

**COUNSELING PSYCHOLOGY PROGRAM
DOCTORAL INFORMATION PACKET**

Contents	
Introduction	
Counseling Psychology: An Orientation.....	2
Counseling Psychology Doctoral Program	
Department Mission Statement	4
Counseling Psychology Program at NMSU	4
Counseling Psychology Program Mission Statement.....	5
Goals of the NMSU Counseling Psychology Program	5
Objectives of the NMSU Counseling Psychology Program	5
Doctoral Curriculum.....	5
Research.....	7
Practica	8
Internship	8
APA Approved Internships Attended by CEP Students.....	8
Progress Through the Program	10
Important Program Statistics	10
Schedule for Counseling Psychology Students.....	13
Counseling Psychology Faculty	
Department Head	14
Director of Training	14
CEP Faculty	15
Other CEP Faculty.....	19
CEP Staff	20
NSMU Other Supervisors for the Program.....	20
Admissions	
Admissions Application Process	22
Admissions Criteria for Masters vs. Bachelors Level Applicants.....	23
Recruitment of Culturally Diverse Applicants	23
Valuing Diversity Training Statement.....	23
Demographics of Doctoral Students	24
International Student Applications	24
Rules of Acceptance of offers for Admission and Financial Aid	25
Financial Aid.....	25
University Facilities.....	26
Life in Las Cruces.....	26
Housing.....	27
Job Placements of Some of Our Graduates	27
Why NMSU	27
Appendix A	
Letters of Reference	28

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.
- Brown, S. D. & Lent, R. W. (Eds.) (1984). Handbook of counseling psychology. New York: Wiley.
- 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.

COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

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 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 competency in psychological assessment by engaging in a multicultural 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 sociocultural context of people's development, psychological functioning and their interactions; and will utilize this awareness in their conceptualizations of self, others, and interpersonal 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, attitudes of life-long learning, and effective interpersonal skills.

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. Please refer to the "Admissions Process" section for further details regarding differential admission requirements for Masters vs. Bachelor-level applicants.

Please note: 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, CEP 563: Primary Care Psychology, CEP 670: Behavioral Health Practicum.

Cognitive and affective aspects of behavior:

CEP 515: Learning Theory.

Social aspects of behavior:

CEP 517: Psychology of Multiculturalism, CEP 619: Psychology of Social Identities, CEP 677: 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 634/EDUC 576: Qualitative Methods; 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 5/612: Human Development, CEP 5/651: Diagnosis and Treatment Planning.

Human Development:

CEP 5/612: 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 5/651: Diagnosis and Treatment Planning, CEP 547: Appraisal of Intelligence, all Intervention courses (see below).

Intervention:

CEP 673: Counseling Psychology Theory/Practicum; CEP 677: Group Work Theory/ Practicum; 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.; CEP 670: Behavioral Health 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 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, CEP 563: Primary Care Psychology.

Research

Students take seven courses specifically aimed at the development of research skills. A student desirous of rapid progress through the doctoral program should begin dissertation planning at the earliest possible date. Students begin background research in support of their dissertations by working with their adviser or a research team during their first year in the program. This work culminates in students contributing to a publishable manuscript which is completed before the end of their second Fall semester in the program. Students also present this research at a Graduate Research Symposium the Department sponsors each year. Completion of this paper or presentation is required for completion of the Qualifying Procedure.

Students are encouraged to begin formal planning of the dissertation proposal early. Most students and advisors work efficiently by pursuing some modification of the following model: First, the student identifies some broad area of research interest in common with the advisor. It is important that students choose dissertation topics which fall within their advisor's areas of interest and expertise. The student and advisor begin to develop a research question (this phase may consist of relatively informal conversation, and "brainstorming"). At some point, the advisor will request a written document; for example, a brief Dissertation Proposal (two pages or so) which consists of an abstract, a specific question, and an outline of a relevant design. Oral and written feedback from the advisor is provided to sharpen both the question and design. The end point of this interchange between student and advisor is a formal Dissertation Proposal that both the student and the advisor agree is suitable for presentation to the Doctoral Committee. For all research papers students are required to use the most recent edition of the Publication Manual of the American Psychological Association in preparing the Dissertation Proposal.

