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

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

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

**Suggested Readings**


Revised September 2016
COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

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

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

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

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

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

Counseling Psychology Program Mission Statement

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

Goals of NMSU Counseling Psychology Program

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

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

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

Objectives of the NMSU Counseling Psychology Program

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

Objective 2: Students will demonstrate proficiency in performing the three main functions of the scientist-practitioner: reviewing and applying research to one's practice, thinking and carrying out one's work scientifically, and doing research which contributes to the knowledge base of Counseling Psychology.
Objective 3: Having conceptualized diagnosis as a hypothesis-building process, students will demonstrate competency in psychological assessment by engaging in a multicultural and multi-method evaluation process.

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

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

Objective 6: Students will develop an awareness of the sociocultural context of people’s development, psychological functioning and their interactions; and will utilize this awareness in their conceptualizations of self, others, and interpersonal interactions.

Objective 7: Students will disseminate psychological information to others.

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

Doctoral Curriculum
The counseling psychology program at New Mexico State University is open to individuals who have completed a bachelor’s degree in Psychology, or a Masters degree in Counseling or a related specialty requiring equivalent course work. Please refer to the “Admissions Process” section for further details regarding differential admission requirements for Masters vs. Bachelor-level applicants.

Please note: coursework or minimum competencies in the following areas will enhance an applicants’ ranking:
- Counseling Practicum
- Counseling Theory & Technique
- Group Work Theory and Technique
- Human Development
- The Psychology of Multiculturalism
- Family Therapy Theory and Technique
- Career/Life Planning & Vocational Assessment
- Appraisal Theory and Technique
- Counseling Research & Statistics
- Diagnosis and Treatment Planning

Counseling Psychology Doctoral Curriculum Listed by APA Accreditation Criteria

Biological aspects of behavior:

CEP 579: Psychopharmacology, CEP 563: Primary Care Psychology, CEP 670: Behavioral Health Practicum.

Cognitive aspects of behavior:

CEP 515: Learning Theory.
Affective aspects of behavior:


Social aspects of behavior:

CEP 517: Psychology of Multiculturalism, CEP 619: Psychology of Social Identities, CEP 677: Group Theory/Practicum.

History and systems of psychology:

PSY 540: History and Systems of Psychology.

Psychological measurement:

CEP 511: Edumetrics, CEP 632: Counseling Psychology Research, CEP 647: Appraisal of Intelligence, CEP 648: Appraisal of Personality.

Research design and methodology:


Data analysis:


Individual Differences:


Human Development:


Dysfunctional Behavior or Psychopathology:

CEP 5/651: Diagnosis and Treatment Planning.

Professional standards and ethics:

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

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

Intervention:

CEP 673: Counseling Psychology Theory/Practicum; CEP 677: Group Work Theory/Practicum; CEP 670: Behavioral Health Practicum; CEP 678: Advanced Counseling Psychology Practicum; CEP 680/682: Counseling Psychology Internship.

Consultation:

CEP 679: Supervision Theory and Practicum.; CEP 670: Behavioral Health Practicum

Supervision:

CEP 679: Supervision Theory and Practicum.

Evaluating Interventions:

CEP 673: Counseling Psychology Theory/Practicum; and CEP 677: Group Work Theory/Practicum.

Cultural Diversity:

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

Attitudes Essential for Lifelong Learning, Scholarly Inquiry, and Professional Problem-solving

CEP 622: Ethical/Professional Issues in Counseling Psychology, and all practica and internship.

Specialty Areas/Modalities:

**Research**

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

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

**Practica**

Six practica (18 credits) are required of doctoral students. Students take practica in the following sequence: CEP 673 Counseling Psychology Theory/Practicum, CEP 677 Group Work Theory/Practicum, CEP 678 Advanced Counseling Psychology Practicum (two semesters at an approved training site), CEP 679 Supervision Theory/Practicum, and CEP 670 Behavioral Health Practicum. Development of competence in practica is of critical importance in the program. If students need additional time to develop skills in any one of the practica, faculty may recommend they prolong or repeat that practicum before progressing to the next practicum in the sequence. Because of the extensive clinical involvement students are required to have **liability insurance throughout the program**. Student insurance is available through APA for a nominal fee. In addition a one-time user fee ($50) for funding of the training center equipment/overhead will be assessed at the time of the first practicum.

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

**Clearances for Students**

Certain sites or placements will require background clearance for field-based or research experience as part of the degree program for all professionals-in-training in all Counseling and Educational Psychology (C EP) programs. 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

Revised September 2016
intent, driver’s license record, fingerprints 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 providing services at those sites. Medical clearances are commonly, but 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 C EP 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.

