorporates studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Counseling Program students will demonstrate an understanding of group work in multiple setting including the theory and practice of group counseling. Counseling Program students will demonstrate knowledge of group work related to the following standards:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research

and literature;

- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

**7. Assessment.** Assessment incorporates studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Counseling Program students will demonstrate an understanding of assessment in multiple settings including standardized and nonstandardized assessment. Counseling Program students will demonstrate knowledge of assessment related to the following standards:

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**8. Research and Program Evaluation.** Research and program evaluation incorporate studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. Counseling Program students will demonstrate an understanding of research and program evaluation in multiple settings such as having knowledge of basic research methodology, being an effective consumer of research, and having skills to understand and contribute to program evaluation. Counseling Program students will demonstrate knowledge of research and program evaluation related to the following standards:

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## CLINICAL INSTRUCTION

Students must retain professional liability insurance while engaged in clinical instruction. Students pay a \$35 lab fee for use of the Counseling and School Psychology Training and Research Center. The three main courses associated with clinical instruction include counseling practicum (CEP 572), advanced counseling practicum (CEP 578), and internship (CEP 580) as follows.

**Practicum** - supervised counseling experience by faculty in the Department's Counseling and School Psychology Training and Research Clinic: minimum of one hour per week individual supervision, one and one-half hours per week group supervision that involves a minimum of 40 hours of direct client contact and 100 hours total time.

CEP 572, Counseling Practicum  
(150 hours completed in CEP Clinic)

**Advanced Counseling Practicum** – counseling in a school setting providing the full range of school counseling services. The advanced counseling practicum is supervised by a licensed School Counselor who is also licensed as a Professional Counselor (one hour per week individual supervision, one and one-half hours per week group supervision). The advanced counseling practicum involves a minimum of 120 hours of direct client contact and 300 hours total time. Students may elect to substitute 3 credits of Elective Study, Graduate Minor Study, or Thesis Study for 3 credits of CEP 578 Advanced Practicum. For those students pursuing that option, the advanced counseling practicum involves a minimum of 60 hours of direct client contact and 150 hours total time.

CEP 578, Advanced Counseling Practicum  
(300 hours for 6 Credits; 150 hours for 3 Credits)

**Internship** – counseling in a setting which includes performance of the full range of mental health services. The internship is supervised by a site based licensed mental health professional (minimum of one hour per week individual supervision) and by a Program faculty member (one and one-half hours per week group supervision). The 12 credit internship involves a minimum of 240 direct client contact hours. Total time on internship is a minimum of 600 hours. Students are encouraged to enroll in 6 hours per semester (20 hours per week on site), or all 12 hours during one semester (40 hours per week on site). Students may elect to substitute 3 credits of Elective Study, Graduate Minor Study, or Thesis Study for 3 credits of CEP 580 Counseling Internship. For those students pursuing that option, the counseling internship involves a minimum of 180 hours of direct client contact and 450 hours total time. Students are placed in settings that are congruent with their career goals.

CEP 580, Counseling Internship  
(600 hours for 12 credits; 450 hours for 9 credits)

The following are a sampling of CEP approved internship sites for students in the Counseling Program. Please note: CEP students must ensure that site supervisors have appropriate licensure. In most instances this would be a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC). In some instances, a licensed psychologist, psychiatrist, or LMSW (social worker) would be allowed. It is important to interview at a prospective internship site the semester before you begin internship and to work closely with the CEP Internship Coordinator (currently Dr. Dickson). The CEP Internship Coordinator maintains a listing of potential site supervisors at potential sites to contact, some of which include:

Memorial Medical Center – 575-521-2215  
Southwest Counseling Center – 575-647-2874  
El Paso Community Mental Health/Mental Resource Center – 915-629-2665  
Families and Youth Incorporated (FYI) – 575-522-4004  
The Pointe - 575-589-0033 (Residential Treatment Center, Santa Teresa, NM)  
Buchanan & Associates - 575-524-6821. (Employee Assistance Program)  
NMSU Counseling Center – 575-646-2731 (Generally requires a full-year, two semester commitment)  
Professional Assessment Center - 575-525-5635  
Mesilla Valley Hospital – 575-382-3500

Southern New Mexico Family Medicine Residency Program – 575-521-5375  
Jewish Family Counseling Service of El Paso - 915-581-3256  
Las Cruces Public School District- 575-527-5800

**Policy regarding doing advance practicum/internships at job cites or receiving stipends.** Students are discouraged to do their advance practicum/internship at a place they currently have a job. Special permission may be granted to students, if a student does not do the practicum/internship during regular work hours and has a different supervisor. Stipends are allowed for students doing advance practicum/internships.

**Policy regarding doing advance practicum/internships in multiple settings.** Students will be encouraged to do their advance practicum/internship at one setting per semester unless extenuating circumstances present themselves. When this occurs, it should be brought to the attention of the course instructor for advance practicum or internship.

## **PROGRESS THROUGH THE PROGRAM**

### **INDIVIDUAL PROGRAM OF REQUIRED COURSES (VERY IMPORTANT...PLEASE NOTE)**

Students may complete the program on a full-, three-quarter-, or half-time basis. All entering students must declare at the time of their application their intention to pursue full-, three-quarter-, or half-time study. The Counseling Program courses are offered on a BLOCK SCHEDULE. This means that students proceed through the program and take coursework with the specific group of applicants with whom they entered the program. Block Scheduling is necessary for the Counseling and Educational Psychology faculty to maintain low faculty-student ratios, particularly in courses where individual and small-group supervision is offered. Following New Student Orientation at the start of the Fall semester, new students will be asked to complete the Individual Program Form (Appendix D) listing their courses by semester and summer session based on their status (full-, three-quarter-, and half-time) in the program. Students submit their completed form to their advisor, and in so doing, they commit to this schedule for completing their program of courses.

