TABLE OF CONTENTS

Counseling Psychology: An Orientation .......................................................... 3
Institutional Setting .................................................................................................. 4
History of the Department of Counseling and Educational Psychology ............... 5
Department Mission Statement .............................................................................. 6
Overview of the Counseling Psychology Program at NMSU ................................ 6
Counseling Psychology Program Mission Statement ............................................ 7
Demographics of the Department ...................................................................... 9
Doctoral Student Orientation ............................................................................. 9
Student Representative to Counseling Psychology Training Committee Meeting .... 9
Doctoral Student Association ............................................................................. 10
Professional Associations .................................................................................. 10
Student Affiliate Group: The Society of Counseling Psychology ....................... 11
Licensure ............................................................................................................. 11
Faculty and Staff Responsibilities .................................................................... 11
CEP Facilities and Staff ..................................................................................... 12
CEP Doctoral Student Program Information ......................................................... 13
  Registration/Financial Responsibility ............................................................... 13
  Graduate Assistantships ................................................................................... 13
  Graduate School Residency Requirement ....................................................... 14
  In-State Status ................................................................................................ 14
  Research .......................................................................................................... 14
  Practica ........................................................................................................... 15
Field Experience in Counseling Psychology ........................................................ 16
Background Clearance for Students .................................................................. 17
Documenting Supervised Hours ......................................................................... 17
Doctoral Qualifying Procedure .......................................................................... 17
Faculty Advisor .................................................................................................. 19
Program of Study and Doctoral Committee ......................................................... 19
Comprehensive Portfolio and Examination ....................................................... 20
Internship in Counseling Psychology ................................................................ 24
Dissertation Proposal .......................................................................................... 26
Dissertation: CEP 700 ........................................................................................ 30
Application for Degree ...................................................................................... 30
Doctoral Student Evaluation Process ................................................................ 30
Selective Reviews ............................................................................................... 35
Departmental Grievance Procedures .................................................................. 37
Program Evaluation ............................................................................................ 38
Schedule for Counseling Psychology Students .................................................. 39
Course Waivers and Transfer of Credit Procedures .............................................. 41
Leave of Absence ............................................................................................... 41
Record Keeping .................................................................................................. 42
NMSU Policies .................................................................................................... 42
Resources ........................................................................................................... 44
College of Education Scholarships for which CEP Doctoral Students are Eligible ... 46
Doctoral Student Checklist for All program requirements .................................... 48
In the 4th edition of *The Handbook of Counseling Psychology*, Brown and Lent (2008) 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). “The practice of Counseling Psychology encompasses a broad range of culturally-sensitive practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to function better in their lives” (Div. 17 webpage). Counseling Psychologists are employed in a wide variety of service and research settings including university settings (either in academic programs or counseling centers),private practice, public schools, community mental health, prisons, businesses, employee assistance programs, drug and alcohol treatment centers, psychiatric hospitals and veterans administration medical centers

Archival Description of Counseling Psychology

Counseling psychology is a general practice and health service-provider specialty in professional psychology. It focuses on personal and interpersonal functioning across the life span and on emotional, social, vocational, educational, health-related, developmental and organizational concerns. Counseling psychology centers on typical or normal developmental issues as well as atypical or disordered development as it applies to human experience from individual, family, group, systems, and organizational perspectives. Counseling psychologists help people with physical, emotional, and mental disorders improve well-being, alleviate distress and maladjustment, and resolve crises. In addition, practitioners in this professional specialty provide assessment, diagnosis, and treatment of psychopathology. Within the context of life-span development, counseling psychologists focus on healthy aspects and strengths of the client (individual, couple, family, group, system, or organization), environmental/situation influences (including the context of cultural, gender, and lifestyle issues), and the role of career and vocation on individual development and functioning.

Client populations served by counseling psychologists can be organized along the following three dimensions: individuals, groups (including couples and families), and organizations. Counseling psychologists work with individual clients of all ages such as children who have behavior problems; later adolescents with educational and career concerns or substance abuse problems; adults facing marital or family difficulties, career shifts, or overcoming disabilities; and older adults facing retirement. They work with groups in a variety of settings toward achieving solutions to many of these same problems as well as toward enhancement of personal and interpersonal functioning.
Counseling psychologists also consult with organizations and work groups to help provide a work environment conducive to human functioning and to enhance the ability of organizations to increase productivity and effectiveness. The problems addressed by the specialty of counseling psychology are varied and multifaceted. They are addressed from developmental (life span), environmental, and cultural perspectives. They include, but are not limited to:

- educational and vocational career/work adjustment concerns;
- vocational choice, and school/work/retirement transitions;
- relationship difficulties, including marital and family difficulties;
- substance abuse problems;
- learning and skill deficits;
- stress management and coping;
- organizational problems;
- adaptation to physical disabilities, disease, or injury;
- personal/social adjustment;
- personality dysfunction; and
- mental disorders.

The procedures and techniques used within counseling psychology include, but are not limited to, the following: individual, family, group, and systemic counseling; behavioral and psychotherapeutic intervention; crisis intervention; disaster and trauma management; psychodiagnostic assessment techniques; psychoeducational/preventive programming; organizational consulting; program evaluation and treatment outcome; training; clinical supervision; test construction and validation; and methodologies for quantitative and qualitative inquiry. Intervention procedures and techniques have as their focus change in client cognitions, feelings, and behavior and may be preventive, skill-enhancing, or remedial. The intervention procedures may range from short-term or time-specified to longer-term approaches.

Building on a core knowledge base of general psychology (i.e., the biological, cognitive/affective, social, and individual bases of behavior, history, and systems of psychology) common to the other applied specialties within professional psychology, the competent and skillful practice of counseling psychology requires knowledge of career development and vocational behavior; individual differences (including racial, cultural, gender, lifestyle, and economic diversity); psychological measurement and principles of psychological/diagnostic and environmental assessment; social and organizational psychology; human life-span development, consultation, and supervision; psychopathology; learning (cognitive, behavioral); personality; methods of research and evaluation; and individual and group interventions (counseling/psychotherapy).


The Society of Counseling Psychology of the American Psychological Association (APA), the Society for Counseling Psychology, is the primary professional organization for Counseling Psychologists. The Counseling Psychologist and The Journal of Counseling Psychology are the two principal journals.

**INSTITUTIONAL SETTING**

New Mexico State University is a thriving center of higher education deeply rooted in the tri-cultural tradition of the Southwest. Situated at the gateway to Mexico, the university's 6,250-acre campus is among the largest in the world. The campus is located on the southern edge of Las Cruces, which has a population of 101,047. Total fall 2014
The University was founded in 1888 (the first higher education institution in New Mexico), and since that time has become a dynamic force in education and research. New Mexico State University is accredited by the Commission on Higher Education of the North Central Association (NCA) of Colleges and Schools. The University is designated as a Hispanic Serving Institution (HIS) under Title III and Title V programs of the U.S. Department of Education. Classified by the Carnegie Foundation as a RU/H (Research University with high research activity) institution, NMSU research expenditures exceeded $133 million for FY13. With extension and research sites in every county, New Mexico State is developing distance-education capabilities to extend its reach to all the citizens of the state. In terms of R&D expenditures, the most recent NSF survey ranks NMSU in the top 15 percent of all institutions, third among High Hispanic enrollment institutions, and in the top 10 percent of all institutions for engineering, mathematics and physical sciences. Most recently, NMSU was ranked in the top tier by U.S. News & World Report’s Best National Universities list. INSIGHT into Diversity magazine presented NMSU with the Higher Education Excellence in Diversity award for 2014. NMSU was also rated a Top 100 School by Washington Monthly National University rankings.

Regular faculty members on the main campus number 1,173. The faculty/student ratio is 1 to 14. The professional and classified staff total 2,812. NMSU offers 56 master’s degree programs and 89 baccalaureate degree programs. The 24 doctoral programs are limited primarily to agriculture, education, engineering, and the sciences; the specialist in education degree is offered in 4 study areas; the education doctorate degree is offered in 3 study areas.

Minority enrollment at the main campus is 55.2 percent (48.5 percent Latino American, 2.3 percent American Indian/Alaskan Native, 2.9 percent African-American and 1.5 percent Asian American/Pacific Islander). NMSU also maintains community colleges at Alamogordo, Carlsbad, Grants, and Doña Ana, with two campuses located in Las Cruces. Many of these students come from the metropolitan areas of Albuquerque, New Mexico; El Paso, Texas; and Juarez, Mexico. The latter two cities have a combined population of approximately 2.2 million and are within 50 miles of the NMSU campus. The Counseling Psychology doctoral program is housed in The College of Education (COE), which has an enrollment of 1,479 undergraduate students and 847 graduate students. The College of Education is accredited by the North Central Association, The National Council for Accreditation of Teacher Education, and the New Mexico State Department of Education. The COE is an original member of the Holmes Group, a select group of major research institutions whose goal is the improvement of teacher education. The College of Education offers graduate degrees in the Departments of Counseling and Educational Psychology, Curriculum and Instruction, Educational Management and Development, and Special Education/Communication Disorders.

**HISTORY OF THE DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY**

The history of the Department of Counseling and Educational Psychology has been characterized by several changes in philosophy and in title reflecting the national evolution of the field of counseling psychology. In 1905, Psychology became a formal discipline at NMSU with the establishment of the Department of Political Economy and Psychology. In 1909, it was renamed The Department of Psychology and Pedagogy; in 1918, it became the Department of Vocational Education; and in 1925, the name changed to the Department of Agricultural Education. The Department of Education was established at NMSU in 1930. In 1936, the Department of Education & Psychology originated within the College of Education. In 1955 the College of Teacher Education was established. In 1963, two departments were created in the College of Education, the Department of Psychology and the Department of Guidance and Psychological Services. The Department of Guidance & Psychological Services had 4 faculty and offered a master’s degree and a specialist in education degree. In 1967, the Department of Psychology moved to the College of Arts & Sciences and has evolved into a program which emphasizes engineering, cognitive, and social psychology. The Department of Guidance and Psychological Services, which had remained in the College of Education, added 2 faculty positions and a doctoral degree. In 1968, the College of Education relocated to O’Donnell Hall, where it is presently located, and the Department of Guidance and Psychological Services became the Department of Educational Psychology. In 1973, the Department became the Department of Counseling & Educational Psychology and offered both master’s and doctoral
degrees in counseling and guidance. The doctoral degree has always been based on the scientist-practitioner model. In 1983, the Department changed the degree title for the doctorate to Counseling Psychology. Currently the Department has 10 full-time faculty.

**DEPARTMENT MISSION STATEMENT**

The mission of the CEP Department is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high quality research, and nurture active learners and critical thinkers.

**OVERVIEW OF THE COUNSELING PSYCHOLOGY PROGRAM AT NMSU**

The Counseling Psychology program at New Mexico State University has been accredited by the American Psychological Association since 1995. The program received a 7 year reaccreditation in 1998, 2005, and again in 2012 (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](http://www.apa.org/ed/accreditation)). Graduates may apply for state licensure as a psychologist. NMSU counseling psychology graduates are trained to hold academic positions at colleges and universities, work in counseling centers, medical settings, correctional facilities, and mental health agencies. Graduates are also qualified to enter private practice after obtaining licensure.

The program, housed within the College of Education, offers educational experiences in the discipline specific knowledge for health service psychology (history and systems of psychology; biological, cognitive, affective, and social aspects of behavior and the applied substantive area 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 discipline specific knowledge and professional-wide competencies in the following areas: ethics, assessment; diagnosis; interventions; cultural diversity; consultation; and supervision. Course work on research design and statistics, combined with supervised independent research 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 the sociocultural context within our work and the cultural diversity in our society. Culturally competence in theory, practice, and research are stressed in coursework, counseling experiences, and research opportunities. There are two courses that specifically focus on cultural competence, and such competencies are infused throughout the curriculum.

The ethics and standards of practice for psychologists are stressed throughout the program. All students in the Counseling Psychology program are expected to familiarize themselves with and adhere to the current ethical standards and code of conduct for psychologist. A link to the most recent APA Ethical Standards and Code of Conduct for Psychologists can be found on the program’s and the APA webpage. Students are encouraged and expected to consult with their advisors, other faculty and supervisors on issues of ethical and professional concern. The Ethics document should be read before seeing any clients in the Beginning Practicum.

Students who are admitted to the Counseling Psychology doctoral program are expected to conform to the ethical codes of the American Psychological Association. Failure to conform to these codes may result in remedial work, disciplinary action and/or termination from the program. Students are required to retain professional liability insurance throughout their time in the program to protect them as they engage in direct service to clients. Direct
service to clients begins in their first year in the program and continues until completion of internship. Liability insurance can be secured by students through APA as Student Affiliates.

Self-reflection and evaluation 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/ccptp-model-training-vales-statement-addressing-diversity. In addition, the NMSU program reflects APA’s statement on “Preparing Professional Psychologists to Serve a Diverse Public: A Core Requirement in Doctoral Education and Training.” For a copy of this statement go to: http://www.apa.org/ed/graduate/diversity-preparation.aspx. If you believe you would have difficulty aspiring to the values espoused in these documents please discuss this with the training director immediately.

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 multiculturally-sensitive perspective. Training occurs via a developmentally sequenced, multiculturally-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.

AIMS OF NMSU COUNSELING PSYCHOLOGY PROGRAM

1: To prepare entry level counseling psychologists who are self-reflective and competent in both the practice and science of the profession.

2: To prepare counseling psychologists who critically think about the sociocultural context of their work and promote social justice.

PROFESSION-WIDE COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Competency 1: Research

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Competency 2: Ethics and legal standards

- Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
• Conduct self in an ethical manner in all professional activities.

