

NEW MEXICO STATE
UNIVERSITY



COUNSELING PROGRAM

MASTERS APPLICATION
INFORMATION
PACKET

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FOREWORD

The Program Description for the MA Counseling Program has been prepared to provide an introductory source of information for prospective applicants to 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 Program Description should be reviewed prior to communicating with them. Applicants are strongly encouraged to seek contact with faculty, staff, and other students within CEP during the application process.

For applicants seeking further information, please contact the MA Program Coordinator, Dr. Ginger Dickson, or the Department Head, Dr. Jonathan Schwartz.

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or

O'Donnell Hall, Room 205
College of Education
New Mexico State University

Please note: Application deadline is March 1st

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 enrolls approximately 24,000 students (40% of whom are from minority populations). There are over 2,500 graduate students and 750 faculty. The University holds over \$300 million in total research grants. NMSU is ranked as one of the top 100 universities in the nation and is characterized by the Carnegie Foundation as a Level One research institution.

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 all programs within the Department. 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 MA 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 represent a wide range of diversity such as 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 CACREP common core areas.

1. **Professional Identity.** Professional identity provides a vehicle for how counselors identify and contribute to the counseling profession. MA counseling students will establish a professional identity in multiple settings through an exploration of many facets of the counseling profession. 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, MA counseling students recognize the importance of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (www.counseling.org/cacrep) and Chi Sigma Iota (CSI) the national organizational for counselor education students. Professional identity 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). MA counseling students will also demonstrate knowledge of professional identity related to the following standards:
 - a. history and philosophy of the counseling profession, including significant factors and events;
 - b. professional roles, functions, and relationships with other human service providers;
 - c. technological competence and computer literacy;
 - d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
 - g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. **Social and Cultural Diversity.** Counseling efficacy is associated with meeting the unique and emerging needs of clients in a multicultural society. MA counseling students will formulate an understanding and demonstrate sensitivity to issues of diversities in multiple settings including gender, race, ethnicity, mental and physical ability, socioeconomic status, religion, and sexual orientation. MA counseling students will demonstrate knowledge of social cultural issues of diversity related to the following standards:
 - a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
 - c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
 - d. counselors' roles in social justice, advocacy and conflict resolution, cultural self- awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
 - d. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
 - e. ethical and legal considerations

3. **Human Growth and Development.** Human growth and development has historically served as a philosophical/theoretical foundation for the counseling profession creating a preventative-strengths perspective. MA counseling 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. MA counseling students will demonstrate knowledge of human growth and development related to the following standards:
 1. theories of individual and family development and transitions across the life span;
 2. theories of learning and personality development;
 3. human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 4. strategies for facilitating optimum development over the life span; and
 5. ethical and legal considerations.

4. **Career Development.** The origins of the counseling profession can be traced to career counseling in public school education. MA counseling students will be able to understand and address career issues in multiple settings including career choice and decision making. MA counseling students will demonstrate an understanding of career development related to the following standards:
 1. career development theories and decision-making models;
 2. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
 3. career development program planning, organization, implementation, administration, and evaluation;
 4. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
 5. career and educational planning, placement, follow-up, and evaluation;
 6. assessment instruments and techniques that are relevant to career planning and decision making;
 7. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world wide web sites;
 8. career counseling processes, techniques, and resources, including those applicable to specific populations; and
 9. ethical and legal considerations.

5. **Helping Relationships.** The counseling profession utilizes a wide variety of theories and helping skills to address clients' needs. MA counseling students will demonstrate an understanding of different aspects of the theory and practice of counseling and consultation in multiple settings. MA counseling students will demonstrate knowledge of helping relationships related to the following standards:
 - a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
 - b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
 - c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with

current professional research and practice in the field so that they can begin to develop a personal model of counseling;

- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- e. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- f. integration of technological strategies and applications within counseling and consultation processes; and
- g. ethical and legal considerations.

6. Group Work. Group work is considered a cost effective- dynamic counseling service. MA counselor students will demonstrate an understanding of group work in multiple setting including the theory and practice of group counseling. MA counseling 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 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;
- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

7. Assessment. Assessment plays a vital role in the counseling process providing information to formulate counseling goals and interventions. MA counseling students will demonstrate an understanding of assessment in multiple settings including standardized and nonstandardized assessment. MA counseling 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, behavioral observations, and computer-managed and computer-assisted methods;
- 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. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal consideration.

