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The Student Handbook for the Master of Arts degree in Clinical Mental Health Counseling (CMHC) in the Department of Counseling and Educational Psychology (CEP) is a primary source of information for admitted students. Students are encouraged to review the handbook each semester they are enrolled in the program. Students are encouraged to consider the Graduate School webpage the most current and ultimate source of information regarding registration, adding/dropping classes, and applying for graduation http://gradschool.nmsu.edu/. The Student Handbook is posted for one academic year and may be changed for subsequent years.

For students who have not been admitted to the program but are seeking information in order to apply, please contact the Admissions Coordinator, Dr. Mike Kalkbrenner. Dr. Anna Lopez, Program Coordinator is available to current students seeking assistance with the program. Contact information for program faculty is provided below:

**CMHC Program Coordinator/Clinical Coordinator:**
Dr. Anna Lopez, annalo@nmsu.edu

**CMHC Program Committee Members:**
Dr. Mike Kalkbrenner, Admissions Coordinator, mkalk001@nmsu.edu
Dr. Michelle Backlund, micback@nmsu.edu

**TEACH Grant**
Dr. Anna Lopez- Co-PI for Project TEACH grant, annalo@nmsu.edu

The program committee meets regularly to discuss program issues as well as student issues. Students are advised that disclosures in classes or in advising meetings are not confidential and may be discussed by the program committee, especially as concerns relate to training and/or professionalism.

**Mailing Address:**
CMHC Program Coordinator
Department of Counseling and Educational Psychology
New Mexico State University College of Education
PO BOX 30001 MSC 3CEP
Las Cruces, NM 88003-80001

**Delivery Address:**
CMHC Program Coordinator
New Mexico State University
College of Education CEP Department
O’Donnell Hall Room 222
1220 Stewart St.
Las Cruces, NM 88003-80001
GENERAL INFORMATION

In 2016, New Mexico State University (NMSU) was recognized as a top-tier university by U.S. News & World Report. According to the National Science Foundation, NMSU ranked third among all Hispanic-serving Institutions for research expenditures in 2012. NMSU is situated in the Rio Grande Valley near the Organ Mountains, an area rich in cultural diversity. The U.S.-Mexico border is less than an hour away.

The CMHC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2023. A supervised practicum at our on-site CEP Training and Research Clinic and internships at local community agencies and hospitals are integral parts of the CMHC program. These clinical experiences provide the educational and training background necessary to pursue licensure as a Clinical Mental Health Counselor. Full-time, three-quarter-time, and half-time programs of study are available (see Appendix A).

PROGRAM DEMOGRAPHICS

A total of nine students graduated in the 2018-2019 academic year. In the 2018-2019 academic year, the CMHC program had an enrollment of 36 students, of which 28 (78%) were female and 8 (22%) were male. There were 20 (56%) ethnic minority students enrolled in the program during the 2018-2019 academic year.

MISSION STATEMENT

**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.

**CMHC Program Mission Statement:**

The mission of the CMHC program is to prepare highly competent mental health counselors. We train students to provide culturally sensitive services in a variety of settings to diverse client populations with a wide range of concerns. When our students graduate, we want them to be well qualified to meet the mental health needs of the people in their communities. Additionally, we encourage professional involvement, community engagement, service, advocacy, and research.
PROGRAM GOALS AND TRAINING OBJECTIVES

The CMHC program is committed to prepare students:

- To meet the qualifications necessary for licensure in New Mexico and other states, including obtaining the required practice hours and taking coursework on topic areas covered by the licensure exam.
- To gain applicable knowledge and skills within the eight areas identified in the CACREP standards (for additional details, see Appendix A):
  - Professional Orientation and Ethical Practice
  - Social and Cultural Diversity
  - Human Growth and Development
  - Career Development
  - Helping Relationships
  - Group Work
  - Assessment
  - Research and Program Evaluation
- To perform counseling duties and responsibilities in accordance with the ethical and professional standards of the counseling profession.
- To develop cultural sensitivity within both counseling relationships and professional relationships.

GRADUATE MINORS

A candidate for a master's degree at NMSU may select up to two approved graduate minors, in collaboration with their faculty advisor. Each minor requires 9 credits of graduate work, which also may count as electives toward the major. Examples of relevant graduate minors include Gender and Sexuality Studies, Native American Studies, Integrated Behavioral Health, and Spanish Counseling. To record a graduate minor on a student’s permanent record, the minor must be listed on the Program of Study. Refer to page 24 for more information on Program of Study form. For a current list of potential graduate minors refer to the following: https://catalogs.nmsu.edu/search/?search=graduate+minors&fscaturl=%2Ffnmsu%2F&gscaturl=%2Ffnmsu%2F

DISSEMINATION OF PROGRAM/CURRICULAR INFORMATION

Any changes/modifications in programmatic/curricular policies or procedures will be announced to all students via the program list serv, e-mail and/or special meetings. Special meetings may be called when necessary to ensure the efficient communication of changes/modifications that may be impact students programming. Students will be notified in advance of any scheduled special meetings. To ensure an effective flow of communication between faculty and students, students are encouraged to maintain open communication with program faculty and academic advisors. Any concerns that are not successfully resolved directly with an aggrieved party should be brought to the attention of the CMHC Program.
Committee. Students may convey such information directly to the CMHC Program Committee by attending a program meeting, or conveying the information through a program faculty member, Program Coordinator, or the CEP Department Head. See Academic Appeals (Appendix C) for issues related to grading and the Fitness to Practice Policy and Process (Appendix B) for issues related to Fitness to Practice. A CMSA officer attends program meetings regularly for the purpose of enhancing the flow of communication between faculty and students.

