

**Counseling Psychology Program
Doctoral Information Packet**

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Counseling Psychology: An Orientation

In the 2nd edition of The Handbook of Counseling Psychology, Brown and Lent (1992) repeated the definition of the specialty developed by the Division of Counseling Psychology in 1985, "Counseling psychologists utilize scientific approaches in their development of solutions to the variety of human problems resulting from interactions of intrapersonal, interpersonal, and environmental forces. Counseling psychologists conduct research, apply interventions, and evaluate services in order to stimulate personal and group development, and prevent and remedy developmental, educational, emotional, health, organizational, social, and/or vocational problems." (p. 21). The field of counseling psychology has been significantly influenced by the following factors: vocational-guidance, mental health, psychometrics, a non-medical approach to counseling, and the social/economic climate following WW II (Whiteley, 1984). In 1952, the Veteran's Administration created the position of counseling psychologist to assist veterans in their readjustment to society and to help them train for future careers.

Counseling psychologists are both scientists and practitioners of psychology (Gelso & Fretz, 1992). Counseling psychologists identify and build client strengths. Counseling psychologists tend to work in college and university settings, either in academic programs or counseling centers (Fitzgerald & Osipow, 1986). They also are employed in a wide variety of service and research settings including private practice, public schools, community mental health, prisons, businesses, employee assistance programs, drug and alcohol treatment centers, psychiatric hospitals and veterans administration medical centers.

It is expected that upon completing the Counseling Psychology program at NMSU, graduates will be involved in research and practice which promote: 1) enhancement of optimal human development, 2) prevention of personal and interpersonal problems through client education and training, and 3) assistance with the remediation of existing psychological problems. In addition to therapeutic functions, counseling psychologists make unique contributions to the research base of the field.

Division 17 of the American Psychological Association (APA) is the primary professional organization for Counseling Psychologists. The Counseling Psychologist and The Journal of Counseling Psychology are the two principal journals. Listed below are references prospective students may find helpful for developing a full understanding of the profession of counseling psychology.

Suggested Readings

- American Psychological Association (1994). What is a counseling psychologist? Washington, D.C.: Author.
- Brown, S. D. & Lent, R. W. (Eds). (2000). Handbook of counseling psychology (3rd ed.). New York: Wiley.
- Brown, S. D. & Lent, R. W. (Eds.) (1992). Handbook of counseling psychology. (2nd ed.). New York: Wiley.
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- Fitzgerald, L. & Osipow, S. (1986). Occupational analysis of counseling psychology. American Psychologist, 41, 535-544.
- Gelso, C. & Fretz, B. (1992). Counseling psychology. Fort Worth, TX: Harcourt Brace Jovanovich.
- Gelso, C., Fretz, B., Friedlander, M., Helms, J., Hill, C., Patton, M., Super, D., Wampold, B., (1988). Research in counseling psychology: Prospects and recommendations. The Counseling Psychologist, 16, 385-406.
- Heppner, P., Kivlighan, D. & Wampold, B. (1992). Research design in counseling. Pacific Grove, CA: Brooks/Cole.
- Heppner, P., Carter, J., Claiborn, C., Brooks, L., Gelso, C., Holloway, E., Stone, G., Wampold, B., & Galassi, J., (1992). A proposal to integrate science and practice in counseling psychology. The Counseling Psychologist, 20, 107-122.
- Kagan, N., Armsworth, M., Altmaier, E., Dowd, E., Hansen, J., Mills, D., Schlossberg, N., Sprinthall, N., Tanney, M., & Vasquez, M. (1988). Professional practice of counseling psychology. The Counseling Psychologist, 16, 347-365.
- Stone, G. L. (1986). Counseling psychology: Perspectives and functions. Monterey, CA: Brooks/Cole Publishing Company.
- Whiteley, J. (1980). The history of counseling psychology. Monterey, CA: Brooks/ Cole.

Department Mission Statement

The Department of Counseling and Educational Psychology provides educational programming designed to prepare professionals in the fields of professional counseling, school counseling, school psychology, and counseling psychology. It is expected that CEP students will emerge from the Department's educational programs 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.

Counseling Psychology Program at NMSU

The Counseling Psychology program at New Mexico State University is accredited by the American Psychological Association (For more information on accreditation contact the Office of Program Consultation and Accreditation, APA, 750 First Street, NE, Washington, DC 20002, 202.336.5979, <http://www.apa.org/ed/accreditation>). The program, housed within the College of Education, offers educational experiences in the foundations of scientific psychology (history and systems of psychology: biological, cognitive/affective, individual and social basis of behavior) as applied within the discipline of counseling psychology. The program is based on the scientist-practitioner model and stresses integration of theory, research, and practice. Through course work and supervised practice, students develop knowledge and skills in the following areas: appraisal; diagnosis; treatment planning; individual, family and group counseling, child and adolescent counseling; career counseling, addictions counseling, consultation and supervision. Course work on research design and statistics, combined with supervised independent research on professional projects and dissertations, refine students' research skills. As scientists, counseling psychologists possess the expertise to evaluate the degree to which clients are achieving their goals, and to conduct research increasing the body of knowledge on the theory and practice of counseling psychology.

The counseling psychology program at New Mexico State University fosters increased sensitivity to cultural diversity within our society. Cross-cultural components of theory, practice, and research are stressed in both course work and research opportunities. The ethics and standards of practice for psychologists are stressed throughout the program. Self-exploration through in-depth supervision and personal awareness activities are integral elements in classes and practica. Individuals admitted to the program are expected to maintain high standards of personal and professional conduct. Annual progress reviews for students in the program include not only consideration of academic performance, but also reviews of personal attributes that reflect upon students' ability to effectively and ethically function as professional counseling psychologists.

The knowledge base of counseling psychology forms the foundation of the program. This knowledge base is demonstrated in students' course work, experiences in psychological assessment, techniques of intervention, practicum placements, internship, qualifying and comprehensive examinations, and the doctoral dissertation. The required internship, 2,000 hours (preferably in an APA approved site), must be approved by the Director of Training and the Counseling Psychology Training Committee Faculty. The doctoral dissertation is an empirical investigation which, when completed, adds to the knowledge base of counseling psychology. Dissertations may emphasize particular assessments, populations, and/or interventions. The dissertation is conducted under the supervision of the faculty advisor, who possesses expertise in the area being investigated.