Students who later desire to deviate from the Block Schedule they entered the program under must petition the Counseling Program Committee to do so. It may not be possible to accommodate students' desire to alter their schedules. The Individual Program form is provided in Appendix D, and full-, three-quarter-, and half-time schedules of course work are presented in Appendix C to assist you in completing your Individual Program form.

### **ELECTIVES, GRADUATE MINOR, AND MASTER'S THESIS**

Students may elect to substitute 6 credits of Elective Study, Graduate Minor Study, or Thesis Study for 3 credits of CEP 578 "Advanced Practicum" and 3 credits of CEP 580 "Counseling Internship." Students desiring to pursue elective study must do this in concert with their Advisor to ensure optimal applicability of any electives to their overall program of study and professional goals.

Students choosing to pursue a Graduate Minor will be required to take the 6 elective credits noted above and 3 additional credits, that latter at sometime during the student's MA Program, all directed toward the requirements of the specific Graduate Minor. A candidate for a master's degree at NMSU may select up to two approved minors in addition to the major. A minimum of 9 credits of graduate work is necessary for a minor at the master's level. (See NMSU Graduate Catalog "Graduate Degree Programs, Specializations/Concentrations, and Approved Minors" for a list of approved minors). To record a minor on a student's permanent record, the minor must be listed on the "Application for Advancement to Candidacy" and this form must be signed by the head of the department or institute offering the minor program. At the oral examination, a committee member may move to remove the designation of a minor with the concurrence of the committee. A minor will not be awarded after the degree has been posted to the transcript.

Students desiring to pursue Thesis Study will be required to take the 6 elective credits noted above and 3 additional credits, the latter at sometime during the student's MA Program, all directed toward the completion of their Master's Thesis (9 credits of CEP 599 "Master's Thesis). For further information regarding the Master's Thesis, see Appendix G.

### **ADVANCEMENT TO CANDIDACY (VERY IMPORTANT...PLEASE NOTE)**

An application for candidacy must be submitted after each student has completed 12 semester hours in the program. For a student to be advanced to candidacy, the student's advisor, the Department Head, and the College Dean must approve the student's application for candidacy. Refer to Step # 5 (Advancement to candidacy) on page 6 of this handbook, and speak to your advisor for further information. The Advancement to Candidacy form is also available online at <http://gradschool.nmsu.edu/forms-index.html>

## GOALS AND EXPECTATIONS

CEP students are expected to adhere to the following goals and expectations.

1. **Adherence to the Ethical Standards** of the American Counseling Association (ACA) and the Ethical Standards of related professional associations which are relevant to the Program; such as the American Mental Health Counselors Association (AMHCA) and the American School Counselors Association (ASCA) ([www.schoolcounselor.org](http://www.schoolcounselor.org)). Copies of ACA's Ethical Standards (2005) may be obtained by contacting the American Counseling Association at (800) 347-6647 or their website <http://www.counseling.org>. Copies of the American Mental Health Counselors Association's (AMHCA) code of ethics (2000) can be obtained via phone at 1-800-326-2642 or visit their Website at [www.amhca.org](http://www.amhca.org). Student membership in ACA, AMHCA and/or ASCA is highly recommended. The Counseling Masters Students Association (CMSA) is encouraged to seek membership in Chi Sigma Iota (CSI) ([membership@csi-net.org](mailto:membership@csi-net.org)). In addition, upon graduation, students are encouraged to pursue certification and licensure (e.g., the National Board for Certified Counselors-NBCC, NCC, and CCMHC). (See Appendix E)

2. **Receptivity to feedback** on development of knowledge and skills in counseling including accepting evaluation, following suggestions for improvement, and recognizing the Department's responsibility to ensure that students have attained appropriate levels of competence as they progress through the program. A description of the Department's procedures for ensuring students' appropriate progress through their programs is included in the next section of this manual under the title "Steps for Ensuring Quality Counselor Training".

3. **Pursuit of personal growth and responsibility to work on personal issues/problems** that could interfere with provision of counseling. Personal growth opportunities include experiential activities associated with courses and engaging in counseling at the University Counseling Center. Examples of a personal growth experience associated with classes are Professional issues in Mental Health Counseling (CEP 524) and School Counseling (CEP 522). These classes require a professional growth group experience scheduled outside of regular class hours and are facilitated by doctoral students. Students only have to participate in a personal growth group for one of these two courses (whichever they take first).

4. **Continual effort and flexibility in pursuit of improvement of the quality of counselor education** offered through the Department, including offering feedback about problems, making suggestions for improvements, assisting in making improvements, and adjusting to improvements which are made.

## STEPS FOR ENSURING QUALITY COUNSELOR TRAINING

The following eleven steps have been designed to ensure that students achieve the knowledge, skills, and professionalism they need to enter the counseling profession. Each step contains goals that need to be met during training, assessment of whether the students have achieved those goals, and a congratulatory ritual if they are prepared to move to the next step of training (or a plan of action they can pursue if they need to acquire additional knowledge, skills, and professionalism before progressing further).