**STEPS TO ENSURE QUALITY COUNSELOR TRAINING**

**Initial Screening:**

Applicants for admission are evaluated by the program committee on multiple criteria to predict aptitude for graduate study: (1) grade point average of previous undergraduate and graduate work and scores on the Graduate Record Exam; (2) mental health paraprofessional or volunteer experience in helping roles; (3) experience with diverse populations (e.g., study abroad) and/or contributions to the diversity of our student population (e.g., international, bilingual, ELL students); (4) the applicant’s statement of purpose, its relevance to the offerings of the CMHC program, and its fit with current instructors and supervisors; and (5) three letters of reference from previous professors and/or supervisors. Not all applicants will be offered interviews. Similarly, not all applicants that are invited for an interview will be recommended for admission.

**Interview:**

Applicants being considered for admission may be interviewed individually and/or as a group by the program committee to assess their understanding of the profession and the program as well as their interpersonal skills. For out-of-state applicants, video interviews may be available. Not all students who are interviewed will be recommended to the Graduate School to be admitted to the program. All applicants must declare at the time of the interview, their desire to pursue full-time, three-quarter-time, or half-time programs of study. Please note that applicants are not guaranteed a spot on their desired cohort.

**Initial Orientation:**

Initial orientation is usually offered during the first summer after students are admitted to the program. At this required activity, the Student Handbook is discussed, including the requirements and policies of the university and the CMHC program. In addition, students are informed of their professional responsibilities and program expectations.

**Advising:**

All students will be assigned an academic advisor upon admission and are encouraged to schedule an initial advisory meeting early in the first semester of study. Although students are personally responsible for becoming aware of the requirements and policies of the university
and the CMHC Program, academic advisors are available to assist students in deciding how they will progress through the program, course transfers, and other issues that may arise. Please refer to Appendix B for suggested program of study.

**Foundational Knowledge:**

Students must take all coursework designated as required by the program and should consult with advisors, mentors, or program committee members when selecting electives or graduate minors. Please refer to Appendix C for a listing of all faculty members in the CEP department.

**Semester Review:**

In addition to stated requirements on course syllabi, faculty members regularly discuss each counselor trainee’s development, including through a review of grades, professional demeanor, ethics, skills, integration of coursework, and proficiency across all areas of competency. The CMHC Program Committee will review the performance of all CMHC students each semester with input from all CEP faculty and instructors utilizing the Fitness to Practice Semester Evaluation Form (FTPSE) and the Student Learning Outcomes Evaluation Form (SLOE’s). The review represents a developmental, systematic assessment of each student’s progress throughout the program, including consideration of the student’s professional and personal development and academic performance. Students having difficulty in demonstrating minimum competencies or academic learning will be notified as specified in the Fitness to Practice Policy and Process (See FTP Policy and Process on p. 8).

**Ongoing Evaluation and Support of Development:**

Please note than in order to ensure high quality training experiences and professional outcomes, program faculty may provide feedback to students at any point in the program. Thus, continuous opportunities are provided for improvement of each counselor trainee’s professional development. Students may be asked to engage in additional training or professional development opportunities, regardless of academic performance (See FTP Policy and Process on p. 8), in order to help students meet standards of competency. At any time, a CEP faculty member or a CMHC student may request for the CMHC Program Committee to convene to evaluate their progress with their program. Students should ask their advisor to initiate this request.

**Objective Written Portion of the Final Examination:**

During their last semester of study, all students must complete a comprehensive written exam consisting of multiple-choice questions. This is designed to assess their acquired knowledge in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP and additional coursework that comprises students’ curricular program of study. A candidate failing to obtain a passing score will be required to repeat the exam and obtain a passing score before proceeding on to the oral
portion of the final examination process. The written exam is offered once during fall and spring semester. It is not offered during the summer. Unless otherwise in conflict with Graduate School policy, the written portion of the final examination may be taken as many times as it takes a student to obtain a passing score. Program faculty will schedule a retake of the exam at the earliest possible date that will allow reasonable time for a student to prepare for a successful retake. The need for rescheduling may interfere with the required oral examination and graduation. Program faculty cannot guarantee that a student who fails an initial attempt of the written exam will successfully complete all of the requirements for graduation during the same semester. Every attempt will be made to facilitate students’ timely progression through the program.

**Oral Portion of the Final Examination:**

Following successful completion of the written examination, candidates are assigned a time, date and committee for their oral exam. The committee will be comprised of two CEP faculty members (at least one Clinical Mental Health Counseling Program faculty member) and one member from outside the CEP department. This portion of the final examination is used to assess the candidate’s ability to demonstrate knowledge and skills in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP additional coursework that comprises students’ curricular program of study. In determining a candidate’s performance, committee members have three options: pass, adjourn, or fail. Additional information can be found in the graduate catalog at: [http://catalog.nmsu.edu/](http://catalog.nmsu.edu/).

**FITNESS TO PRACTICE POLICY**

The Fitness to Practice (FTP) Policy and Procedures provide the structure through which students’ behaviors and personal and professional development will be monitored and evaluated. The FTP process is implemented to ensure that students acquire the knowledge and develop the skills and professionalism required to enter the counseling profession. Student behavior and professional development will be monitored, evaluated, and discussed periodically by faculty, including to ensure students are fit to practice. When a concern is identified, a remediation plan may be implemented by the CMHC program committee.

In addition, at any time, any CEP faculty member or part-time course instructor may request that the CMHC Program Committee convene to evaluate a student’s lack of progress, deficit, or fitness to practice. When a concern is identified, an FTP remediation plan will be initiated by the concerned faculty member, doctoral supervisor, and/or instructor. This plan typically consists of a meeting with the student. The purpose of any subsequent meeting(s) with the student is to provide constructive feedback to the student, to hear the student’s point of view, for all involved to ask clarifying questions, and to discuss concerns related to the situation.