Competency 3: Individual and cultural diversity
• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency 4: Professional values and attitudes
• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
• Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
• Actively seek and demonstrate openness and responsiveness to feedback and supervision.
• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and interpersonal skills
• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment
• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention
• Establish and maintain effective relationships with the recipients of psychological services.
• Develop evidence-based intervention plans specific to the service delivery goals.
• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
• Demonstrate the ability to apply the relevant research literature to clinical decision making.
• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
COMPETENCY 8: SUPERVISION
- Demonstrate knowledge of supervision models and practices.

COMPETENCY 9: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.

PROGRAM-SPECIFIC COMPETENCY OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

COMPETENCY 10: ADVOCACY
- Demonstrate an understanding of advocacy by identifying social, political, economic, or cultural disparities

DEMOGRAPHICS OF THE DEPARTMENT
The Counseling Psychology doctoral program has a current enrollment of 33 students, of which 22 (67%) are female and 11 (33%) are male. There are 18 (58%) ethnic minority students currently enrolled in the program, and 8 students (16%) 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. Regarding program faculty or contributors there are 60% ethnic minorities; 30% 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%). Please refer to Student Outcomes Data on program website for additional data.

DOCTORAL STUDENT ORIENTATION
Each year, the Department hosts a general orientation to the university for doctoral students during the summer and an additional fall semester orientation for departmental and program specific information. The program’s website contents are discussed during orientation. The meetings provide an opportunity for faculty and students to provide an overview of the program, to introduce their research interests, and to answer student questions. The Director of Training also alerts students about important time markers during the first year of study. The Doctoral Handbook is updated as needed and uploaded to the program website.

STUDENT REPRESENTATIVE TO COUNSELING PSYCHOLOGY TRAINING COMMITTEE MEETING
The doctoral students in the Department of Counseling and Educational Psychology select 1-3 student representative(s) to attend the bi-weekly Counseling Psychology Training Committee (CPTC) meetings. By having a student representative(s) attend these meetings, students have a direct voice in the functioning of the program. This process encourages an open dialogue between faculty and students. It also provides the student representative with a unique, first-hand view of the process involved in being a faculty member at the university.

Along with the student representatives, all doctoral students in the Counseling Psychology program are invited to attend a student/faculty “town hall” meeting. These meetings generally occur once a year after a program evaluation has been completed. Additional meetings can be requested anytime there is an issue students feel need to be addressed by the program community. Students and faculty are both encouraged to submit items for the meeting agenda. Faculty use this time to gather feedback from the students which allows them to hear the students’ perspective as they make decisions regarding the doctoral program.
In preparation for a townhall meeting, the Student Representative(s) and/or the President of the Doctoral Student Association should survey all the students about any issues they want to address so that the meeting can be data driven. The purpose is to allow students to address any programmatic issues so that faculty can explain the reason for such policy or curriculum or consider changing such policy if it is found to be problematic. The student issues will be addressed by the Student Representative(s) and/or the President of the Doctoral Student Association with as many students in attendance as possible.

**DOCTORAL STUDENT ASSOCIATION**

The Doctoral Student Association (DSA) is one of the official bodies entitled to work within the NMSU student government (Associated Students NMSU or ASNMSU). CEP doctoral student needs are conveyed through representation to the Graduate Student Council (GSC), a subgroup of ASNMSU. The stated purpose of the DSA is to enlarge and broaden the Counseling Psychology expertise of CEP doctoral students. A second purpose is advocacy, including representation at GSC meetings and electing students to serve as representatives on faculty committees and thereby convey student needs. The DSA surveys doctoral students each year to identity concerns that can be addressed by the program and the department.

Most importantly the DSA is an association, a community, and a fellowship of doctoral students all seeking the same goal: expertise in counseling psychology, personal and professional connections with others on this same path, and identity within a group of like-minded individuals.

The CEP Doctoral Student Association is open to all doctoral students in the department. The membership elects officers on an annual basis and one of the CEP faculty serves as advisor to the organization. The CEP Doctoral Student Association, in coordination with the faculty, works to sponsor lectures or colloquia, meets with and interviews prospective new faculty and student applicants, and provides a means for graduate student networking, improvement of facilities and/or equipment available for doctoral student use, and provision of financial support for doctoral student research and travel.

**PROFESSIONAL ASSOCIATIONS**

A significant part of developing the professionalism of incoming students relates to encouraging active involvement in professional organizations at the state, regional, and national level. The major professional organizations are as follows:

American Psychological Association  
750 First Street, NE  
Washington, D.C.  20002-4242  
(800) 374-2721  

Asian American Psychological Association  
PMB #527  
5025 North Central Avenue  
Phoenix, AZ  85012  

Association of Black Psychologists  
7119 Allentown Road, Suite 203  
Ft. Washington, MD  20744  
(301) 449-3082  
Most of the professional organizations provide reduced membership fees for students. The departmental listserv is used to post upcoming professional meetings and calls for proposals.

**STUDENT AFFILIATE GROUP: THE SOCIETY OF COUNSELING PSYCHOLOGY**

Students in the CEP Department are required to become members of the Student Affiliates of Division 17 (SAS) of the Society of Counseling Psychology (SCP). SAS provides an avenue for students to become actively involved in SCP. Members receive The Counseling Psychologist and a newsletter that contains information regarding current professional and training issues. The newsletter also provides an opportunity to publish articles. Relevant topics include professional development, current research, ideas for future research, and issues related to being a psychologist-in-training. For more information go to: http://www.div17.org/students/student-affiliates-of-17-sas/

**LICENSEURE**

Each state has established requirements for licensure as a psychologist and, in some cases, there may be reciprocity between states. Students can obtain current information about New Mexico licensure by going to the New Mexico State Board of Psychologist Examiners' website at: http://www.rld.state.nm.us/boards/psychologist_examiners.aspx. The Examination for Professional Practice in Psychology (EPPP), which is required for licensure, is given in testing centers throughout the state. Licensure is not the province of the department.

**FACULTY AND STAFF RESPONSIBILITIES**

**ROLE OF DEPARTMENT HEAD**

The Counseling and Educational Psychology Department Head is responsible for the administration of the Department, including insuring the Department provides an environment which promotes excellence in teaching, research and service. The Department Head advocates for the Department and the Counseling Psychology program within the College and the University.

**ROLE OF DIRECTOR OF TRAINING**

The Director of Training is the chair of the Counseling Psychology Training Committee and is responsible for:
1. Maintaining contact with APA regarding accreditation, including completing the annual report.
2. Maintaining documentation of student’s records, practicum evaluations, and logs.
3. Chairing the accreditation process and serving as the representative to the APA accreditation site team.
4. Coordinating training policies and providing information to students and faculty regarding national trends in counseling psychology.
RELATIONAL GOALS FOR THE FACULTY IN OUR WORK WITH STUDENTS

1. Honor contractual agreements/syllabi/programs/GA
2. Interact respectfully
3. Encourage students’ freedom of expression
4. Provide clear and concise information
5. Provide reasonable access to faculty
6. Provide constructive feedback and be open to the same
7. Create a supportive environment
8. Keep our knowledge base current
9. Provide quality instruction in clinical and research skills
10. Network and mentor students into the profession
11. Announce milestones well in advance
12. Provide attentive advising
13. Be committed to student recruitment, retention, and graduation
14. Treat students as individuals.
15. Be sensitive to special circumstances
16. Treat students equitably
17. Be aware of and assist with due process
18. Be knowledgeable of, and assist with, appeals process

CEP FACILITIES AND STAFF

The Department of Counseling and Educational Psychology is located in O’Donnell Hall, where most of the classes are taught. The main (front) office is 205 O’Donnell Hall. The front office is staffed by a Departmental Secretary and a Program Coordinator and several work-study students.

NMSU COMMUNITY MENTAL HEALTH AND WELLNESS CLINIC

The Clinic is NMSU’s Counseling & Educational Psychology (CEP) Department’s initial training site. We provide a wide range of counseling, therapy, and other mental health-related services for NMSU students. Trainees (PhD, MA, and EdS students from the CEP programs) and professional staff (including several New Mexico licensed psychologists) offer the benefits of their training in providing skilled and compassionate assistance to persons in need. The Wellness Clinic 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 Wellness Clinic Coordinators. Equipment including laptops with web-camera capabilities are available as needed for supervision outside of the Wellness Clinic. A onetime lab fee of $50 will be assessed when doctoral students take their first practicum in the Clinic to help defray the costs of equipment upkeep over the span of their time in the graduate program.

GRADUATE STUDENT LOUNGE

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.
**CONFERENCE ROOMS**
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 the departmental secretary or one of the student workers in the main office.

**CEP DOCTORAL STUDENT PROGRAM INFORMATION**

**REGISTRATION/FINANCIAL RESPONSIBILITY**
Students can register on-line, however, if they have trouble registering they may need to obtain Registration Overrides or memos from their advisor. Doctoral students are expected to complete a minimum of 6 credits in the Summer, 12 credits in the Fall semester and 12 credits in the Spring semester of the first year of doctoral study. Students must stay enrolled for a minimum of 3 credits during the Fall & Spring semesters until they graduate.

All charges are payable at registration unless arrangements for deferred payment are made with the Business Office. Carrying charges will be made on deferred payments. **Registration is not complete until all charges are paid, or until arrangements for payment have been made in the Business Office.** (Graduate Catalog)

**GRADUATE ASSISTANTSHIPS**
The CEP department awards a minimum of 18 half-time graduate assistantships (GA’s) with opportunities for additional GAs when funding is available. These GAs are 10 hours per week and the current stipend is listed in the NMSU Graduate Catalog. Graduate Assistantships involve varied assignments such as assisting with courses, teaching a course, research assignments, assisting with counselor supervision, and graduate program administration. Graduate assistantships typically are developmentally sequenced as follows: First year - assisting an experienced instructor in undergraduate teaching and participating in a faculty led research team; Second year-independent teaching of an undergraduate course and assisting in administration of a graduate program or the counseling and school psychology training and research Center; third-year supervision of Master’s level counseling practicum while being supervised by a faculty member. (See Graduate Assistant Handbook for further details on assistantship responsibilities). All students with graduate assistantships are required to attend a Graduate Assistant orientation by the Graduate School and a Teaching of Teaching seminar in the Department.

In addition to the eighteen guaranteed departmental assistantships, students routinely acquire additional assistantships in the CEP Department, as well as find additional assistantships in the Department of Educational Leadership and Administration, the Student Success Center, the University Counseling Center, and other student services offices on campus. The Department also consistently applies for additional funding from the Graduate School in the form of Diversity Awards, Commission on Higher Education Fellowships, McNair Fellowships, and Tuition Fellowships.

It is expected that all doctoral students will be involved in a ten-hour graduate assistantship or a ten hour teaching assignment during their first three years in the program. In addition to a stipend, the “out-of-state” portion of tuition fees is waived. Graduate assistants may authorize the business office to deduct all fees and tuition directly from their paychecks on a monthly basis. This procedure enables graduate assistants to enroll without making a down payment. In addition to CEP departmental assistantships, students are eligible for assistantships available from other academic departments and facilities on campus.

By accepting a graduate assistantship, the student is required to enroll for at least 9 credits of graduate work each fall and spring semester. If students take any incompletes that would drop the number of earned credits below 9 hours for that semester, their assistantships will have to be relinquished.
GRADUATE SCHOOL RESIDENCY REQUIREMENT

All doctoral students in the Ph.D. program in Counseling Psychology must satisfy the residency requirement of the Graduate School by enrolling in two consecutive semesters, excluding summer. After completion of 30 credits of graduate work and following admission into the doctoral program, students must petition for residency. During these two semesters, students must be engaged full-time, (at least 9 credits of graduate course work each semester) in academic pursuits on campus. Since the department requires full-time enrollment, doctoral students automatically meet this requirement.

IN-STATE STATUS

Out-of-state students may apply for NM residency after one year in the Program. It is important that students coming from outside the state establish residency in New Mexico so that they will not be charged out-of-state tuition, particularly when on internship. Information on how to apply for out-of-state tuition waivers is available from the Registrar’s Office in the Educational Services Building.

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 research project, 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 project, creating a powerpoint presentation, and offering the presentation at the symposium is required for completion of the Qualifying Procedure.

First year students have several options in completing a research project during their first year in the program that fulfills the requirement of the Qualifying Project. Students may submit for publication a master’s thesis, they may complete a research project that is a part of a class assignment (e.g. CEP 673 or CEP 632), or they may work on a research team or an independent project under the supervision of a faculty member. Generally this supervision is provided by the student’s advisor, but students may work with other faculty. Ideally this project will help solidify the direction of the student’s dissertation study.

The following steps should be completed when meeting with one’s research supervisor for the Qualifying Project:

1. The project on which the student will be working should be clearly identified by the student and the faculty;
2. The project must have some socio-cultural focus;
3. The student should outline their expected contribution to the research project;
4. Authorship credit should be concretely discussed and an initial agreement reached with the faculty.

Authorship credit will be guided by the Ethical Principles of Psychologists and Code of Conduct. At times it may be necessary to revisit authorship credit and renegotiation of authorship credit decisions is encouraged in cases where the level or quality of the contribution has changed over time. In cases where disputes may arise related to authorship credit, the student is encouraged to follow the standard university grievance procedures, which are referenced in this handbook.

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.

Please refer to Qualifying Project Section and the Dissertation Sections for more information on Research Mentorship.

### 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 professional skills in practica is of critical importance in the program. If students need additional time to develop competencies 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.

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 by enrolling in CEP 698: Special Topics - Field Experience in Counseling Psychology in order to have an adequate number of Intervention & Assessment Hours for their internship application.

### PRACTICA ACTIVITIES

The purpose of the following information is to give students an understanding of the minimum time commitment required for each of the practica (some sites require additional time). This chart does not include outside assignments, but rather it reflects the minimum hours required on-site/face to face time.