Practica

Six practica (18 credits) are required of doctoral students. Students take practica in the following sequence: CEP 673 Counseling Psychology Theory/Practicum, CEP 677 Group Work Theory/Practicum, CEP 678 Advanced Counseling Psychology Practicum (two semesters at an approved training site), CEP 679 Supervision Theory/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 practica, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Because of the extensive clinical involvement **students are required to have liability insurance throughout the program.** Student insurance is available through APA for a nominal fee. In addition a one-time user fee (\$50) for funding of the training center equipment/overhead will be assessed at the time of the first practicum.

Each practicum involves students in a minimum of 150 hours on site, resulting in students completing 900 hours of supervised experience prior to beginning their internships. The total number of direct service/contact hours is currently 370 hours. It is recommended that students obtain additional direct service hours through Field Experiences in the community and/or enroll for additional hours in the CEP 698 Field Experience in Counseling Psychology.

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
 Community Reach Center, Thornton, CO
 Dallas Consortium, Dallas, TX
 Dallas Independent School District, Dallas, TX
 Denver Health Center, Denver, CO
 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
 Eastern Kansas VA, Topeka, KS
 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
 James Quillen VA, Mountain Home, TN

Kansas State University, University Counseling Services, Manhattan, KS
 Memphis State University, Center for Student Development, Memphis, TN
 Metropolitan State Hospital, CA
 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 Arizona VA, Tucson, AZ
 Southern Illinois University, Counseling Center, Carbondale, IL
 State of Illinois, Department of Mental Health
 Texas Women's University, Denton, TX
 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 San Diego Counseling Center, San Diego, CA
 University of Texas, El Paso, Counseling Center, El Paso, TX
 University of Texas Medical Branch at Galveston, Galveston TX
 University of Utah Counseling Center, Salt Lake City, UT
 University of Virginia Counseling Center, 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 each 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, EDUC 576),

(students may be asked to repeat course work in these areas if faculty believe further development is needed), and completing a research presentation or a manuscript under the direction of their faculty advisor.

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. Submit a comprehensive portfolio and successfully pass the oral exam.
5. Complete a dissertation proposal and have it approved by the doctoral committee
6. Obtain placement in an APA-accredited or APPIC-equivalent internship
7. Complete the dissertation working with the faculty advisor and graduate committee
8. Pass a final examination which includes defense of the dissertation
9. Successfully complete the internship

Important Program Statistics

Time to Degree Completion for doctoral students over the last 7 years (n = 33):

Mean:	4.9 years
Mode:	4.5 years
Median:	4.5 years
< 5 years:	n = 21
5 years:	n = 8
6 years:	n = 3
7 years:	n = 1
> 7 years:	n = 0

Internships Match Rate over the last 7 years:

Applied for Internship: n = 41

Obtained an Internship That Year: n = 37; 90%.

Of these 37 that obtained an internship

Obtained a paid internship: n = 37, 100%

Obtained only an APPIC member internship: n = 4; 11%

Obtained an APA/CPA accredited internship: n = 32; 86%

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

Licensure of Graduates

Number of graduates since 2000 is 48 - Number of graduates in the last 2 years is 10 = 38

Licensed: n = 28; 74%

Not yet licensed: n = 7; 18%

Don't know: n = 3; 8%

Program Costs

Full-time Student tuition & fees: \$3,139.20 per semester for *NM residents*.

Tuition per credit hour: \$261.60 per credit for *NM residents*.

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

Additional Program fees:

Total Estimate of \$219 (\$50 clinic fees, \$60 assessment fees, \$35 degree application fee, \$79 dissertation binding fee for 3 copies).

Assistantship Information:

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

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 are 13 (course waiver forms are required for each class).

Attrition from the program over the last 7 years				
Year of first enrollment	Number of students enrolled	Number and percentage who graduated with a doctorate	Number and percentage of students still enrolled in program	Number and percentage of students no longer enrolled for any reason other than graduation
2004 (or the 7 th year for which data available)	6	n=4; 67%	n=2; 33%	n=0, 0%
2005	6	n=4; 67%	n=2; 33%	n=0, 0%
2006	7	n=1; 14%	n=5; 72%	n=1; 14%
2007	6	N/A	n=6; 100%	n=0, 0%
2008	6	N/A	n=5; 83%	n=1; 17%
2009	6	N/A	n=6; 100%	n=0, 0%
2010 (or most recent year for which data are available)	6	N/A	n=6; 100%	n=0, 0%

SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

Year	Semester	Course and Activities
Year One	Summer	CEP 5/612, Human Development***
		CEP 517, Psychology of Multiculturalism
		Doctoral Student Orientation/Meet With Faculty Advisor
	Fall	CEP 511 Edumetrics***
		CEP 5/651 Diagnosis and Treatment Planning***
		CEP 622 Ethical/Professional Issues in Counseling Psychology
		CEP 673 Counseling Psychology Theory/Practicum
	Spring	CEP 636 Advanced Educational Measurement & Statistics***
		CEP 5/652 Career Life Planning & Vocational Assessment***
		CEP 677 Group Work Theory/Practicum
		CEP 632 Counseling Psychology Research
		Select a doctoral committee in consultation with advisor
Year Two	Summer	CEP 5/656 Addictions Counseling***
		CEP 619 Psychology of Social Identities (odd years)
	Fall	CEP 647 Appraisal of Intelligence***
		EDUC 576 or CEP 634 Qualitative Research
		CEP 678 Advanced Counseling Psychology Practicum
		CEP 579 or NURS 597 Clinical Psychopharmacology*** (even yrs.)
		Multicultural Research Symposium Paper Submitted
	File a program of study	
	Spring	CEP 648 Appraisal of Personality***
		CEP 637 Multivariate Research Procedures & Analyses
		CEP 678, Advanced Counseling Psychology Practicum
		CEP 693 Educational Experimentation
Year Three	Summer	CEP 562 Family Therapy Theory and Technique***
		CEP 515 Learning Theory*** (even years)
	Fall	CEP 679 Supervision Theory and Practicum
		PSY 540 History and Systems of Psychology*** (odd yrs.)
		CEP 563 Primary Care Psychology
		CEP 700 Dissertation Proposal (4 credits)
		Comprehensive Examination
		Dissertation Proposal
	Apply for Internship placement:	
	Spring	• APPI Form
		• Practicum logs
		• Dissertation timeline
Spring	CEP 670 Behavioral Health Practicum	
	CEP 5/658 Child and Adolescent Counseling***	
	CEP 700 Dissertation (4 credits)	
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	CEP 682 Internship in Counseling Psychology (2 credit)
GRADUATE!!		

CEP DEPARTMENT HEAD

Jonathan Schwartz, Ph.D. (New Mexico State University)

Professional Affiliations

Professor, Licensed Psychologist (TX)
 Editorial Board — The Counseling Psychologist

Teaching

Addictions, professional and ethical issues

Research

Gender roles, particularly regarding men and masculinity, the intersection of prevention and social justice, intimate violence and prevention of intimate violence, and the incorporation of ecological approaches within the field of psychology.

Email: jschwartz@nmsu.edu

Recent Publications

- Chapman, S., & Schwartz, J. P. (in press). Rejecting the null: Social justice research means asking different questions. *Counseling and Values*
- McDermott, R., Schwartz, J. P., & Trevathan, M. (in press). Predicting men's anger management: Relationships with gender role journey and entitlement. *Psychology of Men and Masculinity*
- Tsan, J. Y., Day, S. X., Schwartz, J. P., & Kimbrel, N. A. (in press). Restrictive emotionality, behavioral inhibition system (BIS) and behavioral activation system (BAS) and psychological health seeking behavior. *Psychology of Men and Masculinity*
- Schwartz, J. P., & Kelley, F. A. (in press). The development and initial validation of the Dating Attitudes Inventory: A measure of the gender context of dating violence in men. *Journal of Interpersonal Violence*
- Schwartz, J. P., Grammas, D. L., Sutherland, J. R., Siffert, K. J., & Bush-King, I. (2010). Masculine gender roles and differentiation: Predictors of body image and self objectification in men. *Psychology of Men and Masculinity*, 11, 208-224.
- Schwartz, J. P., & Lindley, D. L. (2009). Impacting sexism through social justice prevention: Implications at the person and environmental levels. *Journal of Primary Prevention*, 30, 27-41.

DIRECTOR OF TRAINING

Eve M. Adams, Ph.D. (The Ohio State University)

Professional Affiliations

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, Primary Care Psychology, Mindfulness-Based Stress Reduction

Research

Multicultural identity, mindfulness-based interventions, supervision & training issues, gay & lesbian issues, women's issues, and career development.