Students asked to complete an FTP remediation plan will have the opportunity and be encouraged to participate in every step of the FTP process. The CMHC Program Committee
routinely reviews, and maintains records of all Fitness to Practice Semester Evaluation Forms, Fitness to Practice Individual Evaluation Forms, and Fitness to Practice Remediation Plans that are submitted by CEP faculty, doctoral supervisors, and/or instructors. When necessary, the CMHC Program Committee will also conduct Selective Reviews.

Upon admission into the CMHC Program, students are presented with the expectations and requirements for successful completion of the program. Expectations and requirements can be found in the CMHC Student Handbook. Students are strongly encouraged to seek clarification when needed. The FTP policy pertains to all students in the CMHC Program. All students need to consistently demonstrate adequate competencies in all settings, including classes, community agencies, advisory/supervisory sessions, and all verbal and written communications with faculty, doctoral supervisors, and instructors.

**CMHC students are required to meet the following expectations at all times:**

A. Maintain a cumulative GPA of 3.0 or better. A grade of “B-” or higher is required for CEP 550, CEP 572 and CEP 580 or the course must be retaken until a minimum grade of B- is achieved. Students are only allowed to earn a “C” grade or lower in no more than two courses that are counted toward the degree.

B. Demonstrate satisfactory acquisition of the knowledge and skills necessary to enter the counseling profession, as measured on the Student Learning Outcomes Evaluation (SLOE).

C. Demonstrate adherence to program requirements and expectations delineated in the CMHC Student Handbook and demonstrating appropriate student behavior (social and academic) as outlined in the NMSU Student Handbook [http://studenthandbook.nmsu.edu/](http://studenthandbook.nmsu.edu/)

D. Demonstrate the following qualities of a counselor and maintain consistent professional behavior, not limited to but including the following:
   1. Demonstrate cultural sensitivity*
   2. Display openness to new concepts and ideas
   3. Adhere to ethical and legal standards established by ACA (also see below)
   4. Appropriately respond to conflict and other difficult situations
   5. Demonstrate the ability to set aside one’s own values and beliefs in order to serve clients (e.g., religious beliefs are not sufficient to deny service to sexual or gender minority clients)
   6. Express thoughts and feelings in a respectful and effective manner
   7. Demonstrate receptiveness to and use of constructive feedback, especially from supervisors
   8. Take personal responsibility for learning
   9. Follow through with obligations and assigned responsibilities
   10. Demonstrate awareness of one’s impact on others
   11. Be open to ambiguity
   12. Demonstrate empathy and compassion toward others

*Cultural sensitivity: Everyone makes cultural mistakes, and it is important to be able to take risks without repercussions while learning. However, receptiveness to feedback, openness to other ways of viewing interactions, curiosity about multiple cultural perspectives, willingness to reduce bias, and taking action to change unprofessional behavior are required.*
E. Be knowledgeable of and able to apply the Ethical Standards of the American Counseling Association available at [https://www.counseling.org/knowledge-center/ethics](https://www.counseling.org/knowledge-center/ethics).

F. Pursue personal growth and take responsibility to work on personal issues and problems, including those that could interfere with providing counseling services to others. CMHC students are encouraged to consider personal counseling, are advised to voluntarily seek personal counseling opportunities in the community if necessary, and may be asked to seek counseling by the faculty if needed to continue their training as counselors. In addition, students are expected to engage in self-reflection and exploration throughout the course of the program to increase awareness of their impact on their counseling relationships and on other individuals.

Because this is a professional training program, students should conduct themselves as if in a workplace. Students are advised that any interactions with students, staff, and faculty members, even those that are electronic, are considered to represent potential future behavior in a professional setting. As such, a wide scope of behavior might be the subject of a fitness to practice review.

STUDENT EVALUATION PROCESS AND PROCEDURES (FTP)

**FTP and SLOE’s Evaluation:**

Students’ fitness to practice (FTP) is evaluated on an on-going basis by CEP faculty, doctoral supervisors, and instructors. Both Fitness to Practice Semester Evaluation (FTPSE) and Student Learning Outcomes Evaluation (SLOE’s) forms are to collected throughout the students’ progression in the program.

A. At the end of every semester:

**Fitness to Practice Semester Evaluation (FTPSE)**

- All students’ Fitness to Practice will be evaluated by department faculty, supervisors, and instructors at the end of every semester utilizing the *Fitness to Practice Semester Evaluation Form (FTPSE)*.
- An FTP remediation plan must be initiated if, for any one semester, a student receives a rating of “1” on any one FTP competency, or a rating of “2” on more than two FTP competencies on the FTPSE. Please refer to “FTP Remediation Plan Process” section for further details.

**Student Learning Outcomes Evaluation (SLOE’s)**

- All students’ academic progress will be evaluated by faculty, instructors, and supervisors at the end of every course utilizing the *Student Learning Outcomes Evaluation Form (SLOE’s)*. If a student receives a rating of “2” or less on the *Student Learning Outcomes Evaluation Form* an FTP remediation plan must be initiated by the instructor of record. Please refer to “FTP Remediation Plan Process” section for further details.
*FTPSE and SLOE forms will be submitted to the CMHC Program Committee for review and will be included in the students' permanent record. All faculty, instructors, and doctoral supervisors are encouraged to address any potential deficiencies or concerns as early in the semester as possible.

For any one semester, students who obtain a rating of “1” on any FTP competency, a rating of “2” on more than 2 FTP competencies, a rating of “2” by more than 2 evaluators on any FTP competency on the FTPSE, or a rating of 2 or less on any one learning outcome listed on the SLOE form will not be allowed to move forward in the course of study without the initiation of an FTP remediation plan.