The CEP faculty believe that the goals of the program strongly reflect both the definition and identity of counseling psychology, and that accomplishing the program goals empowers graduates to find success and fulfillment in the field of counseling psychology. Collegial learning manifested through mentorship opportunities, a strong commitment to the scientist-practitioner model, and extensive work and study in all areas relevant to the counseling psychology profession characterize the program. Some CEP graduates may choose to primarily engage in research, others service provision, and others teaching, but all will have been trained to be scientist-practitioners. The mission, goals, and objectives of the counseling psychology program are identified below so that prospective students may compare them with their own interests and aspirations.

Counseling Psychology Program Mission Statement

The NMSU doctoral program in Counseling Psychology is based on the Model Training Program in Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998). Our philosophy in implementing this scientist-practitioner model stresses an integration of theory, research, and practice in a pluralistic society. The faculty are role models of psychology professionals who are actively involved in the integration of science and service. The program produces well-trained generalists who will meet the needs of the citizens of NM and the United States, through the use of thorough assessment, a variety of intervention modalities, and the dissemination of psychological knowledge from a developmental and multicultural-sensitive perspective. Training occurs via a developmentally sequenced, multicultural-focused curriculum of didactic coursework, experiential training, and graduate assistantships that expose the students to basic psychological foundations and specialized training in Counseling Psychology. Throughout all aspects of the program two qualities are instilled in our students: self-reflection and critical thinking (e.g. application of theory and hypothesis generation), particularly as these qualities relate to greater multicultural awareness and competence, and to optimal ethical decision-making and professional behavior.

Goals of NMSU Counseling Psychology Program

Goal 1: Produce well-trained generalists in applied psychology capable of competently utilizing a wide variety of assessments, modalities, and types of interventions; and in disseminating psychological information.

Goal 2: Nurture active learners and critical/scientific thinkers capable of integrative thinking, application of theory, hypothesis generation, and self-reflection.

Goal 3: Develop in students a contextual understanding of psychology and the environments in which they work and live so as to produce culturally-responsive, developmentally-aware, and strengths-based psychology professionals.

Objectives of the NMSU Counseling Psychology Program

Objective 1: Students will demonstrate current theoretical knowledge in each of the foundational areas of psychology and in the substantive area of Counseling Psychology.

Objective 2: Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research findings to one's practice, thinking and carrying out one's work scientifically, and doing research which contributes to the knowledge base of counseling psychology.

Objective 3: Having conceptualized diagnosis as a hypothesis-building process, students will demonstrate competence in psychological assessment by engaging in a multicultural, multi-setting, multi-source and multi-method evaluation process.

Objective 4: Students will demonstrate the ability to counsel a diverse clientele with a variety of presenting problems employing multiple treatment modalities.

Objective 5: Students will utilize a developmental focus in conceptualizing and working with clients.

Objective 6: Students will develop an awareness of the impact of cultural diversity on their interactions and will utilize this awareness in their conceptualizations of these interactions.

Objective 7: Students will disseminate psychological information to others.

Objective 8: Students will demonstrate optimal professional behavior, as exhibited in ethical behavior, professional involvement, and attitudes of life-long learning.

Doctoral Curriculum

The counseling psychology program at New Mexico State University is open to individuals who have completed a bachelor's degree in Psychology, or a Masters degree in Counseling or a related specialty requiring equivalent course work.

Coursework or minimum competencies in the following areas will enhance an applicants' ranking:

Counseling Practicum; Counseling Theory & Technique; Group Work Theory and Technique; Human Development; The Psychology of Multiculturalism; Family Therapy Theory and Technique; Career/Life Planning & Vocational Assessment; Appraisal Theory and Technique; Counseling Research & Statistics; Diagnosis and Treatment Planning.

COUNSELING PSYCHOLOGY DOCTORAL CURRICULUM LISTED BY APA ACCREDITATION CRITERIA

Biological aspects of behavior: CEP 579: Psychopharmacology, MPH 563: US Mexico Border Health Issues, CEP 670: Behavioral Health Practicum.

Cognitive and affective aspects of behavior: CEP 615: Learning Theory.

Social aspects of behavior: CEP 517: Psychology of Multiculturalism, CEP 5/619: Psychology of Social Identities, CEP 676: Group Theory/Practicum.

History and systems of psychology: PSY 540: History and Systems of Psychology.

Psychological measurement: CEP 511: Edometrics, CEP 647: Appraisal of Intelligence, CEP 648: Appraisal of Personality.

Research design and methodology: CEP 632: Counseling Psychology Research, CEP 636: Advanced Educational Measurement and Statistics, CEP 693: Educational Experimentation, CEP 700: Doctoral Dissertation.

Data analysis: CEP 511: Edometrics, CEP 636: Advanced Educational Measurement and Statistics, CEP 637: Multivariate Research Procedures and Analysis.

Individual Differences: CEP 648: Appraisal of Personality, CEP 647: Appraisal of Intelligence, CEP 612: Human Development, CEP 651: Diagnosis and Treatment Planning.

Human Development: CEP 612: Human Development, CEP 5/652: Career Development.

Dysfunctional Behavior or Psychopathology: CEP 5/651: Diagnosis and Treatment Planning.

Professional standards and ethics: CEP 622: Ethical/Professional Issues in Counseling Psychology, all Intervention courses (see below).

Assessment and diagnosis: CEP 648: Appraisal of Personality, CEP 651: Diagnosis and Treatment Planning, CEP 5/647: Appraisal of Intelligence, all Intervention courses (see below).

Intervention: CEP 673: Counseling Psychology Theory/Practicum; CEP 677: Group Work Theory/ Practicum; CEP 674: Appraisal Practicum (elective); CEP 670: Behavioral Health Practicum; CEP 678: Advanced Counseling Psychology Practicum; CEP 680/682: Counseling Psychology Internship.