#### INDIVIDUAL PRACTICUM (CEP 673)

- Group seminar; 2.5 hr/wk
- Individual supervision; 2 hr/wk
- 5 clients for 8 one hour sessions each

#### GROUP PRACTICUM (CEP 677)

- Individual supervision; 1 hr/wk
- Group seminar; 2.5 hr/wk
- 30 hours of leading or co-leading a self-developed group on campus or in the community

#### ADVANCED PRACTICUM (CEP 678 - FALL)

- Individual supervision; 2 hr/wk
- Group seminar; 2 hr/wk
- 14 hours a week needs to be scheduled for the following:
  - (7-8 client and 3-4 paperwork hours plus area of emphasis)
  - Observe triage and 1 outreach presentation
  - Attending staff meetings
- Minimum number of direct service hours for course is 45 hr/semester

#### ADVANCED PRACTICUM (CEP 678 - SPRING)

Same as Fall Semester

#### SUPERVISION PRACTICUM (CEP 679 - FALL)
• Individual supervision; 1 hr/wk
• Group seminar; 2.5 hr/wk
• Supervision of CEP 572/673 student: 2.5 hrs/wk
• Supervision & training labs of CEP 550/554 student: 2.5 hrs/wk

BEHAVIORAL HEALTH PRACTICUM (CEP 670 - SPRING)
• Direct service at community site – 12 hours a week
• Individual supervision; 1 hr/wk
• Group seminar; 2.5 hr/wk

ADVANCED PRACTICUM PLACEMENT SITE APPROVAL
There are currently two approved placements for Advanced Practicum: NMSU’s Counseling Center and UTEP’s Counseling Center. Students must enroll for a minimum of 3 credits during Fall and Spring Semester.

The following list of criteria is needed for the CPTC to approve other Advanced Practicum sites. These criteria are marked as N = necessary, P = preferred. April 1st is the deadline for students to submit new sites for review.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>1 licensed psychologist</td>
</tr>
<tr>
<td>P</td>
<td>2 licensed psychologists</td>
</tr>
<tr>
<td>N</td>
<td>Demonstrated commitment to in-service training via orientation day or series of workshops</td>
</tr>
<tr>
<td>N</td>
<td>Minimum of 45 direct service hours</td>
</tr>
<tr>
<td>N</td>
<td>1 hr. of face to face supervision per week with a licensed psychologist or a staff working under a licensed psychologist.</td>
</tr>
<tr>
<td>N</td>
<td>1 hr. of tape review by supervisor outside of the face to face time</td>
</tr>
<tr>
<td>N</td>
<td>Some sessions can be taped (audio or video)</td>
</tr>
<tr>
<td>P</td>
<td>All sessions can be taped</td>
</tr>
<tr>
<td>N</td>
<td>A variety of services with on-going individual counseling as the predominant modality (&gt;20 hrs.) and some exposure to assessment</td>
</tr>
<tr>
<td>P</td>
<td>A variety of other activities such as career clients, outreach, couples, families, children, group, geriatrics, and intakes</td>
</tr>
<tr>
<td>P</td>
<td>Some form of accreditation</td>
</tr>
<tr>
<td>N</td>
<td>case material can be presented to other doctoral students enrolled in the Advanced Practicum</td>
</tr>
<tr>
<td>P</td>
<td>Not a place where they’ve been employed</td>
</tr>
<tr>
<td>N</td>
<td>Not a place where they’re currently employed</td>
</tr>
</tbody>
</table>

FIELD EXPERIENCE IN COUNSELING PSYCHOLOGY

Additional direct service hours can be obtained by students who elect to gain further applied experience under the course CEP 698: Special Topics - Field Experience in Counseling Psychology.

In order for a site to be approved for students it must meet the following criteria:

• The site must have a licensed mental health professional (Psychologist, LISW, LPCC, LMFT, psychiatrist) OR
• Other non-licensed helping professionals may be approved as the on-site supervisors if a faculty member provides the weekly supervision.
• There must be weekly supervision.
• The site must provide some form of training activities beyond weekly supervision.
• Faculty of record must have some form of formal communication with the site supervisor and the student at mid-semester.
• Written evaluations of the site/site supervisor and the student must occur at the end of each semester.
New sites must be approved by the training committee prior to the semester the student will begin the Field Experience with October 15 and April 1 deadlines. A list of already approved sites can be found on the program website: http://cep.education.nmsu.edu/field-experience-directory/

Generally the clinical coordinator of the program should be listed as the instructor of record for CEP 698, but other faculty can serve in this capacity. The clinical coordinator with the student must draw up a formal contract with the on-site supervisor to assure that adequate hours and supervised experiences are attained. The student must have liability insurance. Copies of the contract and an evaluation form are also available via the “Forms” link on the Program website.

**MINIMUM REQUIRED HOURS PER CREDIT FOR FIELD EXPERIENCES TAKEN UNDER “SPECIAL TOPICS”:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hours Total</th>
<th>Weekly Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>6.7</td>
</tr>
<tr>
<td>2</td>
<td>100</td>
<td>13.0</td>
</tr>
<tr>
<td>3</td>
<td>150</td>
<td>10.0</td>
</tr>
<tr>
<td>4</td>
<td>200</td>
<td>13.0</td>
</tr>
</tbody>
</table>

**BACKGROUND CLEARANCE FOR STUDENTS**

Certain training sites will require background clearance for field-based or research experience as part of their site requirements for any trainee. Examples of such organizations include, but are not limited to, the following: civic organizations, religious organizations, youth and family service agencies, social/support groups, schools, medical and residential settings. Sites may require students to provide a written letter of intent, driver’s license record, fingerprints for a background check via CYFD, and recommendation letters. Certain placements require additional certifications and/or training to be completed prior to starting. Examples may be, but are not limited to: CPI Training, CPR Training, “NEO” Training, and RELIAS Training as conducted by the sites or offered elsewhere. Certain sites will also require medical clearances for students provides services at those sites. Medical clearances commonly include, but are not limited to: TB tests, drug tests, and evidence of vaccines (MMR, Hep B, Influenza, and Varicella). If students do not have vaccine records, blood titers may be required. Sites may also require verification of student’s health insurance. These clearance requirements are in addition to CEP requirements and may require additional costs or fees to the student. For example, fingerprints via CYFD cost $43 and Caregivers Background Check, NMDOH costs $73.30. Individual programs and/or child-focused settings may set more stringent clearance requirements. It is strongly advised that students verify specific site requirements in order to plan ahead for having clearances met.

**DOCUMENTING SUPERVISED HOURS**

Students should use the “Practicum Hours Semester Summary” form for documenting practicum and field experience hours. This form is available on the Doctoral Program’s webpage: http://cep.education.nmsu.edu/forms/. A series of forms in an Excel spreadsheet will help you keep track of practicum hours on a weekly basis, and summarized for the semester. These forms must be submitted to the Training Director at the end of each semester after obtaining your supervisor’s signature on the form.

**DOCTORAL QUALIFYING PROCEDURE**

The purpose of the doctoral qualifying procedure is the assessment of student competencies in practice and research. Early in students’ programs they document their knowledge in foundational areas in counseling psychology. These areas include: Human Development, Psychology of Multiculturalism, Professional Issues, Research & Statistics,
Diagnosis & Treatment Planning, Counseling Theory & Technique, and Group Work. The program assesses students' strengths and areas in which students have potential deficits. Recommendations for additional study in foundational areas (potentially including additional course work) may be based on this assessment.

In the first year of doctoral study students complete the practice portion of the qualifying procedure through the following courses: CEP 673: Counseling Psychology Theory/Practicum (3 credits) and CEP 677: Group Work Theory/Practicum (3 credits). The research portion of the procedure includes CEP 642 Psychometrics, CEP 636: Advanced Educational Measurements & Statistics (an experimental statistics courses may be substituted) and CEP 632: Research Seminar in Counseling Psychology.

In addition to successfully completing research course work, students are involved with multicultural research that is supervised by their academic advisor and/or other faculty members throughout their first year of study. This research mentor is expected to meet at least monthly with their mentee during their first year.

As a part of their involvement in this research project, students contribute to a presentation or manuscript. This manuscript or presentation will be disseminated at a graduate research symposium sponsored by the Department, and typically it is also submitted to APA for possible presentation at the National Convention, and subsequently submitted for publication in a professional journal. The product (manuscript or powerpoint presentation) is submitted to the advisor by the first day of spring semester in their second year of study. The “Contributions to Research” form is to be used to document students’ contributions to a research manuscript or presentation. This is available on the Doctoral Program’s webpage: http://cep.education.nmsu.edu/forms/. The student’s contribution should be a minimum of 20% of the total project for it to count as the qualifying research project. The faculty research supervisor determines the acceptability of the manuscript or presentation, and then submits it to the Training Director for it to be placed in the student’s file.

A student’s master’s thesis may be submitted for the qualifying research project if it was an empirical study where data was collected. If students take this option they must produce a manuscript from their thesis with an updated literature review completed. It is up to the student’s advisor to determine if the thesis is of an acceptable quality, particularly regarding how well it addresses sociocultural factors in some way.

In order to receive a pass on the qualifying procedure, the student must:

- Successfully complete any remedial work needed in foundational areas of Counseling Psychology
- Complete all course work required in the first year of study
- Achieve a minimum grade of B in the identified practice and research courses
- Achieve a minimum G.P.A. of 3.0, and
- Submit a research project for review and acceptance by their faculty research supervisor by the first day of Spring semester of the second year of study.

The student will be notified in writing of the result of their performance on this procedure when their advisor completes the Doctoral Qualifying Examination form that is signed by the advisor and the Training Director.: http://provost.nmsu.edu/gradschool/wp-content/uploads/sites/5/2015/04/doctoral_qualifying_exam_form.pdf The following three options are possible:

- Admit the student to further work toward the doctorate
- Recommend a reevaluation of the student’s progress after the lapse of one semester; or
- Recommend a discontinuation of graduate work

(NMSU Graduate Catalog, 2010, p. 21)
An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline may result in a selective review meeting at which time a remedial plan, or termination from the program will be discussed.

Because the focus of the Departmental research symposium is on multicultural issues, and because this is an overall emphasis of the department, the Qualifying Project must address multiculturalism in some way. The following statement was approved by the CPTC to help direct faculty and students in this matter:

**DEFINING MULTICULTURALISM AND MULTICULTURAL RESEARCH**

Multiculturalism attempts to understand people within their context (Leach & Carlton, 1997). Arredondo (1999) offered a conceptualization of identity that takes into account cultural, historical, familial, and social contexts across three domains. Dimension A, includes race, ethnicity, culture, gender, language, physical disability, sexual orientation, and social class. Dimension B includes individuals’ educational background, geographic location, income, marital status, religion, work experience, citizenship status, military experience, and hobbies. Dimension C accounts for historical moments and eras. Arredondo’s dimensions illustrate that there are several layers of cultural identities that intersect (Constantine, 2001).

Multicultural counseling research programs can be divided into five different topical areas: (a) variables pertinent to the minority client, including behavior and social patterns, values, sociopsychological development trends of various minority groups, counselor preference and perceived effectiveness; (b) counseling process variables, including intervention techniques used with specific groups; (c) the effectiveness and relevance of traditional assessment techniques with multicultural populations; (d) variables involved in counselors’ cultural biases and the implications for counseling outcome and client welfare; and (e) professional issues and development, including the development of multicultural counseling training programs (Ridley, Espelage, Rubinstein, 1997).

The goals for multicultural research should be to create useful knowledge that can help inform social policies and multicultural practices, evaluate and refine multicultural theories; identify and describe cultural processes and differences; and promote social justice (Quintana, Troyano, & Taylor, 2001).

Cross-cultural research specifically addresses (a) research that investigates psychological constructs, measures, and theories that developed within one culture and extended to other cultural groups, and (b) research that attempts to compare one culture to another (Quintana, Troyano, & Taylor, 2001).

**FACULTY ADVISOR**

Doctoral students are assigned a faculty advisor as soon as they are admitted to the program. The Advisor’s role is to provide support and encouragement throughout the program, and to chair the student’s comprehensive exam committee, and dissertation committee. The faculty advisor is assigned based on faculty availability and similar research interests with the student.

A student may choose to switch advisors at any point in the program. To initiate this change process students should consult with the faculty member they would like as their new advisor, in order to determine their availability and fit. This discussion should be followed by talking with their current advisor to explain why they would like to make the change.

**PROGRAM OF STUDY AND DOCTORAL COMMITTEE**

The Program of Study for the doctoral program is located in the university’s Degree Audit system which can be found on the students’ myNMSU page. In addition, a listing of the required courses is located at the end of this handbook. If you are declaring a Graduate Minor (e.g., Spanish Counseling or Integrated Behavioral Healthcare) then you will need
to declare this minor on your program of study. Courses required for these minors can be found on the departmental website. If a student makes any modifications to the program of study they will need to complete a "Change of Program of Study" form that needs to be approved by the student’s advisor and the Department Head before being sent to the Graduate School. **The program of study must exactly match the courses listed on the student’s transcript or it will be returned by the Graduate Student Services** at the time of graduation. Occasionally, the student may also need to complete the “Degree Audit Exception” form. Please see the Training Director if you have questions about your Program of Study.

Before students can schedule their comprehensive exams or their dissertation proposal, they must meet with their advisor to create a Doctoral Committee which may consist of either four or five members. This committee must have at least three CEP faculty to represent the major (CEP) area plus one other faculty member, not from CEP, to serve as the Graduate School Dean’s Representative. **It is a requirement that at least one member of the student’s dissertation committee needs to be a counseling psychologist.**

When students schedule the comprehensive examination they must complete the "Doctorate of Philosophy Examination" form with the Graduate Student Services, which can be found on the Graduate School forms website: [http://gradschool.nmsu.edu/forms/forms.html](http://gradschool.nmsu.edu/forms/forms.html) on which they will indicate their committee members. This form must have advisor’s approval, and be signed by the Department Head and the Dean. Occasionally, students may need to replace doctoral committee members or may elect to change advisors. Such changes will be recorded on the "Doctorate of Philosophy Examination" form when it is submitted for the either the Comprehensive Exam or the Dissertation defense. This form must be submitted 2 weeks before the scheduled date of these events.