B. At any point in the semester:

It is necessary for an FTP remediation plan to be initiated upon identification of any concern, including:

- When a student’s academic and/or professional performance is not indicative of developmentally appropriate progress towards meeting FTP expectations or competencies on their SLOE’s for that semester.
- Engages in any of the following:
  1. Unethical or illegal behavior(s)*
  2. Behavior that is threatening to self or others*
  3. Behavior that violates NMSU code of conduct as outlined in the student handbook*

*FTP remediation plans that are instigated as a result of #1, #2, or #3 listed above will result in a Selective Review process (See “Selective Review Process” section outlined below). Due to the nature of these behaviors, the CMHC Program Committee need to be informed of any potential issues as soon as possible.

Once a concern is identified, an FTP remediation plan must be initiated at the earliest possible time (See “FTP Remediation Plan Process” below).

FTP REMEDIATION PLAN PROCESS

Outcomes occur at one or more of the following levels, depending on the patterns of previous warnings and/or the severity of the offense (please be advised that serious offenses can result in being asked to leave the program without progressing through lower level steps):

Level 1:

Because the student has made or is currently making adequate adjustments, no further intervention is needed. The student is advised in writing that continued problems may result in a remediation plan.
Level 2:

The program committee recommends a remediation plan designed to help students improve their performance and find the support to do so. The duration of the plan and the method of assessment are developed on a case-by-case basis, depending on the situation and available resources. Failure to achieve recommended outcomes after attempting performance improvement efforts will result in either an additional remediation plan or dismissal from the program.

Level 3:

Unethical, illegal, or dangerous behavior may result in immediate dismissal from the program and will automatically advance to the “Selective Review” process.

Steps:

Once a concern is identified, the following steps should be followed:

Level 1:

Instructor/advisor who identified a concern relating to the student is encouraged to discuss this concern with the student and inform Program Coordinator of outcome of discussion.

Level 2:

For concerns relating to the FTPE’s or SLOE’s, faculty, doctoral supervisor, or instructor initiating the FTP process must:

1. Inform Program Coordinator of concerns.

2. Fill out a FTP Individual Student Evaluation Form (FTPISE) (refer to Appendix D)

3. Request a meeting with the student to discuss the concern. The student must respond within 3 business days. The student’s failure to respond by 5:00 p.m. on the third business day will result in a Selective Review Meeting (See section on “Selective Review Process” on p. 13).

4. At the meeting, the faculty member will:
   a. Discuss the identified concern(s) outlined on the FTPISE form.
   b. Obtain signatures to be included on the FTPISE form.
   c. Provide a copy of the FTPISE form to the student.
   d. Develop and discuss a FTP remediation plan and complete FTP Remediation Plan Form (FTPRP) (refer to Appendix E) which includes:
      - Specific FTP competencies or concerns that require remediation.
      - Specific recommendations/goals to achieve remediation.
      - Specific expectations of successful remediation.
      - Specific deadline(s) for evaluation of expectations.
5. Within 10 business days, the faculty member must finalize FTP remediation plan and will meet with the student to review.

6. Within 5 business days from the date the FTP remediation plan was reviewed, the student must sign and return the FTPRP form to the faculty member or request an appeal (see “Appeals Process” outlined below). The faculty member will retain the original FTP plan and provide copies to the student and the MA counseling Committee to be included in the student’s permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals established in FTP plan.

7. Faculty member is responsible for monitoring the student’s progress. At any time during this process, both faculty and student may request additional meetings to discuss progress.

8. Faculty member will meet with the student, either upon the student’s successful completion of the FTP plan or the planned deadline (whichever comes first). During this meeting, faculty member and student will review the student’s progress and complete the “Outcome” section of the FTPRP form. Faculty member will be responsible for providing a final copy of the FTPRP form to the CMHC Program Coordinator.

9. If student does not meet requirements specified in the FTPRP form by the date indicated, a Selective Review must be initiated. Please follow the steps outlined in the “Selective Review Process” Section detailed below.

**Level 3:**

Immediate transition into “Selective Review.”

*Note that faculty members have the option of initiating a Selective Review at any time during the FTP process.*

**Selective Review Process:**

A Selective Review Process will be convened when:

- A FTP remediation plan was called because the student was believed to have engaged in unethical or illegal behavior(s), behavior that is threatening to self or others, and/or behavior that violates NMSU code of conduct as outlined in the student handbook.
- A student fails to respond to a request for a FTP meeting within the allotted timeframe.
- A student fails to demonstrate acceptable progress or completion of established FTP remediation plan.
- More than one FTP remediation plan is initiated with a student over the course of their training program.
- A student fails to meet the minimum GPA requirements for the CMHC program.
A student obtains a rating of “2” by more than 2 evaluators on any FTP competency on the FTPSE.

A student obtains a rating of “2” on any FTP competency on the FTPSE for more than one semester.

The Selective Review Committee will be comprised of at least two faculty members from the CMHC Program, including the student’s appointed advisor. The committee may consult with other CEP faculty members, supervisors, NMSU legal counsel, and/or the American Counseling Association (ACA) regarding the development of alternative remedial actions and/or the student’s fitness to remain in the CMHC Program.

The following process will be followed:

1. Upon receiving documented statement detailing any concerns with a student, Program Coordinator will put together a Selective Review Committee and provide them with any information regarding documented concerns.

2. Within 48 hours of obtaining written documentation of the incident/concerns, the Program Coordinator or CMHC Program Committee faculty member will schedule a time for the selective Review Committee AND the student to meet. (*Note that for potentially life-threatening concerns, this meeting should take place within 24 hours).

3. During the meeting, the Selective Review Committee must fill out the Selective Review Committee Form (SRC) which includes:
   - Description of specific FTP competencies or concerns that require remediation.
   - Outline of the specific requirements that must be fulfilled to successfully achieve remediation.
   - Description of any other expectations for successful remediation.

4. The Selective Review Committee must finalize a FTP Remediation Plan Form (FTPRP) and meet with the student to review within 5 days of initial Committee meeting. Within 2 business days after receiving a copy of the FTPRP form the student must sign and return it to the Selective Review Committee or request an appeal (Please refer to the “Appeals Process” section). A copy of the FTPRP form will be given to the MA counseling Committee to be included in the student’s permanent file. A delay or failure of the student to sign and return the plan does not impede the FTP remediation process and may be interpreted as a demonstration of lack of reasonable progress towards goals identified on the FTPRP.