Email: eadams@nmsu.edu

Recent Publications

- Haley-Bailey, M., Adams, E. M., Dickson, G., Hitter, T.L., & Luna, L. (in press). Dismantling the birdcage: Preventing heterosexism. In E. Vera (Ed.), *Handbook of prevention in counseling psychology*. Oxford Press.
- Winterowd, C., Adams, E. M., Miville, M., & Mintz, L. (2009). Operationalizing, Instilling, and Assessing Counseling Psychology Training Values Related to Diversity in Academic Programs. *The Counseling Psychologist, 37*(5), 676-704.
- Counseling Psychology Model Training Values Statement Addressing Diversity. (2009). *The Counseling Psychologist, 37*(5), 641-643.
- Matthews, C. R. & Adams, E. M. (2009). Using a social justice approach to prevent the mental Health consequences of heterosexism. *Journal of Primary Prevention, 30*, 11-16.
- 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.

Role of Director of Training

The Director of Training is the chair of the Counseling Psychology Training Committee and is responsible for:

- Maintaining contact with APA regarding accreditation, including completing the annual report.
- Maintaining documentation of student's records, practicum evaluations, and logs.
- Chairing the accreditation process and serving as the representative to the APA accreditation site team.
- Coordinating training policies and providing information to students and faculty regarding national trends in counseling psychology.
- Coordination of the doctoral admissions process.

CEP FACULTY**Elsa Arroyos, Ph.D. (The University of Iowa)****Professional Affiliations**

Associate Professor

McNair Scholar; Principal Investigator for a Personnel Preparation Grant sponsored by OSEP and NIMH Training Grant; 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

Email: elsaaj@nmsu.edu

Recent Publications

- Poel, E. W., Wood, J. R., Arroyos-Jurado, E., & Schmidt, N. (under review). A link: Assistive technology and teacher preparation. *Teacher Education and Special Education*.
- Arroyos-Jurado, E., & Savage, T. A. (2007). Intervention strategies for serving students with traumatic brain injury. *Intervention in School and Clinic, 43*(2).
- Poel, E. W., Arroyos-Jurado, E., Coppola, B. J. (2007). Women, mentoring, and a border university. *Journal of Public Affairs Education, 12*(4), 501-514.
- Garcia-Vazquez, E., & Arroyos-Jurado, E. (2006). Trainers focus on the future: 2006 trainers of school psychologists mini-conference. *Trainers in School Psychology Forum, 25*(3), 15–

18.

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.

Hsiu-Lan Cheng Ph.D. (University of Missouri – Columbia)

Professional affiliations

Assistant Professor, Licensed Psychologist (MI)
 APA Divisions 17, 45, and 52; Asian American Psychological Association
 2009 Named “Principal Reviewer” 2009, for number and quality of ad hoc peer reviews provided to the *Journal of Counseling Psychology*

Teaching

Assessment and appraisal, diagnosis and treatment

Research

Help seeking decision making and behaviors

Email:

Recent Publications

Cheng, H-L., Mallinckrodt, B., Soet, J., & Sevig, T. (2010). Developing a screening instrument and at-risk profile for nonsuicidal self-injurious behavior in college women and men. *Journal of Counseling Psychology, 57*(1), 128-139.

Cheng, H-L., & Mallinckrodt, B. (2009). Parental bonds, anxious attachment, media internalization, and body image dissatisfaction: Exploring a mediation model. *Journal of Counseling Psychology, 56*(3), 365-375.

Cheng, H-L., Mallinckrodt, B., & Wu, L. (2005). Anger expression toward parents and depressive symptoms among undergraduates in Taiwan. *The Counseling Psychologist, 33*(1), 72-97.

Cheng, H-L., Lin, S-H., & Wu, L-C. (2001). Relations among perceived parental authority, anger process, and depression in college students. (*Chinese*) *Bulletin of Educational Psychology, 32*, 19-44.

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

Professional Affiliations

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

Email: chun@nmsu.edu

Recent Publications

Chun, H., & Mobley, M. (2010). Gender and grade level comparisons in the structure of problem behaviors among adolescents. *Journal of Adolescence, 33*, 197-207.

Chun, H. & Dickson, G. (in press). A psychoecological model of academic performance among Hispanic adolescents. *Journal of Youth and Adolescence*.

Dickson, G., Zamora, R., Gonzalez, R. & Chun, H. (in press). Facilitating the academic success of Latino students: Practical applications for school counselors. *Vistas*.

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)

Professional Affiliations

Assistant Professor, National Certified Counselor

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.