## COMPREHENSIVE PORTFOLIO AND EXAMINATION

### COMPREHENSIVE EXAM STATEMENT OF PURPOSE

The comprehensive examination is an opportunity for the student to demonstrate an ability to integrate broad and specific knowledge of the field of counseling psychology from a scientist-practitioner perspective. This knowledge is derived from coursework, professional activities (e.g., organizational membership, conference attendance), broad reading in the field of counseling psychology, and practical experience (e.g., providing therapy/assessment, conducting research, receiving/providing supervision).

Integration involves reasoned synthesis, application, and communication – from a scientist-practitioner perspective -- of knowledge gained from empirical research, theory, practical experience, and ethical and multicultural considerations in the field of counseling psychology. The comprehensive exam is an outcomes measure of the training program’s curriculum. Specifically the exam assesses the degree to which you can demonstrate: content knowledge in your specialty, thinking grounded in theory, effective and reflective practice/application, and critical thinking about all of this learning. Students will have the opportunity to demonstrate such abilities in their portfolio submission and discussion of the portfolio with their committee.

### COMPREHENSIVE EXAM PROCESS

Students should meet with their academic advisor and/or the training director to discuss the portfolio procedure and their plans for completing comprehensive examinations. At the end of Spring semester or the beginning of Summer semester the training director and clinical coordinator provide a comprehensive exam preparation workshop that explains the exam process.

Students should work closely with their academic advisor to assemble their portfolio and submit a completed version to their advisor at least 10 working days before meeting with their committee during the Comprehensive Exam. The portfolio should be comprised of:
The student will distribute the portfolio to each committee member, and CEP committee members will judge the level of competency achieved on the following six Profession-Wide Competencies:

- Self-Reflection, Professional Values, Identity & Development
- Ethical and Legal Standards
- Research & Scientific Thinking
- Measurement, Assessment, & Psychological Testing
- Counseling Theories & Practice
- Multicultural Issues and Culturally-Responsive Interventions

A minimum rating of “3 - Average” on each competency is required as a passing score.

After each CEP committee member has reviewed the student’s portfolio, a meeting will be held with the committee and the student to allow for discussion of each section of the portfolio. This meeting will constitute the Comprehensive Oral Exam for the Graduate School. In addition to discussing the portfolio the student will be given a client case vignette that they will need to discuss in order to demonstrate an adequate ability to apply concepts from their coursework to the client situation. Therefore the majority of coursework that fulfills the Counseling Psychology Curriculum should be completed at the time of Comprehensive Exams (the exceptions are CEP 563, 670, & 679). **Successful completion of comprehensive examinations must be achieved by October 30th of the year in which the student is applying for pre-doctoral internship.** To promote fairness, the case vignettes will be assigned numbers; the training director will select a number randomly and then provide the vignette to the appropriate advisor.

**Special Instructions Concerning Inclusion of Case Material/Case Write-Ups:**

Students are required to use clinical case material in the portfolio. When doing so, it is imperative that this is done in a manner that protects and disguises the identity of the client. For example, the case presentation must not include any information that could easily identify the client. This may entail removing some identifying/demographic data and other details about the client contained in the write-up. In short, it is the students’ responsibility to adhere to all legal and ethical guidelines ensuring that confidential material is not released and that case material be discussed only in a way in which the identity of the client is not revealed. In addition, you must password-protect the electronic files of these reports and give them to your committee members on a password-protected device. Also, you may not include in this portfolio any clinical documents that are part of a client’s official record/file from any agency. Finally, clients must provide written permission for their case to be used for this educational purpose.
This form is intended to provide feedback on student progress toward achievement of profession-wide and program-specific competencies. **Students must obtain a minimum rating of 3 on all of the items below in order to pass the comprehensive exam.** Please rate student on each competency using the following scale:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Basis for assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research 1a: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</td>
<td>1</td>
<td>Dissertation Proposal and Research AAPI Essay</td>
<td>Rating</td>
</tr>
<tr>
<td>Ethical and Legal Standards 2b: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</td>
<td>2</td>
<td>Advanced Practicum Case Conceptualization and Comps case vignette answer</td>
<td>Rating</td>
</tr>
<tr>
<td>Individual and Cultural Diversity 3a: Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</td>
<td>3</td>
<td>Advanced Practicum Case Conceptualization and Comps case vignette answer</td>
<td>Rating</td>
</tr>
<tr>
<td>Individual and Cultural Diversity 3c: Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</td>
<td>4</td>
<td>Advanced Practicum Case Conceptualization and Comps case vignette answer</td>
<td>Rating</td>
</tr>
<tr>
<td>Individual and Cultural Diversity 3d: Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</td>
<td>5</td>
<td>Advanced Practicum Case Conceptualization, AAPI Diversity Essay and Comps case vignette answer</td>
<td>Rating</td>
</tr>
<tr>
<td>Professional Values and Attitudes 4b: Engages in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</td>
<td>1</td>
<td>AAPI Autobiography Essay, Cover Letter and Comps case vignette answer</td>
<td>Rating</td>
</tr>
<tr>
<td>Professional Values and Attitudes 4d: Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</td>
<td>2</td>
<td>Comprehensive Oral Exam</td>
<td>Rating</td>
</tr>
</tbody>
</table>
**Communication and Interpersonal Skills 5b:** Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.  
*_basis for assessment:* All of Comprehensive Exam Portfolio & Oral Exam  
*rating:* 

**Communication and Interpersonal Skills 5c:** Demonstrate effective interpersonal skills and the ability to manage difficult communication well.  
*_basis for assessment:* Comprehensive Oral Exam  
*rating:* 

**Assessment 6a:** Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.  
*_basis for assessment:* Integrated Assessment Report  
*rating:* 

**Assessment 6b:** Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.  
*_basis for assessment:* Integrated Assessment Report  
*rating:* 

**Assessment 6c:** Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.  
*_basis for assessment:* Integrated Assessment Report  
*rating:* 

**Assessment 6d:** Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.  
*_basis for assessment:* Integrated Assessment Report  
*rating:* 

**Assessment 6e:** Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.  
*_basis for assessment:* Advanced Practicum Case Conceptualization and Comps case vignette answer  
*rating:* 

**Assessment 6f:** Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)  
*_basis for assessment:* Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay  
*rating:* 

**Intervention 7b:** Develop evidence-based intervention plans specific to the service delivery goals.  
*_basis for assessment:* Advanced Practicum Case Conceptualization, Comps case vignette answer, AAPI Theoretical Orientation Essay  
*rating:* 

**Intervention 7c:** Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.  
*_basis for assessment:* Advanced Practicum Case Conceptualization  
*rating:* 

**Intervention 7d:** Demonstrate the ability to apply the relevant research literature to clinical decision making.  
*_basis for assessment:* Advanced Practicum Case Conceptualization and Comps case vignette answers  
*rating:* 

**Intervention 7f:** Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.  
*_basis for assessment:* Advanced Practicum Case Conceptualization  
*rating:* 

**Consultation and Interprofessional/Interdisciplinary Skills 8a:** Demonstrate knowledge and respect for the roles and perspectives of other professions.  
*_basis for assessment:* Comps case vignette answer  
*rating:*
**Supervision 9:** Demonstrate knowledge of supervision models and practices.

**Basis for assessment:** Comps case vignette answer

**NMSU Program-Specific Competency:** Demonstrate an understanding of advocacy by identifying social, political, economic, or cultural disparities.

**Basis for assessment:** Comps case vignette answer

Overall Comments:

Outcome (please check one):
- _____ Pass with Distinction (a minimum rating of 3 on all items with some 4s or 5s)
- _____ Pass (a rating of 3 on all items)
- _____ Adjourn to address concerns (two ratings of a 1 or 2)
- _____ Fail (more than two ratings or a 1 or 2)

**EVALUATION OF COMPREHENSIVE PORTFOLIO AND ORAL EXAMINATION**

You will work with your committee to set a date for your Oral Exam of your Portfolio. Your committee has at least one CP faculty, two other departmental faculty, and a faculty member in another department (Graduate School Dean’s Representative). Make sure you have at least two weeks between when you submit your portfolio and you schedule your oral exam (and no more than 1 month).

You will need to submit a “Comprehensive Oral Exam” form to the Graduate School 2 weeks before the exam date. An electronic copy of your portfolio must be submitted to your committee at least 2 weeks before your oral defense date. The Oral Examination Process is roughly 2 hours long. The first part of orals allows committee members to ask follow-up questions to assess your understanding of the topics covered in your portfolio and coursework. This is usually the first hour of the exam. The second part of orals will focus on your ability to apply their learning to a specific case vignette. Questions will be drawn from coursework, practica, and fieldwork experiences. It is important to demonstrate during your orals your ability to accurately describe theoretical constructs and apply them to the vignette. Your advisor’s role is to facilitate the oral exam by making sure all committee members have time to ask questions.

Your CEP committee members rate your portfolio sections and your performance on the oral exam using the scoring rubric shown in the previous section (the Grad School Rep does not use the rating form, but does vote on whether or not you have passed the oral exam). Your CEP committee members will then submit their ratings on your competency to your advisor at the end of exam or within one week of the exam. These ratings and your portfolio are kept in your student file.

At the end of the oral exam, all committee members vote on whether or not you passed your comprehensive exam, using the Graduate School paperwork. There are three possible outcomes: Pass, Adjourn or Fail (please see the rating form above for the criteria for each outcome). Success admits the student to doctoral candidacy (you can now call yourself a doctoral candidate)! An adjournment will require that you revise your written work and/or further prepare for any oral exam questions that address the unsatisfactory competencies before reconvening the committee later in the semester (usually after 2 weeks). Two outcomes are possible in the case of failure: (1) a second examination after the lapse of at least one semester or (2) termination from the doctoral program. In all cases, there needs to be at least 16 weeks (preferably one year) between passing the comprehensive examination and defending your dissertation.

**INTERNSHIP IN COUNSELING PSYCHOLOGY**

Preparation for internship placement should begin in the summer before the Fall semester in which one is applying for internship. Students are advised to consult the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory and website (http://www.appic.org/) and meet with their advisor and the Training Director to prepare for the application process. During the summer, the CEP department offers two workshops that describes the internship
application process and helps the students to prepare for the various aspects of this process. Students are strongly encouraged to attend these workshops.

The program expectation is that students complete all required course work, pass their comprehensive examinations, and successfully complete their proposal defense before they may go on internship. In addition, the Counseling Psychology Training Committee Faculty must certify the students are ready to apply for internship. The Supervision Practicum must be passed in order for a student to place their ranking with APPIC Match.

The APPIC website (http://www.appic.org/) includes information about the different internship programs, a searchable database to locate programs, and information about the APPIC Match. Students who are preparing to apply for internship should sign up for the Match Listserv the summer prior to application. Information on how to do this is provided on the APPIC website. The National Matching Services website (http://www.natmatch.com/psychint/) contains information about registering for the Match. Students should not enroll in the Match until they have passed their comprehensive exams and the faculty have voted on their readiness for internship. It is strongly recommended that students select APA approved internship sites. For students who do not acquire an APA-accredited internship site please refer to the next section on approval of Non-APA internships.

Students’ potential internship sites must be approved by the Director of Training, in conjunction with the Counseling Psychology Training Committee. Students should contact the Director of Training no later than the spring semester of the year before they intend to apply for internship. In October, when students begin the actual application process, they should provide the Training Director with a finalized list of sites. In addition, students must make an appointment with the Training Director and provide a copy of all documentation forms used to verify the APPI hours. All semester logs need to be summarized on the NMSU Formatted APPI Hours Spreadsheet (http://cep.education.nmsu.edu/forms/). In the Training Director (TD) verification section of the APPI the TD is required to list additional comments about the student. The TD will insert segments from the faculty feedback letter of the most recent annual evaluation of the student. Refer to appic.org for a list of FAQ regarding the APPI items.

**INTERNSHIP ELIGIBILITY REQUIREMENTS**

Further, the NMSU CEP department adheres to the Council of Counseling Psychology Training Programs list of expectations for internship eligibility:

1. Trainee meets or exceeds foundational and functional competencies as articulated by the program objectives and national guidelines. These include multicultural competencies in working with diverse populations.
2. Trainee successfully completed a pre-dissertation research experience.
3. Trainee passed program’s comprehensive or qualifying exams (or equivalent) by the time of the internship application.
4. Trainee’s dissertation proposal has been accepted at the time of ranking internship sites for the Match.
   a. Students must have a dissertation proposal date set in order to apply for internship.
   b. Students must submit to their advisor a draft of their dissertation proposal in order to submit their rankings for internship.
5. Trainee successfully completed all required coursework for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
6. Trainee completed at least 450 face-to-face, program-sanctioned, verified graduate practicum hours of assessment/intervention that includes evidence-based practice and at least 150 hours of supervision by a licensed psychologist or other mental health professional (as appropriate for the jurisdiction). Supervision was delivered according to accepted individual or group models and included observation of the trainee’s work.
7. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:
   a. Submitting a manuscript for publication (e.g., journal article, book chapter) as an author or co-author, OR
   b. Presenting at least two papers/posters/workshops at local, regional, national, or international professional conferences or meetings.
8. Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees’ developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Doctoral students enroll in a minimum of 9 credits of internship for fall and spring semesters (18 credits in total), and a minimum of 2 credits for summer semesters. Since the internship requires a 12 month commitment, the student must be enrolled in CEP 680 or 682 until the intern completes the placement and the formal evaluations are received from the site supervisor. Once the final evaluation is received from the site supervisor, the Director of Training assigns a final letter grade. Students finishing their internships after August 15 typically will not be able to graduate until the end of Fall semester.