8. Research and Program Evaluation. Research and program evaluation provide an objective means for addressing issues of interest or concern. MA counseling 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. MA counseling students will demonstrate knowledge of research and program evaluation related to the following standards:

- a. the important of research and opportunities and difficulties in conducting research in the counseling profession;
- b. research methods such as qualitative, quantitative, case designs, action research, and outcome-based research;
- c. use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d. principles, model, and applications of needs assessment, program evaluation, and use of finding to effect program modification;
- e. use of research to improve counseling effectiveness; and
- f. ethical and legal considerations.

ADMISSIONS

Individuals seeking admission to the MA Counseling Program should be aware of program expectations regarding ethics, receptivity to feedback, personal growth, and flexibility. These expectations are described in detail in the section, "**Goals and Expectations.**"

Entrance requirements include those of the Graduate School. See section "**Classification of Graduate Students**" within the Graduate Catalog:

Applicants must submit formal application and fee to: the New Mexico State University Graduate School (see section "**Admission**" in the Graduate Catalog). [Please request Graduate Catalog from the Graduate School (505-646-2736)].

In addition to the Graduate School requirements, the Counseling & Educational Psychology Department requires applicants to submit:

- both verbal and quantitative scores on the Graduate Record Exam (GRE)
- three letters of recommendation from faculty and individuals who provided supervision in a counseling related role
- a completed "Letter of Intent" form
- a "Statement of Purpose" (a brief, 2-3 page statement about your interest in pursuing counseling as a career; any work/volunteer experience you have which is related to counseling; your experience/orientation regarding working with people from diverse populations, (e.g., diverse cultures, religions, socio-economic status, disabilities, sexual orientations);
- evidence of unique contributions the student brings to the program such as multicultural background and special skills (e.g., sign language)
- evidence suggesting aptitude for graduate study including technological competence and computer literacy
- a list of completed upper division and/or graduate course work (including grades) related to counseling, human development, and research.

- applicants may strengthen their application by submitting additional evidence of aptitude for graduate study such as a resume or curriculum vita, reprints of publications, grant proposals, or other relevant work samples.

A checklist of application materials is provided in Appendix C along with a letter of reference form and a letter of intent form. Prospective students may be interviewed as part of the application process.

For information concerning financial assistance, applicants may contact the Financial Aid Office, MSC 5100, New Mexico State University, PO BOX 30001, Las Cruces, NM 88003-8001, or call (505) 646-4105. For information regarding possible opportunities for Graduate Assistantships or community employment, please see Appendix B.

The application deadline is **March 1** for admission during the following academic year (usually beginning in July).

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 MA 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 Training 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.

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. A sample candidacy form is included in Appendix D, and is also available online at <http://www.nmsu.edu/%7Egradcolg/mast-prog.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 ACA divisions 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). Copies of ACA's Ethical Standards (1995) may be obtained by contacting the American Counseling Association at (800) 347-6647 or their website <http://www.counseling.org>. The American Mental Health Counselors Association's (AMHCA) (2000) code of ethics can be obtained from the AMHCA via phone at 1-800-326-2642 or visiting their website at www.amhca.org.

It is strongly recommendation 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) (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). Students are also required to obtain liability insurance through the ACA Insurance Trust.

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 personal 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) extent of coursework in counseling, human development, and research, (3) scores on the Graduate Record Exam, (4) CEP (counseling) related work or volunteer experience (including, experience with diverse populations), (5) letters of reference from faculty and supervisors, (6) the applicant's statement of purpose, and (7) discretionary points, allotted by the MA Counseling Committee members based on their perceptions of applicants' potential.

2. SELECTION INTERVIEW: As a final step in the admissions process, applicants being considered for admission may be interviewed by the MA Counseling 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 MA Counseling 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 MA Counseling Committee will review the performance of all CEP students on a semester basis. Students having difficulty in demonstrating minimum counseling competencies (knowledge, skills, and professionalism) will be so informed 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 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 must obtain professional liability insurance and pay a \$35 lab fee to participate in CEP 550. 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.

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 member (or 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: 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: 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

Jonathan Schwartz, Ph.D., Department Head

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 21st 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.**, Moble, M., Short, R., & Whittaker, T. (in progress). An underlying construct of covarying risk factors and adolescent problem behavior.
- Moble, 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. Vazquez, 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*, 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

GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES

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

- Department of Counseling and Educational Psychology – (575) 646-2121
- Department of Psychology – (575) 646-2502
- The Center for Learning Assistance – (575) 646-3136
- Educational Management and Development – (575) 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) – (575) 522-4004
- Mesilla Valley Hospital - (575) 382-3500
- Southwest Counseling Center - (575) 647-2800

APPENDIX C

ADMISSIONS REQUIREMENTS CHECKLIST

THE FOLLOWING ITEMS SHOULD BE SUBMITTED DIRECTLY TO:

The Graduate School
MSC 3G
New Mexico State University
PO Box 30001
Las Cruces, NM 88003-8001
Telephone: (575) 646-2736

- 1) Application for Admission and fee.
- 2) Original transcripts
- 3) Official GRE Scores - Verbal and Quantitative scores on the GRE taken within the last five years.