- 1. ADMISSIONS APPLICATION:** Applicants applying for admission to the Department are evaluated by the MA Counseling Committee on the basis of multiple criteria including: (1) grade point average of undergraduate work, a completed graduate degree, or 24 credits of planned coursework; (2) scores on the Graduate Record Exam; (3) extent of coursework in counseling, human development, and research; (4) CEP (counseling) related work or volunteer experience (including, experience with diverse populations); (5) aptitude for graduate level study including technological competence and computer literacy; (6) unique contribution to the program such as multicultural background and special skills (e.g., sign language); (7) the applicant's statement of purpose; and (8) three letters of reference
- 2. SELECTION INTERVIEW:** As a final step in the admissions process, applicants being considered for admission may be interviewed by the Counseling Program Committee to assess their understanding of the profession and the program as well as their interpersonal skills. They are informed of various experiential components in the program (e.g., participation in counseling dyads with peers, live supervision, and in an experiential group) encouraging them to examine and work on personal issues relevant to counseling. They are also informed of professional responsibilities including adherence to ethical standards, membership in professional associations, acquisition of liability insurance, and maintenance of professional behavior.
- 3. FOUNDATIONAL KNOWLEDGE IN REQUIRED COURSEWORK:** In compliance with the Graduate School, students must maintain a minimum of a 3.0 grade point average while proceeding through the program. When students receive less than a B in a course, the Counseling Program Committee has the option of requiring the student to repeat the course or requiring the student to complete some form of remediation before continuing in the program.
- 4. SEMESTER REVIEW:** The Counseling Program Committee will review the performance of all CEP students on a semester basis with input from all CEP faculty. The review represents a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Strengths and areas of concern are identified in the assessment process. This information is shared with the student's advisor. Students having difficulty in demonstrating minimum counseling competencies (e.g., knowledge, skills, and professionalism) will be so informed during a Selective Review and recommendations for remediation will be given. Remediation activities are focused on overcoming identified deficits. The duration of remediation activities and assessment of remediation outcome are based on the needs of the student and available resources, and are determined at the time recommendations for remediation are made. Failure to achieve counseling competencies following remediation efforts can result in students being dropped from the program. Decisions are made by a confidential vote of the committee. (See Appendix F for a description of the Selection Review and Academic Appeals).
- 5. ADVANCEMENT TO CANDIDACY:** Students must apply for advancement to candidacy immediately after they have completed their first 12 semester hours in the Counseling Program. Students must meet with their advisor and together they complete a program plan (Advancement to Candidacy form which is available from the department secretary), which is submitted to the CEP Department Head and the Graduate School for final approval. Advancement to candidacy indicates that a student's program of study has been approved. It does not guarantee that a student will be successful in subsequent course work, or will earn a degree.
- 6. CEP 550: COUNSELING THEORY & TECHNIQUE:** CEP 550 is the first in a series of CEP courses requiring students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in the area addressed by the course. Students are assessed by a faculty member (or members) to determine if sufficient competency development has occurred to allow the student the likelihood of achieving a high level of success in counseling practicum. If sufficient

competency development has not been achieved, the student may be required to engage in additional activities (i.e., repeating the course or engaging in remediation) prior to attempting CEP counseling practicum. Students must obtain professional liability insurance and pay a \$35 lab fee when taking CEP 550.

**7. CEP 556, ADDICTIONS COUNSELING; CEP 558, CHILD AND ADOLESCENT COUNSELING THEORY & TECHNIQUE; CEP 562, FAMILY THERAPY THEORY & TECHNIQUE; CEP 566, GROUP WORK THEORY & TECHNIQUE; AND, CEP 572, COUNSELING PRACTICUM:** As was the case with CEP 550, CEP 556, 558, 562, 566, and 572 constitute a series of CEP courses requiring students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in the area addressed by the courses. Faculty members assess students to determine if sufficient competency development has occurred to allow the student a high level of success in advanced practicum and internship. If sufficient skill development has not been achieved, the student is required to engage in additional activities (i.e., repeating a course or engaging in remediation) prior to continuing in their program.

**8. CEP 578: ADVANCED COUNSELING PRACTICUM AND CEP 580: COUNSELING INTERNSHIP:** CEP 578 and 580 complete a series of CEP courses requiring students to demonstrate minimum counseling competencies in the area addressed by the course (see Steps 3, 6, & 7). Students are assessed by a supervisor to determine if sufficient competency development has occurred to allow the student to graduate and progress on to postgraduate supervised practice. If sufficient competency development has not been achieved, the student is required to engage in additional activities (i.e., repeating practicum or internship, or engaging in remediation) prior to graduating from their program.

**9. OBJECTIVE PORTION OF THE FINAL EXAMINATION:** During their last Spring or Fall semester prior to graduation, students will complete an objective exam consisting of multiple choice questions designed to assess the candidate's minimum competency in CEP required coursework. A candidate failing to obtain a passing score will be required to repeat the exam and obtain a passing score before proceeding on to the oral portion of the final examination process. The objective exam is offered only one time during fall and spring semester. It is not offered during the summer. Unless otherwise in conflict with Graduate School policy, the written portion of the final examination may be taken as many times as it takes a student to obtain a passing score.

**10. ORAL PORTION OF THE FINAL EXAMINATION:** Following successful completion of the objective examination, candidates are assigned a time and date for their oral exam. This portion of the final examination is used to assess the candidate's ability to synthesize and apply counseling knowledge, skills, and professionalism obtained in the program to professional activities, practice and research.

A. Candidates not exercising the thesis option will be asked to respond to a case vignette depicting hypothetical clients and counseling issues. Committee members will test the candidate on his or her ability to synthesize and apply counseling competencies obtained in the program. Committee member questions need not be limited to the case vignette.

B. Candidates exercising the thesis option will be asked to defend their thesis and demonstrate their ability to synthesize and apply counseling competencies obtained in the program. Committee member questions need not be limited to the thesis.

In determining a candidate's performance, committee members have three options: pass, adjourn, or fail (see Graduate Catalog).