Email: gdickson@nmsu.edu

Recent Publications

Chun, H. & Dickson, G. L. (2011). A structural model of Hispanic Youth's academic performance. *Journal of Adolescence*.

Dickson, G. L., & Shumway, B. A., (2011). A framework of multifaceted training approaches to multicultural training. *Vistas*.

Dickson, G. L., Zamora, R. C., Gonzalez, R. P., & Chun, H. (2011). Facilitating the academic success of Latino students: Practical applications for school counselors.. *Vistas*.

Dickson, G. L., Argus-Calvo, B, & Tafoya, N.G. (2010). Hispanic counseling students' multicultural training experiences: Training effects and students' perceptions. *Counselor Education and Supervision* 49 (4), 247-265.

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.

Lisa Grayshield, Ph.D. (University of Nevada – Reno)

Professional Affiliations

Assistant Professor

Teaching

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

Research

Indigenous ways of knowing

Email: lgray@nmsu.edu

Recent Publications

Nidich, S., Hagelin, J., Colbert, R., Jones, C., Rainforth, M., Gerace, D., Nidich, J., Grayshield, L. (submitted). Reduced psychosocial stress in Hispanic, African-American, and Native American secondary school students practicing the transcendental meditation program. *The Journal of Research for Educational Leaders*

Garrett, M.T.; Torres-Rivera, E.; Brubaker, M.; Portman, T.A.A.; Brotherton, D.; West-Olatunji, C.; Conwill, W. ; Grayshield, L.. (2009) Crying for a Vision: The Native American Sweat Lodge Ceremony as Therapeutic Intervention. *The Journal of American Multi-cultural Counseling Development* (in press)

Grayshield, L. (2009). The bears of bear island: A theoretical approach to classroom guidance based on indigenous ways of knowing. *Action Research in the Classroom, Center for Teaching Excellence, Eastern New Mexico University*, pp. 177-184.

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

Claudia Porras Ph.D. (Oklahoma State University)

Professional affiliations

Assistant Professor

Teaching

Multicultural implications of practice, working with families, individual counseling practicum, human development

Research

Attachment styles, emotional intelligence, diversity implications in therapy, underrepresented populations in higher education

Email:

Recent Publications

Pettit, M. L., Jacobs, S. C., Page, K. S., and Porras, C. (Fall, 2009). An assessment of perceived emotional intelligence and health behaviors among college students. *The Health Educator*, 41(2), 54-63.

Pettit, M.L., Jacobs, S.C., Page, K.S., and Porras, C. (Spring, 2010). An assessment of perceived emotional intelligence and eating attitudes among college students. *American Journal of Health Education*, 41(1), 48-54.

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

Professional Affiliations

Assistant Professor

Internship and Practicum Coordinator for School Psychology Program

Teaching

Human Development, Addictions Counseling; Counseling Theory & Technique for School Psychologists, Professional Issues in School Psychology, Appraisal of Cognitive Functioning, Curriculum-Based Assessment and Intervention, Counseling Theory and Technique for Children & Adolescents; Advanced Practicum for School Psychology.

Research

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

Email: itfernan@nmsu.edu

Recent Publications

Huerta-Charles, L. Uribe-Florez, L., Torres Fernandez, I., Vallejo-Garza, R.M, & Solis, E. (In Press). A praxis-based experience in preparing critical bilingual teachers in the borderlands. *Breaking the Mold of Education for Culturally and Linguistically Diverse Students*. Edited by A. Honigsfeld and A. Cohan. Arroyos-Jurado, E., Torres Fernandez, I., & Navarro, R. (2008). Multiculturalism and diversity: Implications for the training of school psychologists. *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.

Hall, A. & Torres, I. (2002). Partnerships in preventing adolescent stress: Increasing self-esteem, coping, and support through effective counseling. *Journal of Mental Health Counseling*, 24(2), 97-109.

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

Professional Affiliations

Professor, Licensed Psychologist (MT & NM)

Author of 45 journal publications, one book, thirteen book chapters, and 95 national convention presentations.

Journal for Specialists in Group Work Editorial board member.

Fellow in the American Psychological Association and American Counseling Association.

Teaching

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

Research

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

Email: miwaldo@nmsu.edu

Recent Publications

Waldo, M., Horne, A. & Kenny, E. (2009). Developing healthy family relationships. In M.E. Kenny, A.M. Horne, P. Orpinas, & L.E. Reese (Eds.), *Realizing social justice: The challenge of preventive interventions* (pp. 207-227). Washington, D.C.: The American Psychological Association.