5. Selective Review Committee is responsible for monitoring the student’s progress. At any time during this process, both Committee and student may request additional meetings to discuss progress.

6. Selective Review Committee will meet with the student, either upon the student’s successful completion of the FTP remediation plan or the plan deadline (whichever comes first). During this meeting, Selective Review Committee and student will review the student’s progress and complete the “Outcome” section of the FTPRP.
form. During this meeting, Selective Review Committee must determine whether remediation plan was completed, needs to be revised or other action should be taken (dismissal from the program, delaying course of study, etc.). Selective Review Committee will be responsible for placing a final copy of the FTPRP form in the student’s permanent file.

7. If student does not meet requirements specified in the FTP remediation plan by the date indicated, Selective Review Committee must determine whether remediation plan needs to be revised or other action should be taken (dismissal from the program, delaying course of study, etc.).

STUDENT COMPLAINTS AND ACADEMIC APPEALS

CMHC students are expected to exhibit professionalism at all times, including by addressing their concerns to the appropriate person. Instructional concerns should be discussed with the instructor first, and program concerns should be discussed with the co-coordinators of the program first. If this does not resolve the concerns, the additional levels of complaint processes described below should be followed.

**CEP Department Student Complaint Policy:**

If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU’s online complaint system at https://dos.nmsu.edu/concerns/ or seek out the department head (eadams@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

**Other NMSU Student Help and Complaint Process Resources:**

https://www.nmsu.edu/studenthelp.html

**Graduate Student Appeals Board for Academic Concerns:**

In accordance with the [Student Academic Grievance Policy](https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicmisconductandgrievancestext), complaints related to grading and other academic issues follow the steps detailed below (also found at the following website):

https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicmisconductandgrievancestext

Each academic year, a standing committee consisting of three members of the graduate faculty and two graduate students, is appointed by the dean of Graduate School to handle grievance complaints including grade appeals. Any graduate who believes that he or she has been
unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed:

- a course instructor or advisor,
- a department head, or
- the dean of the Graduate School.

If the initial grievance is with an instructor or advisor, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1. Under normal circumstances, the student should discuss the issue with the instructor/advisor.

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 advisor within 10 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 ten calendar days to the student.

3. If the student is not satisfied with the response from Steps 1-2, he or she must submit a written appeal to the department head within ten working days of the initial decision. If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within ten calendar days of the beginning of the following full (i.e., fall or spring) semester. The department head must respond in writing within ten working days to the student, the instructor or advisor (if one is involved), and the dean of Graduate School.

4. If the student is not satisfied with the response from Steps 1-3, they must submit a written grade appeal letter to the academic dean’s office of the college where the course is taught. If it is a grievance against a faculty member, then the academic dean’s office where the course is taught would be that of the faculty member’s college. The student has ten calendar days after receiving the decision of the department head. The associate dean of the given college has ten days to collect the necessary documents to make a decision on the student’s appeal or grievance. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. The academic dean’s office where the course is taught may convene an ad hoc committee to investigate the case.

5. If after the fourth 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. Copies of all documents including course materials and grades must accompany the letter. 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. He or she will do so after reviewing the letters from the faculty member, the
department head and the office of the academic dean as well as the materials from the student and all those involved in the case. If the graduate dean determines that the appeal does not have merit, he or 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.

6. After reviewing the recommendation of the Graduate Student Appeals Board, the dean of Graduate School will, within ten working days, inform all parties involved of his or her decision in writing.

7. 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. Grade appeals involving charges of plagiarism must follow the process established on academic misconduct in the Student Code of Conduct, the web site is http://studenthandbook.nmsu.edu/. The Graduate School strongly encourages students to study and use the Plagiarism web site of the Library to learn of ways to avoid plagiarism: http://nmsu.libguides.com/plagiarism.

CLINICAL INSTRUCTION

Clinical Orientation:

Clinical orientation meetings with faculty and students are scheduled routinely to discuss necessary preparation for clinical experiences. These meetings are announced in advance and all students planning to enroll in a Clinical course must attend. Students must attend the scheduled clinical orientation meetings before enrolling in any Clinical course or engaging in any field experience.

Liability Insurance:

Students must retain professional liability insurance (coverage from a reputable company of $1 million for each person and $3 million for each occurrence) while engaged in practicum, internship, and any other field experiences requiring direct contact with clients (approximate cost is $100.00 per academic year). Students must also pay a lab fee for use of the CEP Training and Research Clinic during CEP 572. The lab fee must be paid and verified in order to pass the course. Please note that students may not enroll in Practicum or Internship courses until they have successfully completed the following courses: (CEP 524) Professional Issues in Mental Health Counseling and (CEP 517) Multicultural Counseling.
Clinical Courses:

Three main courses associated with clinical instruction are **required** of all students. These courses are *Counseling Theory and Technique (CEP 550)*, *Counseling Practicum (CEP 572)*, and *Internship (CEP 580)*, and must be taken in that sequence. These courses have minimum numbers of hours for total clinical time, client contact, and supervision that must be met to complete the course. If students are unable to meet these time requirements for reasons that have been approved by department faculty steps will be taken to try to help students meet the hour requirements while minimizing interference with their progress in the program.

Students must successfully complete ALL of the Clinical courses with a grade of “B-“ or better. This involves completion of hours, sufficient points according to rubrics for assignments, ethical practice, competent practice, and a faculty supervisor evaluation documenting that student development has proceeded to the point where the student is ready to move to the next level of training. Clinical courses require students to demonstrate minimum counseling competencies (knowledge, skills, and professionalism) in order to transition to the subsequent clinical course. Instructors teaching clinical courses must assess students to determine if sufficient competency development has occurred to allow the student a high level of success in practicum and internship. If sufficient skill development has not been achieved, the student may be required to engage in additional activities (i.e., repeating a course or engaging in remediation as per the FTP Policy) prior to continuing in their program or advancing to subsequent clinical courses.