Consultation and Supervision: CEP 679: Supervision Theory and Practicum.

Evaluating interventions: CEP 673: Counseling Psychology Theory/Practicum; CEP 677: Group Work Theory/Practicum; and CEP 632: Counseling Psychology Research.

Cultural diversity: CEP 517: Psychology of Multiculturalism, and CEP 5/619: Psychology of Social Identities, and it is addressed in most courses to some degree.

Specialty Areas/Modalities: CEP 5/652: Career and Life Planning, CEP 5/658: Child and Adolescent Counseling, CEP 5/656: Addictions Counseling, CEP 5/662: Family Therapy Theory & Technique, MPH 563: Interdisciplinary Seminar on U.S.–Mexico Border Health Issues.

Research

Students take five to six courses specifically aimed at the development of research skills, the culmination of which is the defense of the dissertation. Ideally each research project/class should build on the next so that a chosen content area becomes an area of expertise. Students can begin background research in support of their dissertations working with a faculty advisor and instructors in both classes and with the qualifying project. This work culminates in students contributing to a publishable manuscript that is completed at the beginning of their second Fall semester in the program. Completion of this paper is required for completion of the Qualifying Procedure. The dissertation is often an extension of the qualifying project. Oral and written feedback from the advisor is provided to sharpen both the question and design. The formal Dissertation Proposal is presented to the Doctoral Committee for additional feedback. Typically, the proposal constitutes the initial draft of the first three chapters of the Dissertation. When the final defense occurs students are required to submit a manuscript of the study to the Doctoral Committee. Students are encouraged to present and/or publish all research projects.

Practica

The following six practica are required of doctoral students: CEP 673: Counseling Psychology Theory/Practicum, CEP 677: Group Work Theory/Practicum, CEP 678: Advanced Counseling Psychology Practicum (two semesters), CEP 679: Supervision Theory and Practicum, and CEP 670: Behavioral Health Practicum. Development of competence in practica is of critical importance in the program. If students need additional time to develop skills in any one of the practicums, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Each practicum involves students in a minimum of 150 hours of supervised experience, resulting in students completing 900 hours of supervised experience prior to beginning their internships. The total number of direct service/contact hours is currently 270 hours. If students would like to have more direct service hours prior to applying for internship, they are encouraged to obtain additional Field Experiences in the community and/or enroll for additional hours in the CEP 678 Advanced Practicum.

Internship

The Ph.D. program in counseling psychology includes a post-practicum, full-time equivalent of one calendar year internship. Students are expected to seek internships accredited by the American Psychological Association (APA). Students are encouraged to check requirements at potential internship sites early, in order to make themselves competitive for those positions. Candidates' internship assignments must be approved by the Director of Training in conjunction with the Counseling Psychology Training Committee Faculty. The doctoral internship is available only to doctoral students who have successfully completed their comprehensive examination and defended a dissertation proposal. Students are required to enroll in twenty credits of Internship in Counseling Psychology during their internship year.

APA Approved Internship Placements Attended by CEP Students

Alexandria Mental Health Center, Alexandria, VA
 Appalachian State University, Counseling & Psychological Services, Boone, NC
 Arizona State University, Counseling & Consultation, Tempe, AZ
 Austin State Hospital, Austin, TX
 Ball State University, Counseling Center, Muncie, IN
 Bowling Green State University Counseling Center; Bowling Green, OH
 Brigham Young University Counseling Center; Provo, UT
 Carl T. Hayden VA Medical Center, Phoenix, AZ
 Central California Psychology Internship Consortium, Fresno, CA
 Cleveland Department of Veterans Affairs Medical Center, Cleveland, OH
 Colmery-O'Neil VA Medical Center, Topeka, KS
 Community Mental Health Center, Spokane, WA
 Dallas Consortium, Dallas, TX
 Dallas Independent School District, Dallas, TX
 Department of Psychology & Counselor Education, Thibodaux, LA
 Department of Veterans Affairs, Harry S. Truman Mem. Vet. Hosp., Columbia, MO

Department of Veterans Affairs, Reno NV
 Department of Veterans Affairs Medical Center, Nashville, TN
 District of Columbia Department of Mental Health, Washington, DC
 Federal Bureau of Prisons, Federal Correctional Institution, Tallahassee, FL
 Georgia State University, Counseling Center, Atlanta, GA
 Illinois State University, Student Counseling Center, Normal, IL
 Iowa State University, Student Counseling Service, Ames, IA
 Kansas State University, University Counseling Services, Manhattan, KS
 Memphis State University, Center for Student Development, Memphis, TN
 Michigan State University, Counseling Center, East Lansing, MI
 Palo Alto Health Care System Veteran Affairs; Palo Alto, CA
 Pennsylvania State University Counseling Center, State College, PA
 San Antonio Health Sciences Center, San Antonio, TX
 Southern Arizona Psychology Internship Consortium, Tucson, AZ
 Southern Illinois University, Counseling Center, Carbondale, IL
 State of Illinois, Department of Mental Health
 University of Virginia Counseling Center, Charlottesville, VA
 Texas State University Counseling Center, San Marcos, TX
 Texas Tech University, Counseling Center, Lubbock, TX
 The University of Memphis, Counseling Center, Memphis, TN
 Towson State University, Counseling Center, Towson, MD
 University of Akron Counseling Center, Akron, OH
 University of Arizona, Student Counseling Service, Tucson, AZ
 University of California, Santa Cruz, Counseling Center, Santa Cruz, CA
 University of California, Berkeley, Counseling Center, Berkeley, CA
 University of Delaware Counseling Center; Newark, DE
 University of Florida, Psychological & Vocational Counseling Center, Gainesville, FL
 University of Hawaii – Manoa Counseling Center; Honolulu, HI
 University of Miami – Medical Center, Miami, FL
 University of Michigan Counseling Center, Ann Arbor, MI
 University of Missouri, Counseling Center, Columbia, MO
 University of New Hampshire, Counseling Center, Durham, NH
 University of Rochester, Rochester, NY
 University of Texas Medical Branch at Galveston, Galveston TX
 University of Utah Counseling Center, Salt Lake City, UT
 University of Virginia, Charlottesville, VA
 VA Western New York Healthcare System, Buffalo, NY
 Virginia Commonwealth University, Counseling Center, Richmond, VA
 Western Michigan University, Counseling Center, Kalamazoo, MI
 Western State Hospital, Tacoma, WA

Progress Through the Program

Doctoral study within the Department of Counseling and Educational Psychology necessitates full-time and continuous study. There are also a number of criteria students need to meet as they progress through the program. Listed below are the major criteria students need to meet, followed by a schedule of classes and activities that students typically follow. Additional information on each of the steps and the course work is provided in the Doctoral Handbook which is available from the department.