The academic Training Director is required to make contact with the internship Training Director prior to the students’ attendance at the internship, and provide them with the students’ current standing in the program. As such, the academic Training Director will provide the internship site with the student’s most current faculty feedback letter from the annual evaluation process.

In the case that a student is not matched during the APPIC process, the program expectation is that they go through the APPIC match the following year, unless there are extenuating circumstances.

### APPROVAL OF NON-APA ACCREDITED INTERNSHIP SITES

Students who do not acquire an APA-accredited internship site must have an alternative site approved by the CPTC. The alternative site must be an APPIC-member site, or one that is “APPIC-equivalent”. “APPIC-equivalent” is defined as meeting all the criteria for APPIC membership (refer to the APPIC website for a list of the criteria). The exceptions to the APPIC criteria that maybe waived in extenuating circumstances are:

1) A minimum FTE of two interns on site

2) That it has to be a paid position.

If there are not two FTE interns on site, there needs to be some interaction with other psychology interns from other sites. Students will be required to sign a document indicating that they understand such exceptions may mean they cannot be licensed in some states (e.g. Texas). Students who are seeking out such internships need to have the internship site approved by the CPTC. The approval process requires a letter from the primary internship supervisor detailing how the site meets all the of the APPIC criteria. A member of the CPTC will then make a site visit to further assess the site’s capability to meet the criteria.

### DISSERTATION PROPOSAL

The first drafts of the dissertation proposal should be written during “CEP 693, Educational Experimentation”, generally occurring during the Spring semester of student’s second year in the Program. The student and advisor refine the proposal until the advisor believes it is ready for submission to the student’s dissertation committee. The proposal constitutes the initial draft of the first three chapters of the Dissertation: 1) Introduction, 2) Literature Review, and 3) Methodology. **Minimum requirements** for the proposal are final drafts of Chapters 1 & 3 and a complete reference list, but Chapter 2 can be a comprehensive, detailed outline in annotated bibliography form. Students are encouraged to have a final draft of Chapter 2 for the proposal, but it will not be a requirement. For more information of the Dissertation Proposal structure and format go the program website: [https://cep.nmsu.edu/files/2013/05/Dissertation-Proposal-Outline-v.-4-8-29.pdf](https://cep.nmsu.edu/files/2013/05/Dissertation-Proposal-Outline-v.-4-8-29.pdf)
When the advisor determines that the study is ready to be proposed then the student must complete the information on the top of the form entitled "Approval of Dissertation Proposal by Doctoral Committee," available on the Program website: [http://education.nmsu.edu/cep/phd/forms.html](http://education.nmsu.edu/cep/phd/forms.html), and take the form to the proposal meeting for signatures. It is the responsibility of the student to contact all members of the doctoral committee to schedule a meeting to evaluate the dissertation proposal following the approval of the committee chair. The committee must be given the proposal a minimum of two weeks (10 working days) before the scheduled meeting.

There are three possible outcomes following the evaluation of the dissertation proposal by the doctoral committee: (1) approval; (2) approval contingent upon recommended modifications, or (3) rejection. A copy of the proposal approval form, and a list of changes recommended by the committee, must be given to the Director of Training to be placed in the student's file.

Students are required to use the most recent edition of the Publication Manual of the American Psychological Association in preparing the dissertation proposal. The completed dissertation must also conform to guidelines established by the Graduate School, Guidelines For Preparing A Thesis or Dissertation, which is published annually. Whenever human subjects are to be involved as research participants, the approval of the NMSU Human Experimentation Committee is required. Students are to complete an "Application For Permission To Use Human Subjects In Research" (available on the website of the Institutional Review Board (IRB): [http://research.nmsu.edu/compliance/IRB/forms.html](http://research.nmsu.edu/compliance/IRB/forms.html). This form is reviewed by the university committee on Participation of Human Beings as Subjects for Research. Students must complete an on-line course in order to receive a certificate before their Human Subjects form will be reviewed. A copy of the approved IRB should be placed in the Appendix of the Dissertation. Doctoral students are encouraged to consult the American Psychological Association’s Ethical Principles in the Conduct of Research with Human Participants. Further guidelines for preparation of dissertation proposals and dissertations are offered on the Graduate Student Services website: [http://gradschool.nmsu.edu/Guidelines/](http://gradschool.nmsu.edu/Guidelines/).

It is a program requirement that the dissertation proposal be approved prior to a student leaving for internship (see Internship Eligibility section). Failure in meeting this deadline will be grounds for a selective review. The consequence of this selective review will be a revised timeline for completion of the proposal and progress on the dissertation with another selective review occurring after the internship year is completed if the deadlines are not met. The consequences of a second selective review may be dismissal from the program.

In order to reduce the occurrence of such a selective review, during the annual evaluation process the advisor and instructor of CEP 693 will discuss each student’s likelihood of proposing before leaving for internship, and another discussion between the advisor and the CPTC would occur in October of the third year. After such discussions if all faculty are in agreement that the student is likely to propose before leaving for internship then this will be the criteria for answering “Yes” to the question about the faculty feeling the student is ready for internship on the “Readiness for Internship” section of the AAPI. If a student has not proposed before submitting their APPI then they will be required to submit a timeline for successful completion of the dissertation proposal as a criterion for readiness to apply for internship. This timeline should be signed by both the student and their advisor and will be submitted to the Training Director by October 30 when they submit their APPI.
PROCEDURAL GUIDE FOR THE DISSERTATION PROPOSAL AND DEFENSE

PROPOSAL

Dissertations are designed, conducted and reported by students under the supervision of their major advisors and dissertation committees. Students should begin thinking about their dissertations before entering the Program, and use all aspects of the Program (courses, research team participation, practica teaching and administrative experiences) to further their knowledge, skills and resources for production of the dissertation. Identification of research questions, relevant literature and study designs optimally occur by the end of the first year as a follow-up to the students’ CEP 632, Counseling Psychology Research projects. The proposal is generated at the end of the second year in conjunction with 693, Educational Experimentation. Students’ major advisors and committee members should be continuously consulted during the writing of proposals.

Formal presentation of the proposal for approval by the dissertation committee ideally occurs by the end of Fall of the Third year of the Program, but no later than when the student enters their rankings in the National Match for internship. A final draft of the proposal must be approved by the student’s major advisor before the proposal defense can be scheduled. Committee members must have 10 working days to review the proposal before the meeting. Under the circumstance that the student is no longer on campus or a local resident, the use of Skype is allowed upon approval of advisor and under extenuating circumstances. The formal proposal meeting involves the student presenting the proposal and responding to questions and suggestions from the dissertation committee. This is an open meeting which all students and faculty are encouraged to attend, however feedback regarding the proposal are the responsibility of the dissertation committee. The student’s advisor records suggestions regarding revisions of the proposal. During a closed session toward the end of the meeting the advisor and committee members decide what recommendations for revisions of the proposal will be made. Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the proposal meeting.

DISSERTATION DEFENSE

Formal presentation of the completed dissertation for approval by the dissertation committee occurs when a final draft of the dissertation has been approved by the student’s major advisor. At this point the dissertation is distributed to the dissertation committee members who then have two weeks (10 working days) in which to review it. The list of agreed upon revisions which emerged from the proposal meeting is distributed with the dissertation, including statements indicating how each of the agreed upon revisions were addressed within the dissertation (and where these changes can be found in the current document). While the dissertation is being reviewed, the student and major advisor should be completing a draft of a publishable manuscript based on the dissertation (if this has not already been completed). Committee members then provide the student and advisor feedback on the dissertation, including whether they believe the dissertation is ready for defense. Based on the committee’s feedback the major advisor decides whether to set a date for dissertation defense or to continue to revise the dissertation and distribute a subsequent draft to the committee. The defense can be scheduled after a minimum of 10 working days from this point. At the time the date for the defense is set, a final draft of the publishable manuscript based on the dissertation should be submitted to the committee.

The Final Examination (i.e., the Dissertation Defense) is conducted by the doctoral committee. The meeting should be scheduled for 2.5 hours, with the first 45 minutes being a presentation of the entire of project. It is entirely oral, open to the public, and is primarily a "defense of the dissertation" although any question on the entire field of study is appropriate. The meeting involves the student presenting the dissertation and responding to questions from the audience. The feedback regarding the dissertation is the responsibility of the dissertation committee. The student’s advisor records the suggestions regarding revisions of the dissertation. During a closed session toward the end of the meeting the advisor and committee members decide what recommendations for revisions of the dissertation will be
Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the dissertation defense. The student then makes the revisions under the supervision of the major advisor. The revision list with statements about how the revisions were made in the dissertation and the final draft of the dissertation are then submitted to the committee and the final draft of the dissertation is submitted to the Graduate School.

Under the circumstance that the student is no longer on campus or a local resident, Skype may be utilized in order to complete the final defense meeting requirement. In addition to a defense of the dissertation, students must prepare a publishable manuscript based on the dissertation, which they have distributed to the committee with the dissertation by the time of the defense. The doctoral student must be enrolled during the semester the final defense is scheduled. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor’s approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student also must file the "Doctorate of Philosophy Examination" form with the graduate school at least 10 working days prior to the defense. This form is available on the Graduate Student Services website: http://prospective.nmsu.edu/graduate/forms/index.html. Each semester the graduate school establishes graduation deadlines for the final defense. Anyone who fails this final examination may: (1) upon recommendation of the doctoral committee and the approval of the Graduate Dean be granted a second examination after the lapse of at least one semester, or (2) be terminated from the doctoral program. Failure in the second examination disqualifies the candidate from obtaining the degree (NMSU Graduate Catalog, 2010-2011, p. 22)

GUIDELINES FOR FORMAT/OUTLINE OF POST-PROPOSAL DISSERTATION DOCUMENTS

The following outline is offered as a guide for the completed dissertation documents (all five chapters, plus the manuscript draft). Please refer to the previous section on the dissertation proposal for additional information. **Committees may allow exceptions to this outline when it is agreed that they are appropriate.** More information on the Graduate School requirements for formatting can be found at: http://gradschool.nmsu.edu/Guidelines/

- **Table of Contents**
- **Abstract**
- **Acknowledgments**
- **List of Tables**
- **List of Figures**

**Chapter 4: Results** – the purpose of this chapter is to present the results of the research hypotheses and explain them in both statistical and non-statistical language. Begin with an overview of what will be covered in the chapter and conclude with a summary of how material covered in the chapter justifies and/or informs the dissertation study. **Headings** are organized around each hypothesis or finding. Tables are included throughout.

**Chapter 5: Discussion** – the purpose of this chapter is to present interpretations and implications of the results. **Headings:**
- Summary of the Purpose
- Separate Heading for each hypothesis – provide reasons why each significant result was attained.
- Limitations
- Implications for Counseling Psychology
- Suggestions for Future Research
Summary of the study

References

Appendices
While instruments often do not appear in the appendices due to copyright laws, copies should be available to committee members at the time of the proposal.

Ch. 6 - Draft of a Manuscript for Publication – for the defense the student must provide a manuscript of their dissertation that can be submitted to a journal.

Oral Presentations
For both the Proposal the candidate is expected to provide a 10-15" Powerpoint presentation as an overview of their work to date.
For the Defense the candidate is expected to provide a 45” to 1 hr. Powerpoint presentation as an overview of their work to date.

Below are suggested Powerpoint slide headings:
Title
Relevant literature and definitions
Research Questions
Methodology – Participants, Data Collection
Instruments
Hypotheses
Results
Implications for Counseling Psychology
Limitations
Suggestions for Future Research
Summary of the study

Dissertation: CEP 700
Doctoral students must complete 18 credits of CEP 700. Students may not register for CEP 700 until the student has passed the qualifying procedure. Dissertation hours are graded as Progress (PR) or Unsatisfactory (U). Once a student enrolls in dissertation hours, they must stay continuously enrolled, that is they must be enrolled for a minimum of 3 credits each Fall and Spring semester until they graduate. Three “U”s assigned as a grade for 700 hours will cause the Graduate School to dismiss a student.

Application for Degree
The student must file an "Application for Degree Form" available on the Graduate Student School website the semester she/he intends to graduate. The Graduate School publishes graduation deadlines each semester.

Doctoral Student Evaluation Process
Students receive on-going evaluation through supervisor ratings on profession-wide and program competencies, grades and feedback on assignments. In addition, each semester general written feedback on each student is solicited from the faculty. Once a year, a more comprehensive evaluation occurs beginning in April. The first step in this annual evaluation process involves each doctoral student completing a self-assessment of their progress to date and a self-evaluation of their achievement of profession-wide and program competencies. They provide an updated curriculum vita and a brief description of their current research project (qualifying or dissertation). Students’ transcripts also are reviewed as part of this evaluation. The students discuss their evaluation with their advisors, who in turn provide
Advisor Comments on the document after which all the documents are submitted to the Training Director. The Training Director convenes a meeting with the CPTC to discuss each student’s progress. Feedback from this meeting and the semester review comments are provided to each student in a letter that is sent to the students and also includes a summary of all the ratings of the students on all the profession-wide and program competencies for the coursework completed. For students who are about to begin their internship, parts of this letter will be sent to the Internship Training Directors as well (as part of the AAPI). If the annual review indicates enough concern, a selective review may be called by the CPTC to discuss the concerns directly with the student and a remediation plan may be developed.

ANNUAL EVALUATION PORTFOLIO ITEMS

- CEP -- Ph D Annual Evaluation Form
- An updated resume/CV
- An unofficial transcript
- A copy of all practicum hour logs that you have completed since your last annual evaluation
- Any other documents for your student files (e.g., qualifying project presentation)

OUTCOME COMPETENCIES OF THE NMSU COUNSELING PSYCHOLOGY PROGRAM

Discipline specific knowledge is assessed via course grades. Profession-wide and program competencies are assessed during practica and by the successful completion of program requirements (e.g., comprehensive exam and dissertations). Each practica has a rating form that allows the instructor/ supervisor to assess each student on all the relevant profession-wide and program competencies. This rating form can be found at: http://education.nmsu.edu/cep/phd/forms.html. Students must achieve a grade of B or better in each course and must receive a rating of 3 or better on the competency rating form in order to make adequate progress in the program.