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.

OTHER PROGRAM FACULTY

Gladys De Necochea, Ph.D (University of California, Santa Barbara).

Associate Dean of the College of Education and Associate Professor

Specialization/Interests: Student Affairs, Organizational Consulting, Supervision

Email: gdenecoc@nmsu.edu

Enedina García-Vázquez, Ph.D. (The University of Iowa)

Associate Dean/Deputy Director 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

Email: evazquez@nmsu.edu

Luis A. Vázquez, Ph.D. (The University of Iowa)

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. Research: Phenotype, acculturation and identity development, bilingual ethics
Email: lvazquez@nmsu.edu

CEP STAFF

Alma Gross. Department Secretary
Email: algross@nmsu.edu

OTHER PROGRAM CONTRIBUTORS

Maria Arizaga, Ph.D. (New Mexico State University)
NMSU Counseling Center Training Director; Licensed Psychologist
Supervisor for CEP678

Lia Billington, Ph.D. (Fuller Theological Seminary Graduate School Of Psychology)
Behavioral Health Faculty; Licensed Psychologist in CO and NM
Supervisor for CEP670

Nick Barnecko, Ph.D. (New Mexico State University)
CEP College Assistant Professor; Licensed Psychologist in NM
Instructor and Supervisor for CEP670

Jared Cox, Ph.D. (New Mexico State University)
Postdoctoral Fellow
Instructor for CEP563; Supervisor for CEP670

O.D. Hadfield, Ed.D. (Northern Arizona University)
Associate Professor in Curriculum Instruction
Instructor for CEP511, CEP636 and CEP637

David Holcomb, Ph.D. (New Mexico State University)
CEP College Assistant Professor; Licensed Psychologist in NM
Adjunct Instructor and Coordinator of Training Clinic

Marlin Hoover, Ph.D. (University Of Chicago)
Behavioral Health Faculty; Licensed Psychologist in IN and NM
Supervisor for CEP670

James McDonald, Ph.D. (New Mexico State University)
Department Head, NMSU Department of Psychology
Instructor for PSY540

Sandy Newsome, Ph. D., (New Mexico State University)
NMSU Counseling Center Psychology Resident
Adjunct Instructor, Coordinator of Doctoral Admissions, Supervisor for CEP678

Leslie Robbins, Ph.D. (The University of Texas Health Science Center At Houston)
Assistant Professor, Department of Nursing UTEP
Instructor for NURS597

Diana Sanchez-Lira, M.A. (New Mexico State University)
NMSU Counseling Center Counselor
Supervisor for CEP678

Dario Silva, Ph.D. (New Mexico State University)
Director of NMSU Employee Assistance Program
Graduate Faculty

Karen Schaefer, Ph.D. (University of Illinois at Urbana-Champaign)
NMSU Counseling Center Director; Licensed Psychologist
Supervisor for CEP678

Brian Sneed, Ph.D. (Brigham Young University)
UTEP Counseling Center Staff Psychologist
Supervisor for CEP678

Sherri Terrell, Ed.D. (Western Michigan University)
Director of UTEP Counseling Center, Licensed Psychologist
Supervisor for CEP678

Corey Vas, Ph.D., (Iowa State University)
NMSU Counseling Center Staff Psychologist
Supervisor for CEP678, Instructor for CEP504 and CEP550

Chaunce Windle, Ph. D., (University Of Notre Dame)
NMSU Counseling Center Psychology Resident
Supervisor for CEP678

ADMISSIONS 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:
Sandy Newsome, Ph.D., Admissions Coordinator,
Counseling Psychology Doctoral Program
Department of Counseling and Educational Psychology
MSC 3CEP/PO Box 30001
New Mexico State University
Las Cruces, NM 88003-8001
(575) 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 provide 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://prospective.nmsu.edu/graduate/apply/index.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/application_process.html or contacting the Coordinator of Doctoral Admissions: Sandy Newsome at: newsome@nmsu.edu, 575-405-7472.

Admissions Criteria for Masters- vs. Bachelors-level Applicants

MA/MS applicants should have a minimum GRE Analytic Writing score of 3.5 and a minimum Graduate GPA of 3.3. MA/MS applicants should have a graduate degree in Counseling or a related field. Bachelors level applicants should have a minimum undergraduate **major** GPA of 3.4 and minimum GRE Analytic Writing score of 4. Bachelors level applicants should have an undergraduate degree in Psychology or a related degree

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).