Students will do the following in order to graduate:

- 1) successfully complete 9-15 graduate hours per Fall and Spring semester
- 2) qualify for doctoral study by completing a qualification procedure during the Fall semester of their 2nd year. This requires that they earn a 3.0 GPA separately in practica (CEP 673 & 677), and research/statistics course work (CEP 511, 632, 636), (students may be asked to repeat course work in these areas if faculty believe further development is needed), and completing a research presentation and a manuscript under the direction of their faculty advisor. The manuscript must be suitable for submission for professional publication
- 3) decide on a dissertation topic which incorporates the student's interests and the advisor's expertise, and choose their doctoral committee in consultation with advisor

- 4) pass a written and oral comprehensive examination covering program course work
- 5) complete a dissertation proposal and have it approved by the doctoral committee
- 6) obtain placement in an APA-accredited or APPIC-equivalent internship
- 8) complete the dissertation working with the faculty advisor and graduate committee
- 9) pass a final examination which includes defense of the dissertation
- 10) successfully complete the internship

Important Program Statistics

Time to Degree Completion for doctoral students over the last 7 years (n = 31):

Mean:	5.2 years
Mode:	4.5 years
Median:	4.5 years
< 5 years:	n = 21
5 years:	n = 5
6 years:	n = 3
7 years:	n = 0
> 7 years:	n = 2

Current Program Costs

Full-time Student tuition & fees: \$2,272 per semester for NM residents*

Tuition per credit hour: \$189 per credit for NM residents*

*all students are guaranteed an "out-of-state" tuition waiver, and therefore only have to pay in-state tuition rates.

Additional fees: \$255 (\$45 clinic fees, \$100 assessment fees, \$30 degree application fee, \$80 dissertation binding fees)

Assistantship Information: All students are guaranteed a 10 hr/wk assistantship for fall and spring semesters for the three years they are on campus.

Internships Match Rate over the last 7 years:

Applied for Internship: n = 35; 100%

Obtained an Internship: n = 35; 100%

Obtained an APPIC member internship: n = 34; 97%

Obtained an APA/CPA accredited internship: n = 32; 91%

Obtained a two-year, half-time internship: n = 0; 0%

Attrition from program over the last 7 years: (n = 4; 9.5%)

Licensure of graduates for the last 10 years (graduates from 1997-2005; n = 36)

Not yet licensed: n = 9; 25%

Licensed: n = 24; 67%

Don't know: n = 3; 8%

Additional information:

Graduate assistant fellowships and tuition-waiver fellowships are available through the Graduate School.

The curriculum is scheduled so that the student completes 3 years of coursework on campus with the fourth year being on internship.

Number of courses that potentially can be waived if similar courses have been taken in a MA program: 13

Average number that are waived: 3

TYPICAL SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

Year	Semester	Course numbers and activities
One	Summer II	CEP 512, Human Development*** CEP 517, Psychology of Multiculturalism
	Fall	Doctoral Student Orientation/Meet With Faculty Advisor CEP 511, Edumetrics*** CEP 5/651, Diagnosis and Treatment Planning*** CEP 632, Counseling Psychology Research CEP 673, Counseling Psychology Theory/Practicum
	Spring	CEP 636, Advanced Educational Measurement & Statistics CEP 648, Appraisal of Personality CEP 677, Group Work Theory/Practicum CEP 622, Ethical/Professional Issues in Couns/Psychology Select a doctoral committee in consultation with advisor
Year Two	Summer I	CEP 5/656, Addictions Counseling***
	Summer II	CEP 5/619, Psychology of Gender (odd years)
	Fall	CEP 637, Multivariate Research Procedures & Analyses CEP 647, Appraisal of Intelligence CEP 678, Advanced Counseling Psychology Practicum CEP 579, Clinical Psychopharmacology*** Multicultural Research Symposium Paper Submitted
	Spring	File a program of study CEP 5/652, Career Life Planning & Vocational Assessment*** CEP 5/658, Child and Adolescent Counseling*** CEP 678, Advanced Counseling Psychology Practicum CEP 693, Educational Experimentation
Year Three	Summer I	CEP 678, Advanced Counseling Psychology Practicum (optional)
	Summer II	CEP 515, Learning Theory*** (even years)
	Fall	CEP 679, Supervision Theory and Practicum PSY 540, History and Systems of Psychology*** CEP 700, Dissertation Proposal (4 credits) MPH 563, US-Mexico Border Health Issues Comprehensive Examination Dissertation Proposal Apply for Internship placement
	Spring	-APPI form, practicum logs & dissertation timeline CEP 676, Behavioral Health Practicum EDUC 693, Qualitative Research CEP 700 Dissertation (4 credits)
	Summer I & Summer II	Travel to Internship
Year Four	Fall	CEP 680, Internship in Counseling Psychology (9 credits) CEP 700, Dissertation (5 credits)
	Spring	CEP 680, Internship in Counseling Psychology (9 credits) CEP 700, Dissertation (5 credits)
	Summer I	CEP 682, Internship in Counseling Psychology (1 credit)
Summer II	CEP 682, Internship in Counseling Psychology (1 credit) Graduate!!!	

***Required courses that can be waived if courses taken at the Masters level are deemed equivalent.

CEP Faculty

Director of Training & Interim Department Head

Eve M. Adams, Ph.D. (The Ohio State University) eadams@nmsu.edu

Associate Professor, Licensed Psychologist (OH & NM)

Editorial Board — *Training and Education in Professional Psychology*

Principal Investigator – HRSA GPE Grant for Integrated Behavioral Health in Primary Care Settings;

Teaching: Advanced Doctoral Practicum, Supervision Practicum, Career Counseling, U.S. –Mexico Border Health Issues.