**CEP 550 COUNSELING THEORY & TECHNIQUE (3 credits)** – This course consists of didactic classroom instruction in various theoretical orientations to counseling paired with a supervised introductory counseling experience. Students are assessed by a faculty member to determine whether sufficient competency development has occurred to proceed to counseling practicum. If sufficient competency development has not been achieved, the student may be required to engage in additional activities (i.e., repeating the course or engaging in remediation) prior to attempting counseling practicum. (NOTE: Similar feedback may be provided in other clinically-oriented courses, such as CEP 558 Child and Adolescent Counseling Theory & Technique; CEP 562 Family Therapy Theory & Technique; and CEP 566 Group Work Theory & Technique).

**CEP 572 COUNSELING PRACTICUM (3-6 credits)** – This is the first course in which students see clients (volunteer undergraduate students seeking extra credit). Practicum students work under close supervision, and clients are seen in the CEP Training and Research Clinic. Clinical hours include a minimum of one hour per week of individual supervision, one and one-half hours per week of group supervision, and a minimum of 40 hours of direct client contact for a total of 100 hours of total time.

Typically, live supervision is provided by doctoral student trainees who are under supervision. Group supervision is provided by a faculty member. Please note that both
supervisors must be kept informed, view video tapes, observe sessions, provide
evaluations, etc. The faculty supervisor has the ultimate authority to determine the
student’s grade as well as the number of clients that are appropriate for each student.
Similarly, the faculty supervisor makes decisions about referring clients to another
counselor (or to Aggie Health and Wellness Services) if the severity of presenting
concerns exceeds the student’s developmental level of ability.

**CEP 580 COUNSELING INTERNSHIP** (600 clinical hours for 12 credits) – This
course consists of counseling in a setting, which includes performance of the full range
of mental health services. The internship is supervised by a site-based licensed mental
health professional and by a CMHC Program faculty member (one and one-half hours
per week group supervision). Students are assessed by both a site supervisor and a
faculty supervisor on campus to determine if sufficient competency development has
occurred to allow the student to graduate and progress to postgraduate supervised
practice. The 12-credit internship involves a minimum of 240 direct client contact
hours. Total time on internship is a minimum of 600 hours. Students are encouraged
to enroll in a minimum of 6 hours per semester (20 hours per week on site), or all 12
hours during one semester (40 hours per week on site). Students are placed in settings
that are congruent with their career goals. Liability insurance requirements apply, and a
background check with fingerprinting may be required by some sites (approximately
$55). A minimum of one hour per week of individual supervision, 1.5 hours per week of
group supervision, 240 direct client contact hours while providing counseling services,
and an overall total of 600 hours are required.

To retain good standing in internship, students must receive a “B-“ or better. A grade
that is based on their faculty supervisor’s evaluation, which encompasses a variety of
factors, including: site supervisor evaluations, instructor’s evaluation of student (on
areas such as professional development of maturity and integration of all that has been
taught in the training program, competent service delivery, responsiveness to
constructive feedback, and consistent ethical practice), grades/points on course
assignments. The final supervisor evaluation must state that the student has develop-
sufficiently and is prepared for a more independent level of practice, or the student
must repeat at least one full semester of internship.

**Clinical Hours Required:**

Typical licensure requirements include a minimum of 100 total hours of practicum (40 of these
are direct clinical hours) and 600 total hours of internship (240 of these are direct clinical
hours), for a combined total of 700 hours (280 direct). In addition, throughout the time
students are seeing clients, they must meet a minimum standard of one hour of individual
supervision per week and 1.5 hours of group supervision per week. The number of hours
required for the CMHC program are also aligned with accreditation requirements (CACREP
2009 Standards).
Requirements for Internship Placements:

Internship sites must be professional mental health settings where counseling services are offered and direct services may be provided by interns. Please note that students are responsible for securing their own internship placements. After attending clinical orientation, students are encouraged to contact sites, interview, and find the best fit for their career goals.

The clinical training site must agree to:

1. Assign a site supervisor who has appropriate credentials, time, and interest for training the student. Site supervisors need to be licensed mental health professionals who have a minimum of a Master’s degree AND two years professional experience. If site supervisors do not meet this criteria, it may be possible for an NMSU Program faculty member to serve as a field supervisor. This arrangement must be documented on this agreement. Site supervisors must:
   a. Provide face-to-face individual or triadic supervision for a minimum of 1 hour per week;
   b. Provide supervisory contact that involves some examination of student work using audio/visual tapes, observation, and/or live supervision for a minimum of one hour each week;
   c. Be available for a meeting with the Program Faculty member (site visit);
   d. Be available to attend a Supervisor Training meeting or complete the training online;
   e. Be available for consultation with student and/or supervisor;
   f. Provide written evaluation of student, based on the criteria established by the CMHC program;
   g. Facilitate communication between the CMHC program and the site;
   h. Provide opportunities for the student to engage in a variety of counseling activities under supervision and for the purpose of evaluating the student’s performance;

2. Provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities.

Internship Selection Process:

The selection process to become a placement site is as follows:

1. Student identifies site and requests that site supervisor complete the “Site Supervisory Agreement Form” which can be found on the program website: https://cep.nmsu.edu/academic-programs/counseling-guidance-m-a/

2. The Clinical Coordinator determines whether the arrangement meets program requirements.

3. Any approved site has the responsibility for final selection of an intern. This process may be competitive and based on the site’s hiring procedures.
CMHC students must ensure that site supervisors have appropriate licensure. In most instances, a Licensed Professional Clinical Counselor (LPCC) is preferred. It is important to interview at prospective internship sites the semester before internship begins, working closely with the Internship Instructor of record and Clinical Coordinator to arrange for a satisfactory experience and to ensure a good supervisory match at the site.