**Internship**

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

**APA Approved Internship Placements Attended by CEP Students**

Please go to website for most current information on internship sites attended by C EP students. [https://cep.nmsu.edu/academic-programs/counseling-psychology-phd/cpinternship/](https://cep.nmsu.edu/academic-programs/counseling-psychology-phd/cpinternship/)  

**Progress Through the Program**

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

Students will do the following in order to graduate:

1. Successfully complete 9-15 graduate hours per each Fall and Spring semester
2. Qualify for doctoral study by completing a qualification procedure during the Fall semester of their 2nd year. This requires that they earn a 3.0 GPA separately in practica (CEP 673 & 677), and research/statistics course work (CEP 511, 632, 636, EDUC 576), (students may be asked to repeat course work in these areas if faculty believe further
development is needed), and completing a research presentation or a manuscript under the direction of their faculty advisor.

3. Obtain a grade of B or better in each class, as well as competency ratings of 2 or better, by professors in each class.

4. Decide on a dissertation topic which incorporates the student's interests and the advisor's expertise, and choose their doctoral committee in consultation with advisor.

5. Submit an approved comprehensive portfolio and successfully pass the oral exam.

6. Complete a dissertation proposal and have it approved by the doctoral committee.

7. Obtain placement in an APA-accredited or APPIC-equivalent internship.

8. Complete the dissertation working with the faculty advisor and graduate committee.

9. Pass a final examination which includes defense of the dissertation.

10. Successfully complete the internship.

CEP FACULTY

Please go to website for the most current information on departmental and other program faculty http://cep.education.nmsu.edu/faculty
4-YEAR SCHEDULE FOR COUNSELING PSYCHOLOGY STUDENTS

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<tr>
<th>Year</th>
<th>Semester</th>
<th>Course and Activities</th>
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<tbody>
<tr>
<td>Year One</td>
<td>Summer</td>
<td>CEP 5/612, Human Development***</td>
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<td></td>
<td>Fall</td>
<td>CEP 517, Psychology of Multiculturalism</td>
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<td>Doctoral Student Orientation/Teaching of Teaching Seminar</td>
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<td></td>
<td>Spring</td>
<td>CEP 624 Psychometrics</td>
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<td>CEP 5/651 Diagnosis and Treatment Planning***</td>
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<td>CEP 622 Ethical/Professional Issues in Counseling Psychology</td>
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<td>CEP 673 Counseling Psychology Theory/Practicum</td>
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<td>Year Two</td>
<td>Summer</td>
<td>CEP 5/656 Addictions Counseling***</td>
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<td>Fall</td>
<td>CEP 619 Psychology of Social Identities (odd years)</td>
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<td>Spring</td>
<td>CEP 647 Appraisal of Intelligence***</td>
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<td>CEP 634 Qualitative Research</td>
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<td>CEP 678 Advanced Counseling Psychology Practicum</td>
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<td>CEP 579 Clinical Psychopharmacology*** (even yrs.)</td>
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<td>Multicultural Research Symposium Paper Submitted</td>
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<td>Select a doctoral committee in consultation with advisor</td>
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<td>File a program of study</td>
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<td>Year Three</td>
<td>Summer</td>
<td>CEP 562 Family Therapy Theory and Technique***</td>
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<td>Fall</td>
<td>CEP 515 Learning Theory*** (even years)</td>
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<td>CEP 679 Supervision Theory and Practicum</td>
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<td>PSY 540 History and Systems of Psychology*** (odd yrs.)</td>
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<td>CEP 563 Primary Care Psychology</td>
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<td>CEP 700 Dissertation Proposal (4 credits)</td>
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<td>Spring</td>
<td>CEP 670 Behavioral Health Practicum</td>
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<td>CEP 5/658 Child and Adolescent Counseling***</td>
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<td>CEP 700 Dissertation (4 credits)</td>
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<td>Year Four</td>
<td>Fall</td>
<td>CEP 680 Internship in Counseling Psychology (9 credits)</td>
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<td>CEP 700 Dissertation (5 credits)</td>
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<td>Spring</td>
<td>CEP 680 Internship in Counseling Psychology (9 credits)</td>
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<td>CEP 700 Dissertation (5 credits)</td>
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<td>Summer</td>
<td>CEP 682 Internship in Counseling Psychology (2 credit)</td>
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<td>GRADUATE!!</td>
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</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***  
CEP 619 Psychology of Social Identities (odd years) |
| Fall | CEP 634 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***  
CEP 515 Learning Theory*** (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 5/658 Child and Adolescent Counseling***  
CEP 700 Dissertation (4 credits)  
Comprehensive Examination |
| **Year Four** | Fall | PSY 540 History and Systems of Psychology*** (odd yrs.)  
CEP 700 Dissertation (5 credits)  
CEP 698 Field Experience in Counseling Psychology  
Apply for internship placement:  
* APPI Form  
* Practicum logs  
Dissertation timeline |
| Spring | CEP 5/652 Career Life Planning & Vocational Assessment***  
CEP 5/658 Child and Adolescent Counseling***  
CEP 698 Field Experience in Counseling Psychology |
| **Year Five** | Summer | CEP 682 Internship in Counseling Psychology (2 credit) |
| Fall | CEP 680 Internship in Counseling Psychology (9 credit) |
| Spring | CEP 680 Internship in Counseling Psychology (9 credit) |

**GRADUATE!!**

**These courses may be waived if taken previously at the graduate level**
ADMISSIONS APPLICATION PROCESS

Apply to the NMSU Graduate School by completing the online application.