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

Recent Publications:

Adams, E. M. (2006). Using a social justice perspective in the prevention of mental health difficulties due to heterosexism. *Prevention in Counseling Psychology: Theory, Research, Practice and Training*.

Adams, E. M., Cahill, B. J., Ackerlind, S. J. (2005). A qualitative study of Latino lesbian and gay youths' experiences with discrimination and the career development process. *Journal of Vocational Behavior*, 66, 199-218.

Adams, E. M., Dubsick, N., & McNeil, K. (2004). Broverman's methodology reversed: Assessing university students' perceptions of the gender role characteristics of counselors. *Psychological Reports*, 94, 277-287.

Adams, E. M., Waldo, M., Steiner, R., Mayfield, R., Ackerlind, S. J. & Castellanos, L. P. (2003). Creating peace by confronting prejudice: Examining the effects of a multicultural communication skills group intervention. *International Journal for the Advancement of Counselling*, 25, 281-291.

Adams, E. M. (2003). A coming out ritual: Using spirituality to enhance resilience. In J.S. Whitman & C. J. Boyd (Eds.), *The therapist's notebook for lesbian, gay, and bisexual clients*. Binghamton, NY: Haworth Press.

Other Core Program Faculty

Charles H. Huber, Ph.D., ABPP (University of South Carolina) chuber@nmsu.edu

Professor, Licensed Psychologist (NM)

Author and Editor, of 17 books and professional journals

Diplomates in Family Psychology and Cognitive-Behavioral Psychology, American Board of Professional Psychology

Teaching: Family Psychology and Therapy, Clinical Supervision, Human Development

Research: Cognitive-Behavior Therapy, Family Resilience

Recent Publications

Huber, C.H. (Ed.) (2002). Special Issue: Family resilience. *The Journal of Individual Psychology*, 58(3).

Kragh, J.R., & Huber, C.H. (2002). Family resilience and domestic violence: Panacea or pragmatic therapeutic perspective? *The Journal of Individual Psychology*, 58, 290-304.

Gladding, S.T., Remley, T.P., & Huber, C. H. (2001). *Ethical, legal, and professional issues in the practice of marriage and family therapy* (3rd ed.) Upper Saddle River, NJ: Merrill Prentice-Hall.

Huber, C.H. (2000). Rational-emotive family therapy: ABC, A'B'C', DE. In J. Carlson and L. Sperry (Eds.), *Brief therapy with individuals and couples* (pp.84-122). Redding, CT: Zeig, Tucker.

Rod J. Merta, Ph.D. (University of Nebraska -- Lincoln) rmerta@nmsu.edu

Associate Professor, Licensed Psychologist (NM), Licensed School Psychologist (NM)

Past President & Fellow of Assoc. for Specialists in Group Work.

Teaching: Addictions Counseling, Diagnosis and Treatment Planning, Personality Appraisal.

Research: Addictions Counseling, Group Work, Personality Appraisal

Recent Publications:

Merta, R.J. (2001). Addictions counseling. *Counseling and human development*, 33(5), 1-24.

Merta, R.J. (1999). Multicultural group work. In J. P. Trotter, The counselor and the group: Integrating theory, training, and practice (pp.277-305). Bristol, PA: Accelerated Development.

Rachel Navarro Ph.D. (University of Missouri – Columbia) rnavarro@nmsu.edu

Assistant Professor

Acting Secretary for Division 35 Section on Latina/Hispanic Women's Concerns, Co-chair - Programming Committee of Div 17 Section on Ethnic and Racial Diversity

Teaching: Research Methods, Beginning Practicum, Career Counseling

Research: academic achievement, career development, and social and personal functioning of Latinas/os, acculturation, perceived discrimination, social cognitive career theory.

Michael Waldo, Ph.D. (University of Utah) miwaldo@NMSU.Edu

Professor, Licensed Psychologist (MT & NM)

Author of 38 journal publications, one book, eight book chapters, 60 national convention presentations, and two Editorial board memberships.

Chair of the editorial board for "Prevention in Counseling Psychology: Theory, Research, Practice and Training."

Fellow in the Society of Counseling Psychology and the Association for Specialists in Group Work.

Teaching: Individual/family/group counseling and consultation/supervision, professional issues, research

Research: Relationship Enhancement prevention and therapy, group work, spouse abuse counseling.

Recent Publications:

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

Tryon, P., Mayes, S., Rhoades, R. & Waldo, M. (2006). Can Asperger's disorder be differentiated from autism using DSM-IV criteria? *Focus on Autism and Other Developmental Disabilities*, 21, 2-6.

Schwartz, J. P., Waldo, M., & Daniel, D. (2005). Gender role conflict and self-esteem: Predictors of partner abuse in court referred men. *Psychology of Men and Masculinity*, 6, 109-113.

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.

Martinez, S., Stillerman, L. & Waldo, M. (2005). Reliability and validity of the SCL-90-R with Hispanic college students. *Hispanic Journal of Behavioral Sciences*, 27, 254-263.

Schwartz, J. P., Waldo, M., & Higgins, A. J. (2004). Attachment styles: Relationship to masculine gender role conflict in college men. *Psychology of Men and Masculinity*, 5, 143-146.

Adams, E. M., Waldo, M., Steiner, R., Mayfield, R., Ackerlind, S. J. & Castellanos, L. P. (2003). Creating peace by confronting prejudice: Examining the effects of a multicultural communication skills group intervention. *International Journal for the Advancement of Counselling*, 25, 281-291.