**Internship Versus Employment:**

Internship is an educational experience, not an employment position.

1. Students may not count hours worked as an employee as internship hours.
2. As a means of facilitating new learning experiences, student interns are discouraged from participating in internship in a setting where they are currently or were previously employed.
3. Students wishing to intern at their place of employment need to arrange internship hours that are separate from employment hours and internship supervision that is separate from employment supervision. These arrangements need to be approved by the CMHC program committee.
4. Students may receive educational stipends for internship. The stipend must be clearly educational in nature (as opposed to an employee salary) and must be approved by the CMHC program committee.

**Policy Regarding Completing Internships in Multiple Settings:**

Although students are encouraged to complete their clinical hours at one setting per semester, there is no policy that prevents students from obtaining more than one clinical placement per semester as long as all hours obtained that semester count towards only one clinical course. Meaning that students cannot concurrently enroll in CEP 578 and CEP 580 and accrue hours for both courses. CMHC Program faculty understand that there are circumstances that may require that students obtain more than one site per semester in order to gain the type of experience desired and number of hours required to complete the advanced practicum or internship. Students are encouraged to discuss site placement options with advisor of record and Clinical Coordinator.

**Policy Regarding Additional/Optional Clinical Experiences:**

Students may desire to complete a field experience in addition to the required sequence of clinical coursework of CEP-550, CEP-572, and CEP 580. Clinical hours accrued during this experience may not be credited toward the Internship, but may enhance the clinical training goals of the student. Academic credit for completion of this field experience may be used as an elective in the students' program curriculum when the following criteria are met.

Students must have successfully completed CEP-572 Counseling Practicum prior to engaging in any other clinical experience AND must obtain approval from the Clinical Coordinator and
Academic Advisor prior to enrolling in any Field Experience courses. Students must enroll in a course that provides appropriate supervision for the experience. Please refer to the list below for specific requirements connected to optional field experience opportunities:

1. Students must be enrolled in an appropriate course CEP-598-Special Topics or CEP-670-Behavioral Health Practicum during the accrual of clinical hours. The instructor of record must provide individual supervision with the student for the duration of the field experience.

2. The field experience is conducted in a setting that aligns with the principles, methods, and therapeutic techniques practiced by professional counselors including diagnosis, appraisal, assessment, treatment and treatment planning of a broad spectrum of client problems including, but not limited to, developmental, mental, emotional, family, and DSM disorders.

3. The field experience site provides an approved supervisor who must be a licensed mental health professional who has a minimum of a Master’s degree and two years professional experience. Program faculty members may serve as field supervisors when other supervision is not available.

4. The field supervisor helps the student prepare a realistic plan for the field experience which is commensurate to the student’s ability and in accordance with the planned graduate program for the student. When the final agreement is signed by the field supervisor, this constitutes a contract between the two parties with regard to placement, assignments, and responsibilities.

5. The field supervisor also supervises the student. This supervision may take on many different forms including individual meetings, group meetings, case conferences and informal contacts. A minimum of one hour per week face-to-face individual supervision is required.

6. The supervisor will be asked to complete an evaluation form concerning both the student and the program. The form will be supplied by the University. A telephone or on-site interview will be conducted by the course instructor. If the field supervisor or student request more contact with the course instructor, arrangements may be made as deemed necessary.

7. Students must maintain a daily log recording the activities they engage in and the amount of time spent in each. Time spent must be validated by the site supervisor and the University professor.
Examples of Potential Internship Sites:

- Aggie Health and Wellness Center
- Associated Behavioral and Trauma Specialties
- Ben Archer Health Centers
- Center Against Family and Sexual Violence
- Counseling and Psychological Services at UTEP
- Holloman Air Force Base
- La Clinica de Familia
- La Pinon Sexual Assault Recovery Services
- Memorial Medical Center (Five West)
- Mesilla Valley Hospice
- Mesilla Valley Hospital
- Veterans Affairs
- La Casa

Please note that new internship sites are a possibility, and we encourage students to find clinical opportunities to match their career goals. However, the process can take several months to complete, so the option of adding a new site may require significant advanced planning.

Clinical Documentation:

Documentation verifying liability insurance enrollment must be provided to the instructor at the beginning of each clinical semester. The following clinical documentation is also required:

- Student Information Form
- Supervisory Agreement Form
- Documentation of Hours
- Intern’s Evaluation of the Program and the Internship Site
- Supervisor’s Evaluation of Student (Midterm and Final)

All required clinical forms can be downloaded from the CMHC program website: [https://cep.nmsu.edu/academic-programs/counseling-guidance-m-a/](https://cep.nmsu.edu/academic-programs/counseling-guidance-m-a/)

REQUIRED NON-CLINICAL DOCUMENTATION

Graduate students are expected to independently manage their programs, which includes submitting required paperwork in a timely manner including the following:

Program of Study:

After completing 12 credit hours in the CMHC program but before completing Internship, students in collaboration with a faculty advisor, must complete a Program of Study form. Students are advised to submit this form at least one semester prior to their last semester of study. The student must have a minimum cumulative GPA of 3.0 at the time this form is submitted. The student’s program of study must:

1. Meet the requirements of the chosen catalog, including the regulations of the Graduate School and of the major department.
2. Be signed by the student, the student’s advisor, department head, minor faculty if applicable, and academic dean.
3. List each course prefix/number, short title, credit hours and grades if available.
For current program of study form visit the following:

Application for Degree:

Students are required to submit an Application for Degree, available through MyNMSU, to initiate an official audit of their transcript as compared to their Program of Study to see if they have met all requirements for graduation: https://catalogs.nmsu.edu/nmsu/regulations-policies/#academicprogramsofstudytext

Commencement:

Although attending commencement is not required, it is a good way to celebrate your achievements. Please note that there is a separate application to attend commencement and reserve your seat. Please visit these and other websites for the most current policies and procedures: https://gradschool.nmsu.edu/

Licensure as a Clinical Mental Health Counselor

This program is a CACREP accredited program in Clinical Mental Health Counseling and is intended to prepare students to become credentialed as clinical mental health counselors. Upon graduation, students are encouraged to pursue national certification as well as state licensure (i.e., the National Board for Certified Counselors [NBCC]).