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

1. One **unofficial transcript from each college or university** previously attended.
2. An **unofficial copy of your GRE report** that you received from ETS. The scores must be from the last 5 years. (There is no required minimum GRE score for admission. GRE Code for NMSU is **R4531**).
3. Your most current **curriculum vitae**.
4. A **letter of intent**, requesting admission to the Counseling Psychology doctoral program. This letter should give a sense of who you are and the ways in which the NMSU Counseling Psychology Program will meet your professional goals.
5. **A sample of your recent undergraduate or graduate writing** that demonstrates utilization of research (e.g., citing current research in a course paper) or conducting original research (e.g., senior or master’s thesis or professional publications).
6. The names and contact information of three **(3) recommenders who will provide a letter of reference** concerning your competency to complete doctoral level work. These recommenders should be **former instructors and counseling supervisors**.

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

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

Various non-objective admissions criteria are weighed as follows:

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

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• Teaching experience  Medium

Additional information can be obtained by visiting the program website at the following address: http://education.nmsu.edu/cep/phd/application_process.html or contacting the Coordinator of Doctoral Admissions: Tracie Hitter, Ph.D. at: tlhitter@nmsu.edu, 575-646-2121.

**Admissions Criteria for Masters- vs. Bachelors-level Applicants**

Bachelors level applicants must have an undergraduate degree in Psychology or a related degree. Bachelors level applicants must have a minimum undergraduate major GPA of 3.4 and minimum GRE Analytic Writing score of 4.

MA/MS applicants must have a graduate degree in Counseling or a related field. MA/MS applicants should have a minimum GRE Analytic Writing score of 3.5 and a minimum Graduate GPA of 3.3.

An exception to the minimum Analytic Writing score can be requested if the applicant indicates that English is their second language. If the applicant is accepted then an English writing course may be added to the student's program of study.

**Recruitment of Culturally Diverse Applicants**

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

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

In 2013, our doctoral program was awarded HRSA funding for our program, “Scholarships for Disadvantaged Students for Primary Care Behavioral Health Training.” The purpose of the project is to increase the number of disadvantaged and underrepresented minority students in the discipline of counseling psychology (CP) to provide integrative, comprehensive primary care in medically underserved communities (MUCs). This goal will be obtained by providing financial support for disadvantaged and underrepresented minority students to engage in coursework and practical experiences in which trainees learn about and work collaboratively with underserved populations in New Mexico. Las Cruces is located in Dona Ana County, which has been designated as both a Primary Care and Mental Health HPSA. This SDS HRSA grant will help to recruit and retain doctoral students in the APA accredited Ph.D. Program in CP at New Mexico State University (NMSU), who will be involved in the interdisciplinary HRSA Graduate Psychology Education grant with primary care sites located in Las Cruces.
Valuing Diversity Training Statement
Self-exploration through in-depth supervision and personal awareness activities are integral elements in classes and practica. Individuals admitted to the program are expected to maintain high standards of personal and professional conduct. Annual progress reviews for students in the program include not only consideration of academic performance, but also reviews of personal attributes that reflect upon students' ability to effectively and ethically function as professional counseling psychologists. In particular, the training values of the NMSU counseling psychology program reflects the Model Training Program Values on Diversity that were approved by the counseling psychology training organizations. For a copy of the statement go to: http://www.ccptp.org/trainingdirectorpage6.html.

Demographics of Doctoral Students and Faculty
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 Website for additional data.

International Student Applications
Applicants from other countries or individuals who live in the U.S. but are not American citizens are required to apply first to the International Student Admission Program of the university. International students can access this form from their website address: http://prospective.nmsu.edu/international/apply/index.html. If you are unable to access the online application, you may request one be mailed to you by emailing ias@nmsu.edu. For more information, call 575-646-2736.