Associated Program Faculty

Elsa Arroyos-Jurado, Ph.D. (University of Iowa). elsaaj@nmsu.edu

Assistant Professor

McNair Scholar; Co-authored NIMH Training Grant and a Children's Miracle Network Research Grant; Co-Director of Training for School Psychology Program

Teaching: theory and practice of school psychology, assessment, educational psychology

Research: traumatic brain injury in school age-children and multicultural competency in school psychology training and practice

Recent Publications:

Arroyos-Jurado, E., & Merrell, K.W. (2006). The changing face of school psychology:

Responding effectively to cultural and linguistic diversity. In K. M. Merrell, G. Gimpel, & R. Ervin (Eds.), *School psychology in the 21st century: Introduction, principles, and practices*. Guilford Press.

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.

Lisa Grayshield, Ph.D. (University of Nevada – Reno). lgray@nmsu.edu

Assistant Professor

Teaching: School Counseling, practicum,

Research: American Indian cultural competencies, multicultural counselor development and program effectiveness, and American Indian education issues.

Todd A. Savage, Ph.D., NCSP (University of Kentucky) tsavage@nmsu.edu

Assistant Professor

Teaching: School psychology, cognitive and educational assessment, practicum

Research: culturally responsive education and psychology, diversity issues, lesbian, gay, bisexual, and transgender issues

Recent Publications:

Savage, T. A., Harley, D. A., & Nowak, T. M. (in press). Applying social empowerment strategies as tools for self-advocacy in counseling lesbian and gay male clients. *Journal of Counseling and Development*.

Jones, D. L., Webb, K. S., Christian, C. W., Savage, T. A., & Yemeh, N. (2004).

Leveling the playing field: A critical examination of urban teachers' pedagogical practices of equity and excellence for diverse students working in collaborative learning classrooms. *Journal of Management and Social Policy*, 10(1).

Savage, T. A., Prout, H. T., & Chard, K. M. (2004). School psychologists and issues of sexual orientation: Attitudes, beliefs, and knowledge. *Psychology in the Schools*, 41, 201-210.

Savage, T. A., & Harley, D. A. (in press). African American lesbian, gay, and bisexual persons. In D. A. Harley & J. M. Dillard (Eds.), *Contemporary Mental Health Issues Among African Americans*.

Other CEP Faculty

Gladys De Necochea, Ph.D (University of California, Santa Barbara). gdenecoc@nmsu.edu

Associate Dean of the College of Education and Associate Professor

Specialization/Interests: Student Affairs, Organizational Consulting, Supervision

Enedina García-Vázquez, Ph.D. (The University of Iowa) evazquez@NMSU.Edu

Associate Dean of the Physical Sciences Laboratory, Professor, Licensed Psychologist (IA)

President-Elect of NM Assoc. of School Psychology, Associate Editor - Trainer's of School Psychology "Forum", President-elect Phi Kappa Phi - NM Chapter.

Teaching: learning theory

Research: social, emotional and cultural factors of academic success, acculturation in children and adolescents, assessment strategies with diverse populations, intervention techniques

Recent Publications:

Garcia-Vazquez, E., Vazquez, L.A., & Ling, N.D. (1999). Psychological factors and language: Impact on Mexican-American students. *Border Walking Journal*, 3, 44-52.

Garcia-Vazquez, E., Vazquez, L.A., Lopez, I.C., & Ward, W. (1999). Language proficiency and academic success: Relationship between proficiency in two languages and achievement among Mexican-American students. Submitted to *Bilingual Research Journal*, 4.

Lopez, E.J., Garcia-Vazquez, E. & Melroy, L. (In press). Acculturation and self-concept among Mexican-American adolescents, *Border Walking Journal*.

Luis A. Vázquez, Ph.D. (The University of Iowa) lvazquez@nmsu.edu

Associate Dean of the Graduate School, Professor, Licensed Psychologist (IA)

Assoc. Editor of *Journal of Multicultural Counseling and Development*; Interdivisional Pipeline Project of APA—Division 45 Representative; Program Chair of National Multicultural Summit III.

Teaching: Individual, family, and multicultural theories of counseling, practicum, technique, and bilingual counseling

Research: Phenotype, acculturation and identity development, bilingual ethics

Publications:

Adams, E.M., Waldo, M., Vazquez, L., Ackerlind, S., Mayfield, R., & Stolzhus, S. (2000). Empowering teachers to confront prejudice in borderland schools. *Border Walking Journal*, 4, 5-14.

Vazquez, L.A., Arizaga, M., Bauman, S., Castellanos, L.P., & Waldo, M. (1998). Cultural awareness and interpersonal skill development for borderland educators. *The Borderwalking Journal*, 19-23.

Vazquez, L.A., Garcia-Vazquez, E., Sanchez, P., & Sierra, A.S. (1998). Acculturative stress in university students: The impact of ethnic loyalty and skin color. *The Borderwalking Journal*, 37-36.

CEP Staff

Alice Garcia-Rivera. Department Secretary.

NMSU Counseling Center Staff Who Supervise Doctoral Students

John Irvine, Ed.D. (Western Michigan University) Director, Licensed Psychologist jirvine@nmsu.edu

Specialization/Interests: anxiety disorders, stress related disorders, brief therapy, depression

Karen Schaefer, Ph.D. (University of Illinois at Urbana-Champaign) Training Director,
Licensed Psychologist kschaefe@nmsu.edu

Specialization/Interests: post traumatic stress disorders, physical abuse and neglect, sexual abuse/rape, women's issues and development, and animal-assisted therapy.

Recent Publications:

Schaefer, K. (2002). Human-animal interactions as a therapeutic intervention. *Counseling and Human Development*, 34, 1-18.

Dario Silva, M.Div., Ph.D. (New Mexico State University), Employee Assistance Program Coordinator
dasilva@NMSU.Edu

Specialization/Interests: Identity development, Spirituality

Erin Towner, PsyD (Alliant University – Phoenix), Psychologist in Training etowner@nmsu.edu

Specialization/Interests: Sports Psychology

Corey Vas, Ph.D., (Iowa State University), Staff Psychologist cvas@nmsu.edu

Specialization/Interests: Anxiety Disorders, Stress Management, Biofeedback, Gay/Lesbian/Bisexual Issues, and Career Counseling.