**11. GRADUATION:** Candidates will undergo a final review prior to their advisor signing their application for graduation. It is the CEP Department's policy to endorse students as having received preparatory training only in the areas in which the students have received training.

**NOTE 1:** At any time, a CEP faculty member or a MA student may request for the MA Counseling Committee to convene to evaluate his or her progress with their program. Students should ask their advisor to initiate this request.

**NOTE 2:** The MA Counseling Committee will attempt to expedite student progress through these steps as rapidly as possible. However, Committee action may not be fast enough to inform a student of the need to retake a course in time for the student to enroll in the course the following semester or summer session.

## APPENDIX A

### FACULTY

**Eve M. Adams**, Ph.D. (The Ohio State University)  
Associate Professor, Licensed Psychologist (OH & NM)  
Director of Training, Counseling Psychology Program

Teaching: Advanced Doctoral Practicum, Supervision Practicum, Primary Care Psychology, U.S. – Mexico Border Health Issues.

Research: multicultural identity & career development, supervision & training issues, gay & lesbian issues, and women's issues.

Recent Publications:

Winterowd, C., **Adams, E. M.**, Miville, M., & Mintz, L. (in press). Operationalizing, Instilling, and Assessing Counseling Psychology Training Values Related to Diversity in Academic Programs. *The Counseling Psychologist*.

Counseling Psychology Model Training Values Statement Addressing Diversity. (in press). *The Counseling Psychologist*.

Matthews, C. R. & **Adams, E. M.** (in press). Using a social justice approach to prevent the mental health consequences of heterosexism. *Journal of Primary Prevention*.

Miville, M., **Adams, E. M.**, & Juntunen, C. L. (2007). Counseling psychology perspectives on the predoctoral internship supply-demand imbalance: Strategies for problem definition and resolution. *Training and Education in Professional Psychology, 1*, 258-266.

**Elsa Arroyos-Jurado**, Ph.D. (The University of Iowa)  
Associate Professor, Licensed School Psychologist (NM)  
Director of Training, School Psychology Program

Teaching: Cognitive Assessment, Educational Psychology, Human Relations, Human Development, & Practice of School Psychology

Research: Pediatric neuropsychology, traumatic brain injury in children and adolescents, culturally responsive training, practice, and supervision in school psychology.

Recent Publications:

**Arroyos-Jurado, E.**, & Savage, T. A. (2007). Intervention strategies for serving students with traumatic brain injury. *Intervention in School and Clinic, 43*(2).

**Arroyos-Jurado, E.**, Paulsen, J.S., Ehly, S., & Max, J.E. (2006). Traumatic brain injury in children and adolescents: Academic and intellectual outcomes following injury. *Exceptionality, 14*(3), 125-140.

**Arroyos-Jurado, E.**, Torres-Fernandez, I. & Navarro, R. (accepted). Multiculturalism and Diversity in School Psychology. *Handbook of Education, Training, and Supervision of School Psychologists in School and Community. Volume I: Foundations of Professional Practice*. Edited by E. G. Vazquez, T. Crespi, and C. Riccio.

**Arroyos-Jurado, E.**, & Merrell, K.W. (2005). The changing face of school psychology: Responding effectively to cultural and linguistic diversity (chapter 3). In K. M. Merrell, R. Ervin, & G. Gimpel (Eds.), *School psychology in the 21<sup>st</sup> century: Foundations and Practices*. Guilford Press.

**Heejung Chun**, Ph.D. (The University of Missouri)  
Assistant Professor

Teaching: Appraisal of Intelligence, School Psychology Research, Consultation

Research: Adolescent problem behaviors, risk and protective factors, resilience, prevention and intervention, and the well-being of immigrant adolescents

Recent Publications:

**Chun, H.**, & Mobley, M. (2009). Gender and grade level comparisons in the structure of problem behaviors among adolescents. Manuscript submitted for publication

**Chun, H.**, Mobley, M., Short, R., & Whittaker, T. (in progress). An underlying construct of covarying risk factors

and adolescent problem behavior.

Mobley, M., & **Chun, H.** (in progress). Ethnic variations in adolescents' problem behaviors.

**Chun, H.**, Part, K., & Lee, H. (1998). *Tongduchun city mental health program: Mental health prevention approaches in schools*. Seoul: the Ministry of Health & Welfare, Korea

**Ginger Dickson**, Ph.D. (The University of Iowa)  
Assistant Professor, National Certified Counselor  
Program Coordinator, Counseling Program

Teaching: Counseling Theories and Techniques, Counseling Practicum, Professional Issues in Mental Health Counseling.

Research: Counselor training, supervision, and development, development of multicultural counseling competencies, issues of diversity and social justice, career development, enhancing school-belonging among Hispanic adolescents.

Recent Publications:

**Dickson, G. L.** (2009). Homophobia/Heterosexism. In B. T. Erford (Ed.), *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.

**Dickson, G. L.**, Jepsen, D. A., & Barbee, P. W. (2008). Exploring the relationships among multicultural training experiences and attitudes toward diversity among counseling students. *Journal of Multicultural Counseling and Development*, 36 (2), 133-126.

**Dickson, G. L.** (2008). Response to incident, The culturally incompetent supervisor. In L. Tyson, J. Harrington, & J. Culbreath (Eds.), *Critical Incidents in Supervision*, (pp. 217-233). Alexandria, VA: American Counseling Association.

**Dickson, G. L.**, & Jepsen, D. A. (2007). Multicultural training experiences as predictors of multicultural competencies: Students' perspectives. *Counselor Education and Supervision*, 47 (2), 76-95.

**Lisa Grayshield**, Ph.D. (University of Nevada Reno)  
Assistant Professor

Teaching: Counseling Research, Organization and Administration of School Programs, Theory and Technique for the School Psychologist

Research: Multicultural Counseling Competencies, American Indian Issues, and Retention Issues for American Indian Students.