Assessment of Discipline-Specific Knowledge

**Category 1: History and Systems of Psychology**

**Basis of assessment:**
- Course grade of “B” or better (PSY 540: History & Systems);

**Category 1: Basic content areas in scientific psychology**

**Basis of assessment for Cognitive Bases of Behavior:**
- Course grade of “B” or better (CEP 615: Cognitive and Affective Bases of Behavior);

**Basis of assessment for Affective Bases of Behavior:**
- Course grade of “B” or better (CEP 615: Cognitive and Affective Bases of Behavior);
- Course grade of “B” or better (CEP 648: Appraisal of Personality);

**Basis of assessment for Developmental Bases of Behavior:**
- Course grade of “B” or better (CEP 5/612: Human Development);

**Basis of assessment for Biological Bases of Behavior:**
- Course grade of “B” or better (CEP 563: Primary Care Psych);
- Course grade of “B” or better (CEP 579: Clinical Psychopharmacology)

**Basis of assessment for Social Bases of Behavior:**
- Course grade of “B” or better (CEP 619: Psychology of Social Identities);
- Course grade of “B” or better (CEP 677: Group Theory/Practicum)

**Category 2: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**

**Basis of assessment:**
• Course grade of “B” or better (CEP 615: Cognitive and Affective Bases of Behavior)

**Category 2: Research and Quantitative Methods**

**Basis of assessment for Psychometrics:**
• Course grade of “B” or better (CEP 642: Psychometrics)

**Basis of assessment for Research methods:**
• Course grade of “B” or better (CEP 632: Counseling Psychology Research);
• Course grade of “B” or better (CEP 634: Qualitative Methods);
• Course grade of “B” or better (CEP 693: Educational Experimentation);

**Basis of assessment for Quantitative methods:**
• Course grade of “B” or better (CEP 636: Advanced Educational Measurement and Statistics);
• Course grade of “B” or better (CEP 637: Multivariate Research Procedures and Analysis)

**Assessment of Profession-Wide Competencies**

**Research:**

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</td>
<td>Successful completion of Dissertation</td>
</tr>
<tr>
<td>1B. Conduct research or other scholarly activities.</td>
<td>Successful completion of Qualifying Project</td>
</tr>
<tr>
<td>1C. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</td>
<td>Successful completion and presentation of Qualifying Project</td>
</tr>
</tbody>
</table>

**Ethical and Legal Standards:**

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, states, regional, and federal levels; and relevant professional standards and guidelines.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
<tr>
<td>2B. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>2C. Conduct self in an ethical manner in all professional activities.</td>
<td>Rating of 2 or higher on the related item of the annual progress review Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
</tbody>
</table>

**Individual and Cultural Diversity:**

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A. An understanding of how their own personal/cultural history,</td>
<td>Rating of 3 or higher on the related item of</td>
</tr>
</tbody>
</table>
attitudes, and biases may affect how they understand and interact with people different from themselves.

<table>
<thead>
<tr>
<th>3B. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
<tr>
<td>Rating of 2 or higher on the related item of the annual progress review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3C. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3D. Demonstrate the requisite knowledge base ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

### Professional Values and Attitudes:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.</strong></td>
<td></td>
</tr>
<tr>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
<td></td>
</tr>
<tr>
<td>Rating of 2 or higher on the related item of the annual progress review</td>
<td></td>
</tr>
</tbody>
</table>

| **4B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.** |
| Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation |

| **4C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.** |
| Rating of 3 or higher on the related item of the practicum evaluation |

| **4D. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.** |
| Rating of 2 or higher on the related item of the annual progress review |
| Rating of 3 or higher on the related item of the Comprehensive Exam evaluation |

### Communication and Interpersonal Skills:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</strong></td>
<td></td>
</tr>
<tr>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
<td></td>
</tr>
</tbody>
</table>

| **5B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.** |
| Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation |

| **5C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.** |
| Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation |
| Rating of 2 or higher on the related item of the annual progress review |
Assessment:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>6B. Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>6C. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>6D. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>6E. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>6F. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

Intervention:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A. Establish and maintain effective relationships with the recipients of psychological services.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
<tr>
<td>7B. Develop evidence-based intervention plans specific to the service delivery goals.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>7C. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>7D. Demonstrate the ability to apply the relevant research literature to clinical decision making.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>7E. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
<tr>
<td>7F. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluations.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

Consultation and Interprofessional/Interdisciplinary Skills:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A. Demonstrate knowledge and respect for the roles and perspective of other professions.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
<tr>
<td>8B. Demonstrate knowledge of consultation models and practices.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation</td>
</tr>
</tbody>
</table>
Supervision:

<table>
<thead>
<tr>
<th>Profession-Wide</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Demonstrate knowledge of supervision models and practices.</td>
<td>Rating of 3 or higher on the related item of the practicum evaluation and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

### NMSU Program-Specific Competency

<table>
<thead>
<tr>
<th>Program-Specific Competency</th>
<th>Basis of Assessment/Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Demonstrate an understanding of advocacy by identifying social, political, economic, or cultural disparities</td>
<td>Rating of 3 or higher by instructor on CEP 619 Social Justice and Advocacy Project and the Comprehensive Exam evaluation</td>
</tr>
</tbody>
</table>

### SELECTIVE REVIEWS

If a student fails to achieve competency or sufficient skill development, displays inappropriate professional behavior or dispositions, or inadequate ethical judgment (particularly in counseling skills courses), or is in anyway not progressing satisfactorily, the student will have a selective review with the Counseling Psychology Training Committee. Such deficiencies will usually be indicated by an unsatisfactory grade (U or lower than a B-) and/or a rating of “1” or “2” (unsatisfactory) on at least one competency rating of the practicum evaluation form. If an unsatisfactory rating is given on an item, the faculty/supervisor completing the form must make a recommendation on how to improve this competency and a selective review with the student will take place. The only exception to the selective review process is that if a student receives one “2” rating during their first year they will only meet with the faculty member to discuss the faculty member’s recommendations for improvement. In addition to the practicum evaluation form there are two other forms which may signal unsatisfactory performance; the “Semester Review” form and the “Annual Progress Review” form. Both of these forms assess the students more globally and are completed by any faculty members having contact with the student during that year. The semester review form is consistent with the 1-5 Likert-type scale for the practicum evaluation form. Faculty are asked to indicate on this form if they believe that a student in their class will be receiving a “2” rating, while also providing information about the stated situation. The rating scale of “Annual Progress Review” form is 1-3 where a rating of “1” (very minimal skills) will prompt a selective review if such a review is not already in place.

At any time a CEP faculty member may request the CPTC to convene and evaluate a student’s lack of progress/deficit. The purpose of the selective review meeting is to hear the student’s point of view, for the faculty to ask clarifying questions, and to directly express their concern about the situation. The outcome of the selective review may include:

1. the student has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention,
2. the student having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for a performance improvement plan will be given,
3. the duration of the performance improvement plan and the assessment of its outcome are based on the needs of the student and available resources,
4. failure to achieve minimum competencies following performance improvement efforts can result in students being dismissed from the program due to lack of progress.

Students are responsible for adhering to the Ethical Principles of Psychologists and Code of Conduct. Unethical behavior may result in remedial plans or dismissal from the program. While attempts at performance improvement are generally the first step in corrective action there may be some actions that require immediate dismissal.

Decisions rendered by the CPTC will be sent to the student in writing signed by the Training Director as the chair of the committee. If the concern that prompted the selective review is considered to be serious enough it will be labeled as a “complaint” and will be ultimately discussed on the APPI form.
Most performance improvement plans are focused on behaviors or competencies that need to be demonstrated. Annual assessment of students’ progress includes an assessment of students’ ability to take corrective action. Official closure of a selective review occurs in two ways. If the corrective action is stated as course requirements that need to be completed then a successful grade for the class constitutes closure of the selective review. If the corrective action occurs outside of course requirements then the student initiates the closure by writing a letter to the CPTC detailing how they feel they have met all the recommendations or the performance improvement plan, and how they have resolved the concern. The CPTC will review this letter, potentially discuss this information with the student, and write a letter to the student indicating the committee’s assessment of the extent to which they were successful in correcting problems. At the time of the Annual Progress Review the faculty determine if the student is now progressing satisfactorily or if there is still a deficiency to correct with a modified performance improvement plan.

“COUNSELING SKILLS COURSES” STATEMENT (INCLUDING ALL PRACTICA):

This course has been identified as an experiential course. This means that the major focus of evaluation will be determined by the instructor’s professional judgment regarding the following criteria as they pertain to this course: ethical judgment, personal characteristics (i.e., openness to supervision), interpersonal skills, and effective application of counseling techniques. These components have been identified as necessary prerequisites to assure a student’s ability to function effectively and ethically in a future professional role implied by this degree program. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies (ranging from C’s to F’s). These students may be suspended for the reasons of academic disqualification or terminated due to ethical violations. Students who receive a grade of C or lower (or U) will be required to retake the course after completing a remediation plan.

STATEMENT ON THE COMPREHENSIVE EVALUATION OF STUDENT COMPETENCE

Developed by the Council of Chairs of Training Councils and adopted by the Council of Counseling Psychology Training Programs February 2004.

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to
feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

If the faculty note that the student is not progressing satisfactorily, the student may be asked to schedule a meeting with their advisor to receive specific feedback or the student may be asked to attend a Counseling Psychology Training Committee meeting in the form of a selective review to respond to faculty concerns.

**APA STYLE AND WRITING SKILLS STATEMENT**

As a graduate student, it is expected that you will familiarize yourself with the current edition of the APA style manual and properly apply it to your assignments and other program requirements (e.g., thesis, dissertation). A large portion of the work required in doctoral courses includes written assignments. This means that the evaluation of students’ writing will be determined by the instructor’s professional judgment regarding the following criteria: grammar, punctuation, organization and clarity of writing, and proper application of APA style. These components have been identified as necessary skills to assure a student is successful in this program and the profession. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies. Be advised that if you turn in an assignment containing a large number of writing errors (i.e., grammar, APA style, punctuation) then you will receive a lower grade. If your grammatical/writing errors result in an assignment grade that is lower than a “C” then it may be returned to you with no grade, requiring you to fix those errors and turn the assignment back in, with a possible loss of points.

**TECHNOLOGY STATEMENT**

No cell phones, texting, emailing, facebooking, tweeting, or any other form of external communication are allowed while class is in session. If extenuating circumstances should arise that require you to have access to your cell phone during class, please notify the instructor prior to the beginning of class to avoid any misunderstandings. The use of laptops and tablets during class time also is not allowed unless directed by the instructor. If students want to take notes electronically, they should clear this with the instructor first.

**DEPARTMENTAL GRIEVANCE PROCEDURES**

Doctoral students who feel they have been treated unjustly have a right to a hearing of their grievance. Complaints may involve course grades, classroom treatment, various forms of harassment, etc. The department follows the steps established by the Graduate School (http://www.nmsu.edu/~gradcolg/Catalog/regulations.html).

1. Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or adviser within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 10 calendar days to the student.
3. If the student is not satisfied with the response from Steps 1-2, he/she must submit a written appeal to the department head within 10 working days of the initial decision. If the student is initiating the appeal at the departmental level, he/she must do so, in writing, within 10 calendar days of the beginning of the following full (i.e. fall or spring) semester. The department head must respond in writing within 10 working days to the student, the instructor or adviser (if one is involved), and the dean of the Graduate School.
4. If after the third step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the dean of the Graduate School within ten working days a formal letter that provides specific details regarding the nature of the grievance. In the letter, the student can request that their case be presented to the Graduate Student Appeals Board. After receiving a letter complaint (not an email), the dean of the Graduate School will determine whether the complaint has merit. If the graduate dean determines that...
the appeal does not have merit, he/she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the graduate dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.

5. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of the Graduate School will, within 10 working days, inform all parties involved of his/her decision in writing. The decision of the dean of the Graduate School is final.

The Dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year.

**PROGRAM EVALUATION**

Assessment of the Program is gathered from faculty, current students, and graduates of the program. Feedback from current students in the Program is gathered through teaching evaluations for every course, annual program evaluation surveys with follow-up student focus groups and student representation at CPTC meetings. Each year the Training Director sends out an annual evaluation of the program (with both qualitative and quantitative items) for current students. This data is analyzed by the Training Director who then leads a discussion of the results in a follow-up focus group of current students.

In CPTC meetings and in yearly faculty retreats the faculty receive feedback from the annual evaluations of the program, the focus group discussions with the students, and from issues addressed at the CCPTP mid-winter conference and listserv. During the retreats, major programmatic issues are addressed such as our Program mission statement, the goals of the faculty, and the integration of research and practice. The CPTC meetings address curriculum and other implementation issues, and on-going evaluation of the students and the program. The CPTC uses this information in deciding which procedures to maintain and where to make program changes. Examples of program changes that are a result of on-going self-study can be found in the last section of this domain.