Other Supervisors for the Program

Carmen Diaz, Ph.D. (New York University), College Assistant Professor

Kay Ennis, Ph.D. (New Mexico State University), College Assistant Professor

Robert Mayfield, Ph.D. (New Mexico State University), Behavioral Health Faculty, The Southern New Mexico Family Medicine Residency Program.

Lynette Summers, DSN (University of Texas – Houston), Coordinator of Adolescent Services, Department of Health

Sherri Terrell, Ed.D. (Western Michigan University), Director of UTEP Counseling Center, Licensed Psychologist

APPLICATION PROCESS

The CEP department processes doctoral applications once a year. Applications must be complete by **December 15** to be considered for the following **summer enrollment**. Students are expected to **begin the program in Summer Session II** (around July 4th). In order to apply to the program, the following steps are required.

Note! You must send some material to the Graduate School and some information directly to Counseling and Educational Psychology Department.

Send the following materials directly to the CEP Department

Address your packet to:
 Eve M. Adams, Ph.D., Director of Training,
 Counseling Psychology Doctoral Program
 Department of Counseling and Educational Psychology
 MSC 3CEP/PO Box 30001
 New Mexico State University
 Las Cruces, NM 88003-8001
 (505) 646-2121

1. Send one unofficial transcript from each college or university previously attended.
2. Send a copy of the GRE report that you have received from ETS with your application materials. The scores must be current (within the last 5 years). There are no minimum scores on any of the sections for admission.
3. A vita or resume.
4. A Letter of Intent, requesting admission to the Counseling Psychology doctoral program. This letter should give a sense of the candidate and should include an explanation of the ways in which the NMSU Counseling Psychology Program will meet the applicant's professional goals.
5. Three letters of reference from former instructors and counseling or research supervisors concerning the applicant's competency to complete doctoral level work. The letters should be accompanied by a form that is provided in Appendix A.
6. A sample of the applicant's recent graduate writing that demonstrates an understanding of research (course paper, master's thesis, professional publications, etc.).

Send the following materials to the New Mexico State University Graduate School.

1. Obtain a current copy of the New Mexico State University Graduate Application. Request a copy from their website at <http://www.nmsu.edu/~gradcolg/app.html>.
2. Application fee. (Applications cannot be processed without the required fee).
3. Send one official transcript from each college or university previously attended.
4. Have an official copy of Graduate Record Examination-Aptitude scores sent to NMSU. The scores must be current (within the last 5 years).

Applications may be strengthened by submitting additional evidence of aptitude for graduate study (for example, reprints or other publications, grant proposals, relevant work samples, or additional support letters).

At least one interview will be required of finalists. This could include individual and/or group interviews. While students are encouraged to come visit the campus in order to get a better sense of the area and program, applicants may request to be interviewed through a series of conference calls.

Various non-objective admissions criteria are weighed as follows:

Letter of Intent	High
Letters of recommendation	High
On-campus interview/phone interview	High
Previous research activity	High
Counseling experience	Medium
Extracurricular activities	Medium
Related public service	Medium
Teaching experience	Medium

Additional information can be obtained by visiting the program website at the following address:

<http://education.nmsu.edu/cep/phd/index.php> or contacting the Training Director at: eadams@nmsu.edu or 505-646-2121.

Recruitment of Culturally Diverse Applicants

In 2004 our doctoral program was presented with the APA Richard Suinn Award for the Recruitment and Retention of the Ethnic Minority Students. New Mexico State University is committed to increasing the enrollment and professional representation of culturally diverse students. A wide variety of cultures, nationalities, and ethnic groups are currently represented at NMSU. Minority students make up one-half of the university student body. NMSU faculty and staff value the university's diverse student population and strive to promote both academic and personal growth in every student.

New Mexico State University has consistently provided support services for minority students and has had an affirmative action plan in place for many years. Since 1988, a university-wide committee has developed specific strategies to further increase the number of minority students and faculty. Some of the minority recruitment and retention programs currently operating at the graduate level include: Ronald E. McNair Program (funded by the U.S. Department of Education); The Minorities Biomedical Research Support Program (funded by the National Institutes of Health); Minority Access to Research Careers Program (funded by the National Institute of Health); Commission on Higher Education Minority and Women Fellowships (funded by the Commission on Higher Education); and The Minority Doctoral Assistance Loan Program (funded by the state with matching funds from NMSU).

Demographics of Doctoral Students

The Counseling Psychology doctoral program has a current enrollment of 30 students, of which 18 (60%) are female and 12 (40%) are male. There are 16 (55%) ethnic minority students currently enrolled in the program. Thirty percent of our program faculty or contributors are ethnic minorities; three are gay, lesbian or bisexual; and 43% are women.

The department annually reviews approximately 40 completed applications and accepts approximately 6 students each year with an acceptance rate of 15%. During the past three years, only one student has left the program.

Foreign Student Applications

Applicants from other countries or individuals who live in the U.S. but are not American citizens are required to apply first to the Foreign Student Admission Program of the university. Foreign students need to complete the "International Applications for Admission" form which may be obtained from the Center for International Programs, NMSU, MSC 3567, PO Box 30001, Las Cruces, NM 88003-8001, (505) 646-2017 or their website address: http://www.nmsu.edu/Resources_References/cip/public_html/.

Students for whom English is not their native language are required to submit an official score for the Test of English as a Foreign Language (TOEFL) of 500 or above, and a score on the test of Spoken English.

Rules of Acceptance of Offers for Admission and Financial Aid

In 1965, the Council of Graduate Schools in the United States, supported by 317 universities and colleges and by the directors of four granting agencies, both public and private, passed the following resolution:

Acceptance of an offer of financial aid (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15, and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship and assistantship offer.

In 1981, the Council of Graduate Departments of Psychology (COGDOP) modified the resolution regarding offering and accepting financial aid after April 15:

An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the provision that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on the behalf of the offering institution.

In November 1988, the Board of Directors of COGDOP passed the following motion:

That the currently prevailing procedures dealing with the offering and acceptance of financial aid are intended to cover graduate admissions as well as offers of financial aid. To protect candidates against the need to make premature decisions, graduate programs should allow applicants until April 15 to make final decisions.

The CEP Department at NMSU complies with the stated policy of the Council of Graduate Departments of Psychology.