Recent Publications:

**Grayshield, L.**, (2005). Barriers and Best Practices for American Indian Students. *New Mexico Review*.

**Charles H. Huber**, Ph.D. (University of South Carolina)  
Professor, Licensed Psychologist

Teaching: Family Therapy, Human Development, Clinical Supervision,

Research: Cognitive-Behavioral Therapy, Family Psychology

Recent Publications:

**Huber, C. H.**, & Savage, T. A. (2009). Promoting research as a core value in master's-level counselor education. *Counselor Education & Supervision*, 48, 167-178.

Gardner, D. L., **Huber, C. H.**, Steiner, R., Vazquez, L. A., & Savage, T. A. (2008). The development and validation of the Inventory of Family Protective Factors: A brief assessment for family counselors. *The Family Journal: Counseling & Therapy for Couples & Families*, 16, 107-117.

**Huber, C.H.** (2005). Spotlight on theory: Family resilience. In V.L. Bengtson, A. Acock, K. Allen, P. Dilworth-Anderson, and D. Klein (Eds.), *Sourcebook of Family Theory and Research*. Thousand Oaks, CA: Sage.

**Huber, C. H.**, & Kerne, P. A. (2004). Simplicity and systemic assessment. *The Family Psychologist*, 20(4), 14-16.

**Rachel L. Navarro**, Ph.D. (University of Missouri-Columbia)  
Assistant Professor

Teaching: Career/Life Planning and Vocational Assessment, Counseling Psychology Research, Education Experimentation, Psychology of Multiculturalism, Appraisal of Cognitive Functioning, Counseling Practicum, Appraisal, and Counseling Research.

Research: academic and career development of Latino/a Youth and Young Adults; campus climate, academic retention, and LGBTQA issues.

Recent Publications:

Flores, L. Y., **Navarro, R. L.**, & Dewitz, S. J. (2008). Mexican American high school students' post-secondary plans: Applying social cognitive career theory. *Journal of Career Assessment*, 16, 489-501.

Worthington, R. L., **Navarro, R. L.**, Loewy, M., & Hart, J. L. (2008). Color-blind racial attitudes, social dominance orientation, racial-ethnic group membership, and college students' perceptions of campus climate. *Journal of Diversity in Higher Education*, 1, 8-19.

Worthington, R. L., **Navarro, R. L.**, Savoy, H. B., & Hampton, D. T. (2008). Development, reliability, and validity of the measure of sexual identity exploration and commitment. *Developmental Psychology*, 44, 22-33.

**Navarro, R. L.**, Flores, L. Y., & Worthington, R. L. (2007). Mexican American middle school students' goal intentions in mathematics and science: A test of social cognitive career theory. *Journal of Counseling Psychology*, 54, 320-335.

**Ivelisse Torres-Fernandez**, Ph. D. (The University of Iowa)

Assistant Professor

Teaching: Human Development, Counseling Theory & Technique for School Psychologists, Professional Issues in School Psychology, Diagnostic Classification in School Psychology, Curriculum-Based Assessment and Intervention

Research: Social-emotional development in children and adolescents, resiliency, child and adolescent psychopathology, multicultural issues.

Recent Publications:

Arroyos-Jurado, E., **Torres-Fernandez, I.**, & Navarro, R. (in press). Multiculturalism and diversity in school psychology. In E. G. Vazques, T. Crespi, & C. Riccio (Editors). *Handbook of education, training, and supervision of school psychologists in school and community*. Volume I: Foundations of Professional Practice.

**Michael Waldo**, Ph.D. (University of Utah)

Professor, Licensed Professional Counselor

Teaching: Individual/Family/Group Counseling and Consultation/Supervision, Professional Issues in Counseling, Research

Research: Prevention, Group Counseling, Relationship Enhancement

Recent Publications:

Grayshield, L., & **Waldo, M.** (2008). A response to "Time-limited service alternatives: Using Therapeutic Enactment in open group therapy." *The Journal for Specialists in Group Work*, 32, 328-334.

**Waldo, M.**, Kerne, P., & Van Horne Kerne, V. (2007). Therapeutic factors in guidance/psycho-educational versus counseling/interpersonal problem solving sessions in domestic violence intervention groups. *The Journal for Specialists in Group Work*, 32, 346-361.

Hage, S. M., Romano, J. L., Conyne, R., Kenny, M., Matthews, C., Schwartz, J. P., & **Waldo, M.** (2007). Best practice guidelines on prevention practice, research, training, and social advocacy for psychologists. *The Counseling Psychologist*, 35, 493-566.

Arizaga, M., Bauman, S., **Waldo, M.**, & Castellanos, L. (2005). Multicultural sensitivity and interpersonal skill training for pre-service teachers. *Journal of Humanistic Counseling, Education, and Development*, 44, 198-208.

## APPENDIX B

### CACREP STANDARDS, RELEVANT COURSES and Clinical Instruction

Listed below are CEP courses associated with the *2009 CACREP Standards* associated with the 8 core areas (CACREP Standards in bold type).

Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. **PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE**—studies that provide an understanding of all of the following aspects of professional functioning:
  - a. **history and philosophy of the counseling profession;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - b. **professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - c. **counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - d. **self-care strategies appropriate to the counselor role;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - e. **counseling supervision models, practices, and processes;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
    - CEP 578 Advanced Practicum
    - CEP 580 Counseling Internship
  - f. **professional organizations, including membership benefits, activities, services to members, and current issues;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - g. **professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - h. **the role and process of the professional counselor advocating on behalf of the profession;**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
  - i. **advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
    - CEP 517 The Psychology of Multiculturalism
  - j. **ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.**
    - CEP 522-Organization and Administration of School Counseling
    - CEP 524-Professional Issues in Mental Health Counseling
2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
  - a. **multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;**
    - CEP 517-The Psychology of Multiculturalism
  - b. **attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities**



- CEP 562-Family Therapy Theory and Technique
  - e. career and educational planning, placement, follow-up, and evaluation;**  
CEP 522-Organization and Administration of School Counseling  
CEP 552-Career/Life Planning and Vocational Assessment
  - f. assessment instruments and techniques relevant to career planning and decision making; and**  
CEP 552-Career/Life Planning and Vocational Assessment
  - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.**  
CEP 522-Organization and Administration of School Counseling  
CEP 552-Career/Life Planning and Vocational Assessment
- 5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:**
  - a. an orientation to wellness and prevention as desired counseling goals;**  
CEP 512-Human Development  
CEP 524-Professional Issues in Mental Health Counseling  
CEP 550-Counseling Theory and Technique
  - b. counselor characteristics and behaviors that influence helping processes;**  
CEP 524-Professional Issues in Mental Health Counseling  
CEP 550-Counseling Theory and Technique
  - c. essential interviewing and counseling skills;**  
CEP 550-Counseling Theory and Technique
  - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;**  
CEP 550-Counseling Theory and Technique  
CEP 558-Child and Adolescent Counseling
  - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;**  
CEP 562-Family Therapy Theory and Technique
  - f. a general framework for understanding and practicing consultation; and**  
CEP 522- Organization and Administration of School Counseling  
CEP 524-Professional Issues in Mental Health Counseling
  - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.**  
CEP 550-Counseling Theory and Technique  
CEP 551-Diagnosis and Treatment Planning
- 6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:**
  - a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;**  
CEP 566-Group Work Theory and Technique
  - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;**  
CEP 566-Group Work Theory and Technique
  - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;**  
CEP 566-Group Work Theory and Technique
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and**  
CEP 566-Group Work Theory and Technique
  - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.**  
CEP 522-Organization and Administration of School Counseling  
CEP 524-Professional Issues in Mental Health Counseling
- 7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and**

**evaluation in a multicultural society, including all of the following:**

- a. historical perspectives concerning the nature and meaning of assessment;**  
CEP 542-Appraisal Theory and Technique
  - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;**  
CEP 522-Organization and Administration of School Counseling  
CEP 542-Appraisal Theory and Technique
  - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;**  
CEP 532- Counseling Research  
CEP 542-Appraisal Theory and Technique
  - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);**  
CEP 532- Counseling Research  
CEP 542-Appraisal Theory and Technique
  - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);**  
CEP 532- Counseling Research  
CEP 542-Appraisal Theory and Technique
  - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and**  
CEP 517-The Psychology of Multiculturalism  
CEP 542-Appraisal Theory and Technique
  - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.**  
CEP 542-Appraisal Theory and Technique  
CEP 550-Counseling Theory and Technique
- 8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:**
- a. the importance of research in advancing the counseling profession;**  
CEP 532- Counseling Research
  - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;**  
CEP 532- Counseling Research
  - c. statistical methods used in conducting research and program evaluation;**  
CEP 532- Counseling Research
  - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;**  
CEP 522-Organization and Administration of School Counseling  
CEP 524-Professional Issues in Mental Health Counseling  
CEP 532- Counseling Research
  - e. the use of research to inform evidence-based practice; and**  
CEP 532- Counseling Research
  - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.**  
CEP 517-The Psychology of Multiculturalism  
CEP 532- Counseling Research

## Appendix C

### Full Time, Three Quarter Time, and Half Time Programs

#### M.A. -- FULL-TIME PROGRAM\*

<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Sum. 1b	CEP 512	Human Development	3
	CEP 517	The Psychology of Multiculturalism	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 558	Child and Adolescent Counseling	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 566	Group Work Theory and Technique	3
	CEP 572	Counseling Practicum	3
Sum. 2a	CEP 562	Family Therapy Theory and Technique	3
	CEP 556	Addictions Counseling	3
Fall 2	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling	3
	CEP 578	Advanced Counseling Practicum (OR 3 Credit Elective + 3 Credit Advanced Counseling Practicum)	6
Spring 2	CEP 580	Counseling Internship (Comprehensive Exam) (OR 3 Credit Elective + 9 Credit Counseling Internship)	12

#### M.A. -- THREE-QUARTER-TIME PROGRAM\*

<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Fall 1	CEP 524	Professional Issues in Mental Health Counseling	3
	CEP 542	Appraisal Theory and Technique	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 1	CEP 558	Child and Adolescent Counseling	3
	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Sum. 1b	CEP 512	Human Development	3
	CEP 517	The Psychology of Multiculturalism	3
Fall 2	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling	3
	CEP 572	Counseling Practicum	3

Spring 2	CEP 552	Career/Life Planning and Vocational Assessment	3
	CEP 578	Advanced Counseling Practicum (OR 3 Credit Elective + 3 Credit Advanced Counseling Practicum)	6
Sum. 2a	CEP 562	Family Therapy and Technique	3
	CEP 556	Addictions Counseling	3
Fall 3	CEP 580	Counseling Internship (Comprehensive Examination) (OR 3 Credit Elective + 9 Credit Counseling Internship)	12