Valuing Diversity Training Statement

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. In particular, the training values of the NMSU counseling psychology program reflects the Model Training Program Values on Diversity that were approved by the counseling psychology training organizations. For a copy of the statement go to: <http://www.ccptp.org/trainingdirectorpage6.html>.

Demographics of Doctoral Students

The Counseling Psychology doctoral program has a current enrollment of 37 students, of which 26 (70%) are female and 11 (30%) are male. There are 20 (54%) ethnic minority students currently enrolled in the program, and 9 students (24%) are gay, lesbian, or bisexual. In 2004 we were awarded the APA Richard Suinn Award for the Recruitment and Retention of the Ethnic Minority Students for excellence and recruitment of ethnic minority in doctoral students in psychology. Sixty percent of our program faculty or contributors are ethnic minorities; 10% are gay, lesbian or bisexual; and 80% are women.

The department annually reviews approximately 80 completed applications and makes offers to approximately 12 students each year until our six slots are filled (acceptance rate of 15%). During the past seven years, only two students have left the program, resulting in a 5% attrition rate.

International 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 International Student Admission Program of the university. International students can access this form from their website address: <http://prospective.nmsu.edu/international/apply/index.html>. If you are unable to access the online application, you may request one be mailed to you by emailing ias@nmsu.edu. For more information, call 575-646-2736.

As part of the NMSU undergraduate and graduate admissions process, students submitting foreign post-secondary level transcripts are required to have their credentials evaluated by a recognized member of the National Association of Credential Evaluation Services: <http://www.naces.org/members.htm>. NMSU requires a Comprehensive Course by Course evaluation be completed by the credentialing service for each foreign institution the student has attended. Evaluations and transcripts received directly from the credentialing service will be accepted as official documents. Foreign post-secondary transcripts that have not been evaluated will be not be accepted by the Office of University Admissions.

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) or the International English Language Testing System (IELTS). The required TOEFL score for regular NMSU admission to graduate degree programs is 79 on the iBT or 550 on the paper-based test. The required IELTS scores for regular NMSU admission is 6.5 for graduate applicants.

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 a minimum of 18 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), which can be found at <http://www.fafsa.ed.gov/>. 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 and Department 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 has three conference rooms that can be used for smaller classes and doctoral committee meetings (e.g., comprehensive exam, dissertation proposal). To reserve these rooms contact Alma Gross or one of the student workers in the main office.

The department maintains a Counseling and School Psychology Training and Research Center with excellent facilities for supervised counseling and supervision-of-supervision. The Training Center consists of rooms used for counseling, paperwork and consultation, supervision/observation rooms, testing, and research. Four of the rooms are set up for digital recording. These rooms have one-way mirrors, microphone-speakers for live supervision and headsets for supervisors to listen-in on sessions. One room is designed for group work, and includes a large dry-erase work board. One of the rooms serves as the office for the Graduate Student Testing Coordinators. Another room serves as the office for the Training Center Coordinators. Equipment including laptops with web-camera capabilities are available as needed for supervision outside of the Training Center.

The Graduate Student Lounge is located in O'Donnell Hall 223. It is open to all graduate students as a place to congregate. It offers a public lounge area with couch, lockers, and a table. It also contains a work area with computers and monitors. Graduate students gather here to discuss classes and study. One of the benefits of the lounge is in providing an open environment for students to work and socialize. Lockers are available to students for secure storage of books and other materials.

NMSU has two libraries with total library holdings of books or monographs are 1,823,296, and 4,402 periodical subscriptions. The library holdings specifically include 141 journals in the subject of psychology, including *The Counseling Psychologist*, the *Journal of Counseling Psychology*, and the *American Psychologist*. The library provides access to counseling and psychology research literature through PsycINFO and PsycARTICLES. The latter provides full text access to 93 journals published by the American Psychological Association and other publishers. Students can gain access to the entire DSM-IV library, as well as 6 scholarly journals through the Psychiatry Online databases. The library also provides students online access to 61,480 full text periodicals. The library has thousands of books relating to psychology, including 1,200 electronic books devoted to psychology subjects.

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. For more information on graduate student housing, checking out the housing website: <http://www.nmsu.edu/~housing/graduate/qualifications.html>. 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 with lots of training opportunities.
- 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
- 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
-----------	------------	-------------

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 **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