Financial Aid

The CEP department has 16 half-time assistantships available. Current stipends are listed in the Graduate Catalog. Doctoral students are allotted a minimum of 10 hours per week assistantship during their first three years in the program. During their first year students' assistantships typically are dedicated to assisting faculty in teaching. During their second year students' assistantships typically focus on independent teaching, assisting faculty in teaching graduate level courses, and/or program administration. During their third year in the program doctoral students typically have supervisory assistantships, independent teaching and/or program administration (for example, independent teaching of an introductory counseling course and administration of the Department's training clinic). **Award of a graduate assistantship makes the student immediately eligible for in-state tuition.**

It is strongly recommended that doctoral applicants to the CEP doctoral program file a "Free Application For Federal Student Aid" (FAFSA). An FAFSA can be obtained from the Financial Aid Office via their website at: <http://www.nmsu.edu/%7Efinaid/>. The application process will determine your eligibility for financial aid programs available to graduate students at New Mexico State University. It is important that you apply for financial aid as soon as possible after January 1 when the FAFSA forms are available. Due to the large number of graduate students applying for financial aid, it is strongly recommended that your financial aid forms be completed before March 1, since some of the programs are based on availability of funds granted through the federal financial aid programs and are based on a first come, first served basis.

Additional information on student loans and part-time employment is available on request from the Financial Aid Office.

University Facilities

The Department of Counseling and Educational Psychology is housed in the College of Education in Suite 205, O'Donnell Hall. Most classes are taught in O'Donnell Hall and courses are offered during daytime and evening hours.

The department maintains a Counseling and School Psychology Training Center with excellent facilities for supervised counseling and supervision-of-supervision. Of the ten rooms three are used for paperwork and consultation, two are supervision/observation rooms, and one is the testing office. Four of the rooms are set up for videotaping. These rooms have one-way mirrors, telephones, and FM personal receivers with microphone-speakers for live supervision. When the Center is not open for clients it is used for doctoral student office hours so that they have a confidential place to meet with their undergraduate students.

Throughout the program, students have available for their use the "CEP Graduate Student Commons", which has an open environment including six work stations, a telephone, four networked computers and a computer.

NMSU has two libraries with nearly 1,000,000 books and 4,000 periodical subscriptions. In most cases, interlibrary loan services are free of charge, and materials are located and available for use within seven working days. Other library services include computerized database searches on Medline, Psych-Info; ERIC; Science Citation Index; ABI-Inform; Compendex; Infotrac; MLA; Computer Select; Agricola and CINAHL.

Life in Las Cruces

Las Cruces is located in southwestern New Mexico, 50 miles from El Paso-Juarez. The Las Cruces area is well known for the majestic Organ Mountains, White Sands National Monument, and the Rio Grande River that winds its way through fields of chile, cotton, and pecan orchards. The mild climate allows for year round swimming, golf, backpacking, and other outdoor activities. Cultural events include a Renaissance Arts & Crafts Festival, The Whole Enchilada Festival, Diez-y-Seis de Septiembre celebrations, Mariachi Conference, and a variety of events sponsored by the American Southwest Theatre Company and the Las Cruces Symphony.

Las Cruces, hometown of the university and New Mexico's second largest city, blends Latino, American Indian, European-American and African American cultures in its colorful city life. Desert landscape, the Rio Grande river, high forested mountains, and the proximity of the U.S.-Mexico border contribute to the rich multicultural ambience of the region.

Housing

Housing for students includes a variety of options. Residence halls are designed as double occupancy suites that are fully furnished. The Vista del Monte Apartment Complex is made up of individual efficiency duplexes, and two or four bedroom apartments. Student family housing consists of two-story townhouse apartments or single story two bedroom homes. Specially equipped residence hall rooms, apartments, and family housing units are available for students with disabilities. Off campus housing is plentiful and reasonably priced throughout the Las Cruces area. The cost of living is below the national average.

Job Placements Sites Obtained by Our Graduates

- Private Practice
- Mental Health Agencies
- Academic Positions
- University Counseling Centers
- Health Maintenance Organizations
- Medical Centers
- Public Schools
- Correctional Facilities

In Summary, “Why NMSU?”

- ◆ Excellent generalist training. A majority of the faculty has been recognized with university or national organization teaching awards and/or research awards.
- ◆ Extensive multicultural opportunities including bilingual supervision. We received the APA Suinn Award on the recruitment and retention of ethnic minority students.
- ◆ Recipient of a HRSA Graduate Psychology Education Program grant that allows our students to be trained to provide Behavioral Health interventions in primary care medical settings with family practice residents and MSW students.
- ◆ NMSU is a Hispanic-serving institution
- ◆ NMSU is listed as one of the “Best Buys” in the country for tuition expenses
- ◆ Students consistently acquire desirable internships (90% APA-accredited internship placement rate)
- ◆ Graduates have averaged 152 (76%) on national licensure exam
- ◆ You don’t need to own an umbrella

APPENDIX A - LETTER OF REFERENCE

**NEW MEXICO STATE UNIVERSITY
 Counseling Psychology Ph.D. Program
 Department of Counseling & Educational Psychology
 MSC 3CEP, PO Box 30001, Las Cruces, NM 88003-8001**

LETTER OF RECOMMENDATION FOR:

Last Name	First Name	Middle Name
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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
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To **AUTHORS** of Letters of Recommendation: The **Counseling Psychology Admissions 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.

1 Rate 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 |

2 In a letter, express your assessment of the applicant's particular qualifications for graduate study. What is the time frame and nature of your contact with the applicant? Would you be willing to admit the applicant to your own graduate program, or would you employ the applicant? **Please attach the letter to this form.**

3 Evaluate the applicant's overall abilities for success in the doctoral program by circling a response below.

POOR BELOW AVERAGE AVERAGE ABOVE AVERAGE EXCELLENT

Type or Print Name _____ Signature _____

Institution _____ Address _____

Position _____ DATE _____

E-Mail _____

PLEASE MAIL THE LETTER AND THE COMPLETED FORM DIRECTLY TO THE DEPARTMENT