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

Students for whom English is not their native language are required to submit an official score for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The required TOEFL score for regular NMSU admission to graduate degree programs is 79 on the iBT or 550 on the paper-based test. The required IELTS scores for regular NMSU admission is 6.5 for graduate applicants.
Rules of Acceptance of Offers for Admission and Financial Aid

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

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

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

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

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

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

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

Financial Aid

The CEP department has a minimum of 18 half-time assistantships available. Current stipends are listed in the Graduate Catalog. Doctoral students are allotted a minimum of 10 hours per week assistantship during their first three years in the program. During their first year students' assistantships typically are dedicated to assisting faculty in teaching. During their second year students’ assistantships typically focus on independent teaching, assisting faculty in teaching graduate level courses, and/or program administration. During their third year in the program doctoral students typically have supervisory assistantships, independent teaching and/or program administration (for example, independent teaching of an introductory counseling course and administration of the Department's training clinic). Award of a graduate assistantship makes the student immediately eligible for in-state tuition.

It is strongly recommended that doctoral applicants to the CEP doctoral program file a “Free Application For Federal Student Aid” (FAFSA), which can be found at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). The application process will determine your eligibility for financial aid programs available to
graduate students at New Mexico State University. It is important that you apply for financial aid as soon as possible after January 1 when the FAFSA forms are available. Due to the large number of graduate students applying for financial aid, it is strongly recommended that your financial aid forms be completed before March 1, since some of the programs are based on availability of funds granted through the federal financial aid programs and are based on a first come, first served basis.

There are also Scholarships for Disadvantaged Students that any Ph.D. students who are full-time (this includes students on internship) and meet low-income criteria are eligible for up to $15,000/year for the next 3 years. Half of the money is to cover tuition costs and the rest can cover other living expenses.

The CEP department has recently received funding from the U.S. Department of Education’s program, Graduate Assistance in Areas of National Need (GAANN). The GAANN program is designed to attract graduate students, particularly those from underrepresented groups, into a variety of specialized fields with too few highly skilled workers. GAANN Fellows will receive extensive financial assistance and additional mentoring in research and teaching experiences in order to enhance their capability as future faculty and clinical supervisors. Fellows will participate in training in higher education pedagogy and take on at least one substantial teaching or supervisory responsibility. To learn more about the fellowship please contact Dr. Eve Adams at eadams@nmsu.edu

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

**University and Department Facilities**

The Department of Counseling and Educational Psychology is housed in the College of Education in Suite 205, O'Donnell Hall. Most classes are taught in O’Donnell Hall and courses are offered during daytime and evening hours. The department has three conference rooms that can be used for smaller classes and doctoral committee meetings (e.g., comprehensive exam, dissertation proposal). To reserve these rooms contact Alma Gross or one of the student workers in the main office.

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

The Graduate Student Lounge is located in O’Donnell Hall 223. It is open to all graduate students as a place to congregate. It offers a public lounge area with couch, lockers, and a table. It also contains a work area with computers and monitors. Graduate students gather here to discuss classes and study. One of the benefits of the lounge is in providing an open environment for students to work and socialize. Lockers are available to students for secure storage of books and other materials.
NMSU has two libraries with total library holdings of books or monographs are 1,823,296, and 4,402 periodical subscriptions. The library holdings specifically include 141 journals in the subject of psychology, including *The Counseling Psychologist*, the *Journal of Counseling Psychology*, and the *American Psychologist*. The library provides access to counseling and psychology research literature through PsycINFO and PsycARTICLES. The latter provides full text access to 93 journals published by the American Psychological Association and other publishers. Students can gain access to the entire DSM-IV library, as well as 6 scholarly journals through the Psychiatry Online databases. The library also provides students online access to 61,480 full text periodicals. The library has thousands of books relating to psychology, including 1,200 electronic books devoted to psychology subjects.

**Life in Las Cruces**

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

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

**Housing**

For more information on graduate student housing, checking out the housing website: [http://www.nmsu.edu/~housing/graduate/qualifications.html](http://www.nmsu.edu/~housing/graduate/qualifications.html). Off campus housing is plentiful and reasonably priced throughout the Las Cruces area. The cost of living is below the national average.

**Job Placements Sites Obtained by Our Graduates**

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

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In Summary, “Why NMSU?”

- Excellent generalist training with a variety of training opportunities
- A majority of the faculty has been recognized with university or national organization teaching awards and/or research awards
- Research team involvement on projects related to multicultural competency; the health impact of discrimination & oppression, mindfulness, sexuality, effectiveness of interventions & behavioral health
- Extensive multicultural opportunities including bilingual supervision. We received the APA Suinn Award on the recruitment and retention of ethnic minority students.
- Recipient of a HRSA Graduate Psychology Education Program grant that allows our students to be trained to provide Behavioral Health interventions in primary care medical settings with other healthcare disciplines
- NMSU is a Hispanic-serving institution
- NMSU is listed as one of the “Best Buys” in the country for tuition expenses
- Students consistently acquire desirable internships