**M.A. -- HALF-TIME PROGRAM\***

<i>Semester</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>
Sum. 1b	CEP 512	Human Development	3
Fall 1	CEP 542	Appraisal Theory and Technique	3
	CEP 524	Professional Issues in Mental Health Counseling	3
Spring 1	CEP 550	Counseling Theory and Technique	3
	CEP 566	Group Work Theory and Technique	3
Sum. 2a	CEP 562	Family Therapy Theory and Technique	3
Sum. 2b	CEP 517	The Psychology of Multiculturalism	3
Fall 2	CEP 572	Counseling Practicum	3
	CEP 551	Diagnosis and Treatment Planning	3
Spring 2	CEP 558	Child and Adolescent Counseling	3
	CEP 552	Career/Life Planning and Vocational Assessment	3
Sum. 3a	CEP 556	Addictions Counseling	3
Fall 3	CEP 532	Counseling Research	3
	CEP 522	Organization and Administration of School Counseling	3
Spring 3	CEP 578	Advanced Counseling Practicum (OR 3 Credit Elective + 3 Credit Advanced Counseling Practicum)	6
Fall 4	CEP 580	Counseling Internship (OR 3 Credit Elective + 3 Credit Counseling Internship)	6
Spring 4	CEP 580	Counseling Internship (Comprehensive Exam)	6

\* **Note: See section of *Counseling Program Handbook* “Progress Through The Program....Electives, Graduate Minor, and Master’s Thesis”**

**APPENDIX D  
Program Forms**

**Individual Program of Courses Form**

**Admission to Candidacy Form**

***The following page is a picture of the Admission to Candidacy Form which can be found at <http://prospective.nmsu.edu/graduate/forms/index.html>, completed, printed out and turned into the Graduate Studies in the Registrar building***



**NEW MEXICO STATE UNIVERSITY**  
**Graduate Student Services**  
MSC 3G P.O. Box 30001  
Phone: 575-646-2736 Fax: 575-646-7721  
**Program of Study and Committee for Master's Students**  
("Application for Admission to Candidacy")

*Students should submit this form after completion of 12 graduate credit hours*

Last Name:  First Name:

Banner ID:  Phone:  E-Mail:

Major:  1st Minor:  2nd Minor:

**Course of Study**

Please list the Course#, Course Title, Credit hours, Grade (\* if in progress or not yet taken)

**Courses Completed at NMSU:**

Course#:	Course Title:	Credit hours:	Grade:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

\_\_\_\_\_ **Program of Study and Committee for Master's Students**  
("Application for Admission to Candidacy")

This form is available on-line from the Graduate School at: <http://gradschool.nmsu.edu/forms-index.html>  
You can complete the form on-line and then print a paper copy for student, faculty advisor, and other needed signatures.

## PROFESSIONAL ORGANIZATIONS

### CONTACT INFORMATION

It is strongly recommended that students join ACA, AMHCA, ASCA, and other professional organizations. The Counseling Masters Students Association (CMSA) is encouraged to seek membership in Chi Sigma Iota (CSI). In addition, upon graduation, students are encouraged to pursue national certification as well as state licensure (i.e., the National Board for Certified Counselors (NBCC)). Students are also required to obtain liability insurance through the ACA Insurance Trust. Membership and registration forms are available on the world-wide web.

American Counseling Association (ACA)  
(800) 347-6647  
<http://www.counseling.org>

New Mexico Counseling Association  
(505) 291-9801

American Mental Health Counselors Association (AMHCA)  
(800) 326-2642  
<http://www.amhca.org>

New Mexico Chapter  
(505) 863-5900

American School Counselor Association (ASCA)  
(800) 306-42722  
<http://www.schoolcounselor.org>

New Mexico Chapter  
(505) 897-3080

### ACA DIVISIONS

Information about these divisions may be accessed on World-Wide-Web at: <http://www.counseling.org>.

Association for Assessment in Counseling (AAC)  
Association for Adult Development and Aging (AADA)  
American College Counseling Association (ACCA)  
Association for Counselors and Educators in Government (ACEG)  
Association for Counselor Education and Supervision (ACES)  
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)  
Association for Humanistic Education and Development (AHEAD)  
Association for Multicultural Counseling and Development (AMCD)  
American Mental Health Counselor's Associations (AMCA)\*  
American Rehabilitation Counseling Association (ARCA)  
American School Counselor Association (ASCA)\*  
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)  
Association for Specialists in Group Work (ASGW)  
International Association of Addiction and Offender Counselors (IAAOC)  
International Association of Marriage and Family Counselors (IAMFC)  
National Career Development Association (NCDA)  
National Employment Counseling Association (NECA)

\*State and national information provided for this division above.

**National Board for Certified Counselors**  
3 Terrace Way, Greensboro, NC 27403  
<http://www.nbcc.org>  
(336) 547-0607

**New Mexico Counseling and Therapy Practice Board**  
2550 Cerrillos Road, Santa Fe, NM 87505  
[counselingboard@state.nm.us](mailto:counselingboard@state.nm.us)  
(505) 476-4610

## **APPENDIX F**

### **ACADEMIC APPEALS**

At any time a CEP faculty member may request that the Counseling Program Committee evaluate a student's progress. If a student fails to achieve competency, sufficient skill development, display appropriate professional behavior or adequate ethical judgment in process courses (e.g., 550, 572, 578, 580), it may require remediation or other actions including consideration of termination from the program. When this occurs, The Counseling Program Committee may address the student issue in a Counseling Program Selective Review to determine if remediation or other actions are warranted. The Selective Review Committee is normally composed of members of the Counseling Program Committee, the student's advisor, and the student. If the Selective Review Committee decides that remediation is required, then a time-line will be established as to the requirements of the remediation effort, how the remediation will be evaluated, and when a second Selective Review would occur. At the time of the second Selective Review, if a sufficient change has occurred, then the student will be notified that they may continue in the program. If sufficient change has not occurred, then the Counseling Program Selective Review Committee may decide whether to dismiss the student from the program or attempt further remediation.