Feedback from graduates of the Program allows additional process assessment of the Program and is gathered through follow-up surveys of graduates. The Training Director sends the alumni survey to graduates of the Program at 2-years and 5-years post-graduation. When at least 10 surveys are collected the results are tabulated and presented to the faculty.
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIVE-YEAR SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Year One** | **Summer** | CEP 5/612, Human Development***  
CEP 517, Psychology of Multiculturalism  
Doctoral Student Orientation/Teaching of Teaching Seminar |
|         | **Fall**  | CEP 624 Psychometrics  
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 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*** (1 of 3 CEP electives)  
CEP 619 Psychology of Social Identities (odd years) |
|         | **Fall**  | CEP 634 or EDUC 576 Qualitative Research  
CEP 678 Advanced Counseling Psychology Practicum  
CEP 579 Clinical Psychopharmacology*** (even yrs.)  
**Multicultural Research Symposium Paper Submitted**  
**File a program of study** |
|         | **Spring** | CEP 637 Multivariate Research Procedures & Analyses  
CEP 648 Appraisal of Personality  
CEP 678, Advanced Counseling Psychology Practicum  
CEP 693 Educational Experimentation |
| **Year Three** | **Summer** | CEP 562 Family Therapy Theory and Technique*** (1 of 3 CEP electives)  
CEP 615 Cognitive & Affective Bases of Behavior*** (even years) |
|         | **Fall**  | CEP 679 Supervision Theory and Practicum  
CEP 563 Primary Care Psychology  
CEP 647 Appraisal of Intelligence***  
**Dissertation Proposal** |
|         | **Spring** | CEP 670 Behavioral Health Practicum  
CEP 5/652 Career Life Planning & Vocational Assessment***  
CEP 520 (Mindfulness) (1 of 3 CEP electives)  
CEP 700 Dissertation (4 credits)  
**Comprehensive Examination** |
| **Year Four** | **Fall**  | PSY 540 History and Systems of Psychology*** (odd yrs.)  
CEP 700 Dissertation (7 credits)  
CEP 698 Field Experience in Counseling Psychology  
**Apply for Internship placement:**  
APPI, signed practicum logs, dissertation proposal |
|         | **Spring** | CEP 698 Field Experience in Counseling Psychology  
CEP 700 Dissertation (7 credits)  
CEP 5/658 Child and Adolescent Counseling*** (1 of 3 CEP electives) |
| **Year Five** | **Summer** | CEP 682 Internship in Counseling Psychology (1 credit)  
**GRADUATE!!** |
|         | **Fall**  | CEP 680 Internship in Counseling Psychology (9 credit) |
|         | **Spring** | CEP 680 Internship in Counseling Psychology (9 credit) |
|         | **Summer** | CEP 682 Internship in Counseling Psychology (1 credit)  
**These course may be waived if taken previously at the graduate level** |
## FOUR-YEAR SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

<table>
<thead>
<tr>
<th>Year One</th>
<th>Summer</th>
<th>CEP 5/612, Human Development***&lt;br&gt;CEP 517, Psychology of Multiculturalism&lt;br&gt;Doctoral Student Orientation/Teaching of Teaching Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>CEP 624 Psychometrics&lt;br&gt;CEP 5/651 Diagnosis and Treatment Planning***&lt;br&gt;CEP 622 Ethical/Professional Issues in Counseling Psychology&lt;br&gt;CEP 673 Counseling Psychology Theory/Practicum</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>CEP 636 Advanced Educational Measurement &amp; Statistics***&lt;br&gt;CEP 5/652 Career Life Planning &amp; Vocational Assessment***&lt;br&gt;CEP 677 Group Work Theory/Practicum&lt;br&gt;CEP 632 Counseling Psychology Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Select a doctoral committee in consultation with advisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Summer</th>
<th>CEP 5/656 Addictions Counseling*** (1 of 3 CEP electives)&lt;br&gt;CEP 619 Psychology of Social Identities (odd years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>CEP 647 Appraisal of Intelligence***&lt;br&gt;CEP 634 or EDUC 576 Qualitative Research&lt;br&gt;CEP 678 Advanced Counseling Psychology Practicum&lt;br&gt;CEP 579 Clinical Psychopharmacology*** (even yrs.)&lt;br&gt;Multicultural Research Symposium Paper Submitted</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>File a program of study&lt;br&gt;CEP 648 Appraisal of Personality***&lt;br&gt;CEP 637 Multivariate Research Procedures &amp; Analyses&lt;br&gt;CEP 678, Advanced Counseling Psychology Practicum&lt;br&gt;CEP 693 Educational Experimentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Summer</th>
<th>CEP 562 Family Therapy Theory and Technique*** (1 of 3 CEP electives)&lt;br&gt;CEP 615 Cognitive &amp; Affective Bases of Behavior *** (even years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>CEP 679 Supervision Theory and Practicum&lt;br&gt;PSY 540 History and Systems of Psychology*** (odd yrs.)&lt;br&gt;CEP 563 Primary Care Psychology&lt;br&gt;CEP 700 Dissertation (4 credits)</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Comprehensive Examination&lt;br&gt;Dissertation Proposal&lt;br&gt;Apply for Internship placement:&lt;br&gt;• APPI Form&lt;br&gt;• Practicum logs&lt;br&gt;• Dissertation timeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CEP 670 Behavioral Health Practicum&lt;br&gt;CEP 5/658 Child and Adolescent Counseling*** (1 of 3 CEP electives)&lt;br&gt;CEP 520 (Mindfulness) (1 of 3 CEP electives)&lt;br&gt;CEP 700 Dissertation (4 credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th>Fall</th>
<th>CEP 680 Internship in Counseling Psychology (9 credits)&lt;br&gt;CEP 700 Dissertation (5 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>CEP 680 Internship in Counseling Psychology (9 credits)&lt;br&gt;CEP 700 Dissertation (5 credits)</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>CEP 682 Internship in Counseling Psychology (2 credit)</td>
</tr>
</tbody>
</table>

**Graduate!!**

**These courses may be waived if taken previously at the graduate level**
Students who completed graduate coursework at other institutions or in other graduate programs at New Mexico State University which are equivalent to courses required in our Program, may petition to have those course requirements waived. A Departmental Petition for Course Waiver form must be completed for each course to be considered for a waiver, which can be found on the Program website: http://cep.education.nmsu.edu/files/2013/10/coursewaiverform.pdf

This form must be submitted no later than 2 weeks prior to the semester when the waived class is offered. Students will need to submit the course syllabi, reading lists, and transcripts from the original course to the Training Director. The Training Director in consultation with the faculty member who teaches the course will assess if the courses are equivalent. The Training Director will sign the form indicating the Training Committee’s approval in order for the waiver to be accepted.

If the course has been taken longer than 7 years ago, but the student can document significant and recent continuing education credits in the same area, the course may possibly be waived. In some instances, if it is difficult for the Training Committee to determine equivalency, students may be required to pass an equivalency exam before the course is waived. Students may choose to audit the waived class with approval of the instructor in order to gain greater competency in this area and to be better prepared for comprehensive exams.

Once a waiver of a doctoral program course is approved, the student must transfer the graduate credits taken from another university into their doctoral program of study at New Mexico State University, provided the credits were earned on the campus of an accredited institution. Transferred course work (grades and hours) is listed separately from NMSU course work on the degree transcript.

Immediately after initial enrollment in the Graduate School, students must submit forms to obtain formal permission from the department head, the dean of the college, and the dean of the Graduate School to transfer graduate-level course work. The department has the responsibility to accept or reject any number of transferred credits based on such elements as whether the work fits into a logical program for a degree, if grades of A or B have been earned in the courses proposed for transfer, and any other elements it deems relevant. Credit granted for work done at another institution is tentative until proved by satisfactory work in residence, and the department may also require work to be validated by examination. Transfer credits must meet the same time-limit requirements (seven years) as graduate classes at accredited universities. Course work taken elsewhere after initiation of Graduate School at NMSU must have prior approval of the department head and the dean of the Graduate School if such work is to be transferred. All requirements as to accreditation, level, grades, and other elements described for initial transfer work will apply.

"Request for Transfer of Graduate Credit" forms are available on the Graduate School webpage at: http://gradschool.nmsu.edu/forms/forms.html.

**LEAVE OF ABSENCE**

If students cannot maintain the program of study they may submit a request for a full or partial leave of absence. The request will be honored only under unusual, extenuating circumstances. Specifically:

1. The students must have followed the timetable and successfully completed requirements up to the point of requesting a leave;
2. Unusual and pressing circumstances such as illness and family crisis prompt the request; and
3. An initial period of absence may be granted for one year only.

Students planning on an interruption of studies should address a request for leave of absence through their department head, alerting the Dean of the Graduate School. The student must submit a formal letter through their department head to the Dean of the Graduate School. Email will not be accepted. The request should include the beginning date and the anticipated ending date for the period of absence. A graduate student on leave of absence will
be expected not to use university facilities and place no demands upon the university faculty and staff, and, therefore will pay no fees. Time spent in leave-of-absence status will not be counted toward time limits.

A graduate student who fails to register for one calendar year without obtaining a leave of absence from the Graduate School will be considered withdrawn from the university. For information on resuming studies after such absence, see the Graduate School Catalog.

**RECORD KEEPING**

The Department of Counseling and Educational Psychology maintains a file on each doctoral student that is kept in the departmental file room. These files are the property of the department and are archived in perpetuity. The Counseling Psychology program is moving gradually towards maintaining data electronically through the tk20 assessment platform. Doctoral students are encouraged to make copies and record information electronically of all materials they submit to the Training Director to be place in their files (particularly records of their practicum evaluations and practicum logs), as well as upload them into the tk20 system as part of the annual evaluation process. These records will assist the student as they make application for internship and licensure. **Students are also encouraged to keep their doctoral handbook, the graduate catalog, and copies of course syllabi, as state licensure boards often request information from these sources.**

**NMSU POLICIES**

**NON DISCRIMINATION POLICY STATEMENT**

The university’s non-discrimination policy states, “The university is dedicated to providing equal employment and educational opportunities to all persons without regard to age, ancestry, color, disability, gender, gender identity, national origin, race, religion, sexual orientation, spousal affiliation or veteran status. The university strives to comply with all federal and state nondiscrimination laws.” (http://manual.nmsu.edu/files/2014/03/NMSU-Policy-Manual-BOR-12.13.13.pdf)

**POLICY STATEMENT AGAINST SEXUAL HARASSMENT**

It is the policy of New Mexico State University to provide an atmosphere free of sexual harassment for all faculty, staff, students, and visitors.

According to the U.S. Equal Employment Opportunity Commission and the U.S. Office of Civil Rights, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic progress; (2) students’ educational pursuits are adversely impacted; (3) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; (4) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic or work performance, or creates an intimidating, hostile, or offensive working or learning environment. Harassing conduct based on gender often is sexual in nature, but sometimes is not. Any unwelcome conduct based on gender is also forbidden by this policy regardless of whether the individual engaged in harassment and the individual being harassed are of the same or different gender. Common forms of harassment include offensive or abusive physical contact, joking, lewd language, suggesting sexual favors, displaying sexually suggestive objects, pictures, magazines, calendars, etc.

Hostile Work/Academic Environment: A student or employee may file a claim based on sexually offensive conduct that is sufficiently severe and/or pervasive to create a hostile work or academic environment. A hostile work or academic environment based on unwelcome attention, leers, or remarks of a sexual nature may also be grounds for sexual harassment. The university extends this protection to students in the classroom or in any academic-related settings.
Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director. Non-discriminatory hostile environment issues are regarded management matters under the purview of the appropriate administrator. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity Director.

Retaliation: Any university employee or student may report violations of this policy without fear of retribution. The university prohibits retaliation against any individuals because they have in good faith: (1) opposed any discriminatory or employment practice covered by university policies/procedures or state/federal laws; (2) filed a complaint of discrimination or grievance with the Institutional Equity Office or external state/federal agency with statutory jurisdiction over discrimination filings; (3) reported a discriminatory matter to a supervisor; or, (4) testified, assisted with, or participated in an investigation, proceeding, or hearing protected under same. Such retaliation in and of itself may result in disciplinary action, up to and including termination.

Grievances: Persons who feel they have been harassed should whenever possible first approach the person or persons engaging in the inappropriate conduct to indicate that the conduct is unwelcome. If the unwelcome behavior persists, the aggrieved should either report the complaint to the appropriate supervisor or the Institutional Equity Director. All sexual harassment complaints made to a person in a position of authority must be reported to the Institutional Equity Director (or the Human Resources Director if uncomfortable reporting the complaint to the Office of Institutional Equity Director) immediately, regardless of whether or not permission was given by the party subjected to the harassment. Allegations of sexual harassment are to be reported within 15 working days of occurrence, unless extenuating circumstances warrant exception. All employees and students should be aware that the university is prepared to take action in a timely manner to prevent and remedy such behavior, and that individual(s) who engage in such behavior are subject to disciplinary action. Any disciplinary action may be appealed through the appropriate procedure. To the extent possible, every effort will be made to safeguard confidentiality, consistent with reporting obligations and the need to investigate promptly and thoroughly. Contact Gerard Nevarez, Institutional Equity Director at the O’Loughlin House or call (575)646-3635 for any questions or clarifications to this policy statement.

Sanctions: Individuals who engage in sexual harassment, or supervisors who neglect to control the work environment and/or learning environment, will be held accountable. If it is determined that a violation of this policy has occurred, appropriate disciplinary action, training, and other measures will be taken to remedy the situation. All individuals are required to cooperate with any investigation in response to an allegation of harassment. Refusal to cooperate in an investigation may result in disciplinary action in accordance with university policy.

AMERICANS WITH DISABILITIES ACT

New Mexico State University complies with the American with Disabilities Act. If a student has, or thinks they may have, a disability that interferes with her or his performance as a student in a class, they may wish to self-identify. They can do so by providing documentation to the office for Student Accessibility Services, located in Corbett Center, Room 244 (646-2420). Appropriate accommodations may then be provided. If a student has a condition which may affect their ability to exit safely from the premises in an emergency or which may cause an emergency during class, they are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Programs.

STUDENT PARKING

Transportation & Parking Services is responsible for administering the parking program for NMSU. This includes the development of parking lots, issuance of parking permits and enforcement of parking regulations. Commuter Student Permits and Resident Student Permits are available and may be purchased Monday through Friday from 8 a.m. – 4:30 p.m. at the Parking Department located at 725 College Drive, on-line at http://park.nmsu.edu/online/.