THE FOLLOWING ITEMS SHOULD BE SUBMITTED DIRECTLY TO:

Department of Counseling and Educational Psychology
MSC 3CEP
New Mexico State University
PO Box 30001
Las Cruces, NM 88003-8001

- _____ **Photo-copy** of official GRE Scores-Verbal and Quantitative scores on the GRE taken within the last five years.
- _____ Three Letters of Recommendation - Faculty and Supervisors
(NOTE: Letter of Recommendation form provided and is required for all letters of recommendation.)
- _____ Letter of Intent (Form provided)
- _____ Statement of Purpose - Including description of counseling related experience, particularly with regard to working with diverse problems and populations. Unique contribution to program such as cultural background, technology skills, and special communication skills.
- _____ List of Completed upper division and/or graduate course work related to counseling - Courses at the Junior level and above in the areas of Research (Statistics, Assessment, Research Design), Understanding Behavior (Personality, human development) and Counseling (Theory, Technique).
- _____ Vita/Resume (Optional)
- _____ Writing Sample (Optional)
- _____ Interview if requested

Note: Application deadline for materials sent to CEP department is March 1st.

NEW MEXICO STATE UNIVERSITY
Department of Counseling & Educational Psychology
MSC 3CEP, NMSU, PO Box 30001, Las Cruces, NM 88003-8001

LETTER OF RECOMMENDATION FOR:

Last Name First Name Middle Name

Applying for ___ Masters ___ Ed.S. ___ Ph.D. DEGREE

APPLICANT: Prior to releasing this form, and in accordance with the Family Educational Rights and Privacy Act of 1974, please review/check the applicable statement, and sign where indicated.

() I hereby waive () I do not waive my right of access to this letter of recommendation

Applicant Signature Date

TO AUTHORS OF LETTERS OF RECOMMENDATION: The MA Committee is specifically interested in the applicant's ability to perform advanced study and research, and his/her potential for pursuing a successful career in the chosen field.

I. Rate the applicant on each of the following, using a five-point scale: (1) truly outstanding (top 10%), (2) superior, (3) above average, (4) average, (5) below average, (x) inadequate knowledge to rate

- | | |
|---|--------------------------------------|
| () Intellectual capacity | () Ability in oral expression |
| () Mastery of fundamental knowledge in the field | () Adequacy of ability for research |
| () Motivation and drive | () Potential as teaching assistant |
| () Scholarship | () Emotional maturity and stability |
| () Ability in written expression | () Self-reliance and independence |

II. Express your assessment of the applicant's particular qualifications for graduate study. Would you be willing to admit the applicant to your own graduate program, or... would you employ the applicant? (Please use reverse side of this sheet or additional sheets.)

III. Evaluate the applicant's prospects for success in graduate study in the program for which he/she is applying. Please Circle your applicable response.

POOR BELOW AVERAGE AVERAGE ABOVE AVERAGE EXCELLENT

IV. Briefly indicate the time frame and nature of your contact with the applicant.

Type or Print Name SIGNATURE

Institution Address

E-mail: _____ Position DATE _____

NEW MEXICO STATE UNIVERSITY
Department of Counseling & Educational Psychology
MSC 3CEP, NMSU, PO Box 30001, Las Cruces, NM 88003-8001

Letter of Intent

NAME: _____
Last Name First Name Middle Name

VERY IMPORTANT – PLEASE NOTE:

All entering students must declare at the time of their application their intention to pursue full-time, three-quarter-time or half-time study. The MA 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 they entered the program with. This Block Scheduling is necessary for the Counseling and Educational Psychology Faculty to maintain a low faculty-student ratio, particularly in courses where individual and small-group supervision is offered.

Students who desire to deviate from the Block Schedule they entered the program under must petition the MA Committee to do so, with the understanding that, if their petition is rejected, they would have to withdraw from the program.

1. I will be attending classes on a:

Full-time basis _____ (12 credit hours during each semester and 6 credit hours during summer sessions, as depicted in Appendix C)

Three-Quarter-time basis _____ (9 credit hours during each semester and 3-6 credit hours during summer sessions, as depicted in Appendix C)

Half-time basis _____ (6 credit hours each semester and 3-6 credit hours during summer sessions, as depicted in Appendix C)

2. I intend to begin classes:

Summer Session _____

Fall Session _____

Other please specify (_____)

Applicant Signature Date

E-mail: _____

APPENDIX D

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”**