When the Counseling Program Committee or Selective Review Committee makes a decision regarding a student, and the student in question disagrees with the decision, said student has the right to appeal this decision to the following bodies in the order presented below:

Counseling Program Committee  
Counseling and Educational Psychology Department Head  
Student Affairs Committee for the College of Education  
Dean of the College of Education  
Dean of the Graduate School

## **APPENDIX G**

### **PROCEDURES FOR THESIS PROPOSAL AND DEFENSE**

#### **PROPOSAL**

Theses are designed, conducted and reported by students under the supervision of their major advisors and thesis committees (advisor, two members of the faculty from the CEP department and one member from an outside program). Identification of research questions, relevant literature and study designs optimally occur no later than at the beginning of the second year. The second year is spent completing the thesis.

Formal presentation of the proposal for approval by the thesis committee occurs as early in the second year as possible. A final draft of the proposal, which has been approved by the student's major advisor, is distributed to the thesis committee members who then have two weeks (10 working days) in which to review it. Committee members then provide the student and advisor feedback on the proposal, including whether they believe the proposal is ready for formal presentation. Based on the committee's feedback, the major advisor decides whether to set a date for a formal proposal meeting or to continue to revise the proposal and distribute a subsequent draft to the committee.

The formal proposal meeting involves the student presenting the proposal and responding to questions and suggestions from the thesis committee. This is an open meeting which all students and faculty are encouraged to attend. However, criticism and suggestions regarding the proposal are the responsibility of the thesis committee. The student's advisor records suggestions regarding revisions of the proposal. During a closed session toward the end of the meeting, the advisor and committee members decide what recommendations for revisions of the proposal will be made. Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the proposal meeting.

#### **DEFENSE**

Formal presentation of the completed thesis for approval by the thesis committee occurs in the second semester of the second year (see graduate school guidelines for deadlines) of the Program. A final draft of the thesis, which has been approved by the student's major advisor, is distributed to the thesis committee members who then have 10 working days in which to review it. The list of agreed upon revisions which emerged from the proposal meeting is distributed with the thesis indicating how each of the agreed upon revisions were addressed within the thesis. Committee members then provide the student and advisor feedback on the thesis, including whether they believe the thesis is ready for defense. Based on the committee's feedback, the major advisor decides whether to set a date for the thesis defense or to continue to revise the thesis and distribute a subsequent draft to the committee. At the time the date for the defense is set, a final draft of the thesis should be submitted to the committee.

The thesis defense involves the student presenting the thesis and responding to questions and suggestions from the thesis committee. This is an open meeting which all students and faculty are encouraged to attend, however criticism and suggestions regarding the thesis are the responsibility of the thesis committee. The student's advisor records suggestions regarding revisions of the thesis. During a closed session towards the end of the meeting, the advisor and committee members decide what recommendations for revisions of the thesis will be made, and vote to determine whether to pass the student, fail the student, or adjourn the meeting. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes the list of agreed upon revisions to the committee members within 10 working days of the thesis defense. The student then makes the revisions under the supervision of the major advisor. The revision list with statements about how the revisions were made in the thesis and the final draft of the thesis is then submitted to the committee and the final draft of the thesis is submitted to the Graduate School in accordance with their guidelines.

## APPENDIX H

### GRADUATION CHECKLIST

This is a checklist of major milestones and documents that need to be submitted at appropriate times over the course of progress toward the MA degree. In chronological order:

\_\_\_\_\_ **Individual Program of Courses form.** This form is found in the Student handbook, Appendix D. It is to be completed either during or directly following the New Student Orientation.

\_\_\_\_\_ **Submit Application for Admission to Candidacy form.** This form is found at:

<http://gradschool.nmsu.edu/forms-index.html>

The form is filled out by the student after completing twelve hours of the Counseling Program.

The form is then reviewed by the student and his/her advisor and submitted to the Counseling Program Coordinator for review. The form is then forwarded to the graduate school.

\_\_\_\_\_ **Notify the CEP faculty member in charge of Comprehensive Examinations of your intention to sit for the exam.** This should be done approximately two weeks prior to the scheduled date of the *Mock* Comprehensive Examination, which precedes the actual examination by approximately three weeks.

\_\_\_\_\_ **Submit the Committee for Final Examination form** (this is done in conjunction with the faculty member in charge of the oral exam). This form is found at:

<http://www.nmsu.edu/~gradcolg/mast-exam.html>

It must be completed at least ten business days before the scheduled date of the exam. See the Graduate Catalog for more information.

\_\_\_\_\_ **Submit Application for Degree form.** This form is found in the Office of the Registrar and the Graduate School office. It is to be completed by the date specified in the Graduate catalog.

**For additional information on this process, contact your advisor and visit the CEP websites:**

<http://www.nmsu.edu/~cep/CEP-MA.htm>

<http://education.nmsu.edu/cep/>

## **APPENDIX I**

### **GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES**

There are a limited number of Graduate Assistantships available for Counseling Program students. Please contact the following departments for information regarding current opportunities:

Department of Counseling and Educational Psychology – (505) 646-2121

Department of Psychology – (505) 646-2502

The Center for Learning Assistance – (505) 646-3136

Educational Management and Development – (505) 646-3825

There can be some employment opportunities in the community available to students as well. Students are encouraged to contact directors of Human Resources of each respective agency. A sample of agencies include:

FYI (Families and Youth, Incorporated) – (505) 522-4004

Mesilla Valley Hospital - (505) 382-3500

Southwest Counseling Center - (505) 647-2800