Individuals who choose to park on NMSU campus parking lots or on NMSU campus streets must obtain and display an NMSU parking permit, pay at the meter or park in the free parking lots. To lessen parking difficulties for students,
faculty and staff, AggieTransit is available to those individuals who opt to park in the free parking lot east of Pan American Center. Permit regulations are enforced between the hours of 7:30 a.m. and 4:30 p.m. Disabled parking spaces emergency/fire zones, service zones and yellow curbs are enforced 24 hours a day. Parking Regulations and campus maps are available on-line at http://nmsuparking.com.

RESOURCES

SELF-CARE
Self-care refers to intentional actions that are taken in order to maintain physical, emotional, and mental health. Creating self-care strategies early in your training will help you to have an established set of practices to prevent burnout and compassion fatigue. Self-care involves monitoring your health, the development of support networks, and strategies to enhance well-being, such as healthy eating habits, exercise, meditation, and getting adequate rest. You may be interested in participating in a variety of activities to prepare yourself for internship, such as research and clinical placements, but it is also important to set realistic, achievable goals and to schedule your time wisely. It is part of your professional responsibility to identify and maintain some effective self-care strategies to ameliorate any stress experienced. Ken Pope has compiled a list of resources that can assist you in developing self-care strategies: http://kspope.com/ethics/self-care.php

Students are highly encouraged to seek counseling to address personal growth, well-being, and to more effectively manage life stressors. Each year, the program will provide an updated list of community therapists who have provided flexible rates/payment plans when working with CEP doctoral students.

STUDENT SUCCESS CENTER
The Student Success Center is an academic support program designed to improve learning and study skills. For further information, visit http://ssc.nmsu.edu/.

COUNSELING CENTER
The Counseling Center, in 108 in the Aggie Health and Wellness Center, is a free service to undergraduate and graduate students at NMSU. All visits and services are strictly confidential. CP doctoral students may request a therapist who is not involved in the supervision of doctoral students. For further information, visit http://counselingcenter.nmsu.edu/.

COMPUTER RESOURCES
On the ground floor of O’Donnell Hall there are two computer labs that include SPSS.

LIBRARIES
New Mexico State University has a comprehensive library system and has two campus libraries, Zuhl and Branson. Both are located on the pedestrian walkway that runs through the middle of campus and are situated within easy walking distance of O’Donnell Hall. All library databases can be accessed remotely. For more information, visit http://lib.nmsu.edu/.

AGGIE HEALTH AND WELLNESS CENTER
The Campus Health Center is located on campus, at the corner of Breland Drive and Stewart Street, one block from O’Donnell Hall. It provides general outpatient care to the student population. It is accredited by the Joint Commission on the Accreditation of Health Care Organizations. It is a member of the American College Health Association. It houses a staff of medical doctors, nurse practitioners, and other health care professionals, including a psychiatric nurse practitioner. For more information, visit http://chc.nmsu.edu/.
INFORMATION AND COMMUNICATIONS TECHNOLOGIES

The Office of ICT Services is located across the street from O'Donnell Hall. Computer labs are open 24 hours a day with a support staff available during most of these hours. It provides access to the mainframe systems. The NMSU mainframe system connects to various systems throughout the world. All graduate students have access to the computer center and can establish an account free of charge. Additional services such as data input and statistical analysis are available. Additional computer labs are located around campus. For more information, visit http://ict.nmsu.edu/ict/.

MINORITY STUDENT PROGRAMS AND ORGANIZATIONS

AMERICAN INDIAN PROGRAMS

Offers counseling, tutoring, typing, recruiting, personal advisement, curriculum development, tribal financial aid assistance, student employment, orientations and cultural and educational program presentations. For more information call 646-4207 or go to http://aip.nmsu.edu/.

CHICANO PROGRAMS

Provides scholarship information, resume typing, personal counseling, financial aid assistance, employment co-op announcements, tutoring, advisement, and chicano studies library. Chicano Programs is located in Garcia Annex, Room #138. For more information call 646-4206 or go to http://chicano.nmsu.edu/.

BLACK PROGRAMS

Offers academic counseling, advocacy, black student organizations, black studies courses, black studies library, financial aid counseling, job placement assistance. For more information call 646-4208 or go to http://www.nmsu.edu/~blackpro/.

SEXUAL AND GENDER DIVERSITY RESOURCE CENTER

Offers a safe and supportive environment for out LGBT students, faculty, and staff. Serves as an education and referral source. They have many resources available in, including information on scholarships, an extensive library of books, DVDs and magazines pertaining to GLBTQ issues, publications and literature from local and national GLBTQ organizations, and a computer lab with 8 computers for use. Located in Regent’s Row 531. Open 9am-5pm Monday-Friday. For more information call 646-7031 or go to http://sgdrc.nmsu.edu/.

INTERFAITH COUNCIL AT NMSU

There are 16 organizations which currently hold membership in the Interfaith Council NMSU:

- Aggies for Christ
- Baha’i Faith
- Campus Crusade for Christ
- Catholic Newman Center
- Chi Alpha Christian Center
- Community of Christ
- Disciple of Christ Campus Ministry
- Hillel Jewish Student Fellowship
- Holy Family Ecumenical
- Latter-Day Saints Student Association
- Lutheran Campus Ministry
- Presbyterian Campus Ministry
- Reformed University Fellowship
- Religious Society of Friends (Quaker)
- Unitarian Universalist Campus Ministry
- Wesley Student Center (United Methodist)

For more information please go to: http://nmsu.edu/~ifc/
AGGIE FIT

Membership to NMSU's AggieFit program is provided to all students enrolled in twelve or more credits each semester, with the exception of graduate students, who must be enrolled in 9 or more credits each semester as part of the activity fees assessed to students. Membership into the AggieFit program provides access to the Activity Center, Aquatic Center, fitness classes provided in both, and participation in our Intramural programs. It also includes access to AggieFit.org website with exercise tracking and personal well-kit, and discounted admission to special programs and health screenings. Members also receive a discount on swim & fitness equipment purchases in the AC Rec Sports Store and on special services (personal training, physical assessment, nutritional and body composition analysis). Memberships are also available to faculty, staff, alumni, and other NMSU affiliates. For more information, visit http://recsports.nmsu.edu/aggiefit/.

FINANCIAL AID

The university administers an extensive program of loans and work-study employment for graduate students. The awarding of loans and work-study is based on need and will require the student to complete a federal needs analysis application to determine possible award (Free Federal Application for Student Financial Aid). The student must apply annually for financial assistance with a priority deadline of March 1.

Several types of loans are available to graduate students including the National Direct Student Loan (Perkins Loan) and the Guaranteed Student Loan Program. (Stafford Loan). The Financial Aid Office is located in the Educational Services building. For information concerning available financial assistance contact the Financial Aid Office at 646-4105. For information on fellowship and grant competitions through the Graduate School go to: http://fa.nmsu.edu/.

The American Psychological Association also provides fellowship opportunities. Minority students should contact the APA Office of Ethnic Minority Affairs to request fellowships for ethnic minorities (202 - 336 - 6029). Female students should contact the APA office of Women's Programs for fellowship opportunities for women in psychology (202/955-6044).

STUDENT EMPLOYMENT

In addition to assistantships, fellowships or college work-study, other employment options are available. Human Resource Services office posts job listing for on-campus positions. Graduate students enrolled for a minimum of 9 hrs per semester may be served by the Human Resource Services office. Student spouses/partners who seek either full or part-time work may also apply through the Human Resource Services office. For more information, visit http://hr.nmsu.edu/.

COLLEGE OF EDUCATION SCHOLARSHIPS FOR WHICH CEP DOCTORAL STUDENTS ARE ELIGIBLE

An unofficial transcript must be attached to application, as well as any additional required documentation (if needed). Preference will be given to scholarship applications received before or on March 1. To apply for the scholarships, fill out the general scholarship form through the Financial Aid office. For more information go to: http://college.education.nmsu.edu/scholarships/counseling-educational/.

College of Education Alumni Scholarship: Awarded annually to approximately ten students, serving as student teachers, graduate practicum students, or interns within the year of receiving the award. Emphasis on GPA and service to COE, including participation in the CoE phone-a-thon.

Donald C. Roush Scholarship: Awarded annually to one or more graduate students in the COE who are actively involved in the pursuit of a COE graduate degree.
College of Education Faculty and Staff Scholarship

Awarded to one graduate or undergraduate student majoring within the College of Education. Applicants must write a 1-page essay describing services/volunteer efforts they have conducted to a diverse community in Southern NM and West TX.

College of Education Endowed Scholarship - Awarded to an outstanding student within the College of Education.

College of Education Graduate Scholarship - Awarded to an outstanding graduate student in the College of Education.

Dr. Rene Ruiz Dissertation Award in the Department of CEP - Awarded to a Doctoral student in the College of Education Department of Counseling and Educational Psychology. Applicant must be in good standing and the dissertation must be related to Hispanic mental health issues and be in any area of psychology or of a psychological nature relating to the Hispanic population (including but not limited to Mexican, Latino, Puerto Rican, Chicano, etc.)

Dr. Peggy Kaczmarek Doctoral Student Award in the Department of CEP - Awarded to a graduate student in Counseling and Educational Psychology with a minimum 3.5 GPA and must possess the qualities as exhibited by Dr. Kaczmarek.

Scholarship for Disadvantaged Students – This funding was awarded to NMSU CEP’s Ph.D. program by the Health Resources and Service Administration (HRSA). It funds any Ph.D. students who are full-time (this includes students on internship) and meet the "low income" criteria (provided by the Poverty Guidelines) are eligible for up to $15,000/year through 2016. Half of the money is to cover tuition costs and the rest can cover other living expenses.
DOCTORAL STUDENT CHECKLIST FOR ALL PROGRAM REQUIREMENTS

Early on
☐ Submit CEP course waiver forms to Training Director for courses taken in previous graduate studies (or undergraduate stats course for CEP 511).
☐ Submit “Transfer of Credit” Graduate School form for any previously taken graduate level courses for which the course waiver has been approved.
☐ Submit MA direct service hours and supervision to the Training Director.
☐ Schedule meeting with advisor to discuss membership in Div. 17 of APA, as well as other divisions & the benefit of joining other professional organizations.
☐ Read the Doctoral Handbook and consult with advisor and/or Training Director to answer any questions.
☐ Join the Doctoral Student Association.

Ongoing/Miscellaneous
☐ Complete the hours log for practica each semester and have them signed by your supervisor.
☐ Keep all course assignments, syllabi, and program documents.
☐ Meet with your adviser to review any changes to the standard program of study/course list.
☐ Establish residency in NM (if not already a resident) once you are eligible (after 1 yr.).
☐ Meet with your advisor, Clinical Coordinator or Training Director to discuss possible sites for CEP 698: Field Experience in Counseling Psychology if you would like to obtain additional direct service experiences.
☐ If you are enrolled in CEP 698 you must complete the “Field Experience Contract” CEP form for each site.
☐ If you are enrolled in CEP 698 you must have your on-site supervisor complete the “Field Experience Supervisor Evaluation” CEP form each semester.
☐ Engage in self-care.

Qualifying Project—Completed by Fall of Second Year
☐ Complete Human Subjects training & submit IRB (if required).
☐ Submit copy of powerpoint or manuscript to your adviser by the first day of the spring semester in your second year.
☐ Complete the “Contributions to Research” CEP form with your research supervisor.
☐ Present findings at CEP Multicultural Research Symposium.
☐ Submit the “Qualifying Examination” Graduate School form to the Training Director along with the “Contributions to Research” form and the powerpoint or manuscript.
☐ After passing the Qualifying Procedure, meet with your adviser to discuss your doctoral committee.
☐ Submit the "Program of Study and Committee for Doctoral Students" Graduate School form

Comprehensive Exam
☐ Attend program workshop on the Comprehensive Exam process.
☐ Write/revise the documents required for the portfolio with advisor feedback.
☐ The doctoral student must file the "Doctoral of Philosophy Examination" Graduate School form with the Graduate School at least 10 working days before the oral examination.
☐ After exam submit entire portfolio to Training Director.

Dissertation Proposal
☐ Develop the proposal with advisor feedback.
☐ Complete the “Approval of Dissertation Proposal by Doctoral Committee” CEP form and bring to the proposal meeting.
☐ Prepare a 15 minute Powerpoint Presentation.

Internship
- Attend program workshop on the Internship Application process.
- Develop list of sites.
- Work with faculty advisor/internship mentor to write essays.
- Sign up for the AAPI on-line through the APPIC website in September
- Meet with Training Director to verify hours by beginning of October
- Sign-up for the National Matching Service after obtaining interviews.

**Dissertation Defense**
- Student files “Application for Degree” Graduate School form in the semester in which they want to graduate.
- After adviser approves the dissertation, distribute a copy to each committee member.
- Provide journal article manuscript at the time of the defense.
- Complete the “Committee for Doctoral Final Examination” Graduate School form and submit it to the Graduate School **10 working days before the scheduled defense**.
- Have defense meeting advertised on departmental and college listservs.
- Prepare a 45-60 minute Powerpoint Presentation.

**Registration**
- Students must be enrolled for at least 3 credits every fall and spring semester until they graduate (if graduating during the summer you only need to be enrolled for 1 credit).
- Students must be enrolled in at least 9 credits every fall and spring that they have a GA.
- Students must have a minimum of 18 hours of CEP 700.
- Students must have a minimum of 18 hours of CEP 680 and 2 credits of CEP 682 while they are on internship.

**Every Spring/Summer**
- Complete your annual evaluation CEP form including your vita, self-evaluation of competencies and virtues, description of research projects, and other program documentation.
- Meet with your adviser to review it.
- Submit the evaluation to the Training Director by no later than the end of June.