Post-Graduate Requirements for Licensure:

As a CACREP-accredited program, the CMHC program provides the academic or curricular preparation necessary to pursue the supervised practice licensure in New Mexico (LMHC), once the national exam has been passed. Obtaining independent licensure (LPCC) is recommended and requires post-graduate supervised practice. Because the post-graduate requirements are subject to change, students are directed to the New Mexico Counseling and Therapy Practice Board website for current licensure requirements (http://www.rld.state.nm.us). In addition, students interested in practicing in other states are advised to consult the websites of the Counseling Licensing Boards in those states for detailed information about requirements.

Endorsement Policy:

Students who wish to seek endorsements for credentialing should request permission from the CMHC program coordinator before formally identifying the program as a reference. It is the policy of the CMHC program to endorse students only for credentials and licensure in Clinical Mental Health Counseling.
Syllabi and Documentation Logs:

Because licensing boards can request documentation beyond transcripts, students are advised to keep copies of all course syllabi as well as signed Clinical “Documentation of Hours” logs documenting hours in practicum and internship.

*Please be advised that licensing boards, employers, and internship sites may conduct background checks, therefore offenses on your record may prohibit you from becoming a professional counselor.

Licensure and Certification Contact Information:

- New Mexico Counseling and Therapy Practice Board
  505-476-4622
  http://www.rld.state.nm.us/boards/counseling_and_therapy_practice.aspx

- National Board for Certified Counselors
  336-547-0607
  http://www.nbcc.org

GRADUATE ASSISTANTSHIP AND EMPLOYMENT OPPORTUNITIES

Graduate Assistantships

There are no CEP department Graduate Assistantships guaranteed to CMHC students, but students may fill out an application, turn in their CV, and turn it in to their program coordinator in the summer to be considered for the following fall and spring semesters.

GA opportunities may be available elsewhere on campus

- Department of Psychology
- The Center for Learning Assistance
- Educational Management and Development
- Wellness, Alcohol, Violence Education Program
- Sexual & Gender Diversity Resource Center
- Student Success Center (Success Navigators)
- Career Services (also offer list of employment opportunities on campus)
- SOAR Lab and STEM Outreach programs (College of Education, ground floor)

Scholarships:

Although the program committee may nominate the most qualified applicants for scholarships/awards offered through the Graduate School, the selection process for these awards is competitive and therefore awards cannot be guaranteed. The Graduate School provides information on fellowships, scholarships, and grants available to graduate students at: http://gradschool.nmsu.edu.
Applying to NMSU Scholar Dollar qualifies admitted students to be considered for all other scholarships at the university for which they may qualify [https://scholarships.nmsu.edu/](https://scholarships.nmsu.edu/)

Those scholarships specifically designed for CEP students are listed on our website: [https://cep.nmsu.edu/additional-information/cep-scholarships/](https://cep.nmsu.edu/additional-information/cep-scholarships/)

**NMSU and Other Employment Options:**

NMSU job announcements are typically posted on campus, in student newspapers, and on the university website. In addition, they are often shared over the student listserv.

There may be employment opportunities in the community, and past students have found work at many of the following sites. Students are encouraged to contact the director of Human Resources at each agency for more information:

- Amanecer
- Amistad Family Services
- Aprendamos
- Ben Archer Health Centers
- Children, Youth, and Families Department
- Family and Youth, Inc.
- La Casa
- La Clinica De Familia
- Las Cruces Public Schools
- Mesilla Valley Hospital
- Las Cruces Public Schools

**BHWET TEACH grant:**

Project TEACH aims to expand local behavioral health care provider organizations with a well-trained workforce that ultimately supports improved behavioral health outcomes for Dona Ana County’s most underserved patients. Through in-field student training (clinical component), didactic trainings (through course work or workshops), existing provider training and active recruitment of diverse trainees into the program. The Mission of Project TEACH is to meet the needs of vulnerable populations of Southern NM. As TEACH scholars, CMHC, and MSW trainees are offered an experiential, didactic and practical curriculum in which trainees learn about inter-professional teamwork while providing culturally responsive, integrated primary care services.

**Who is eligible to apply?**

- Graduate students enrolled in CMHC or Master in Social Work
- Graduate students who are completing their last year of training (graduating before May 2021).
- Graduate students completing a field placement in a primary care site aimed at providing services to children, youth or transitional young adults (limited to students placed at LCDF, BAHC, or MVH).
- Graduate students must be in good academic standing before and during the program.
Award Amount

- $10,000 trainee stipend ($5,000 per semester) will be awarded as a financial aid scholarship to MSW and CMHC students during their concentration year.

*Please note: Award amount may affect your financial aid. If you have any questions regarding how this may affect you, please contact NMSU Financial Aid at 575-646-4105 or visit University Financial Aid and Scholarships Services at https://fa.nmsu.edu/

How to apply:

- Complete Letter of Commitment and Compliance Agreement
- Complete TEACH Project Application form
- Submit an updated resume/curriculum vita
- Submit a letter of Intent- This letter should detail your interest in the program and should discuss your career goals and how the TEACH Project stipend will help you achieve those goals, your commitment to the project, and your plans to pursue a behavioral health career upon graduation.

Please contact Dr. Lopez for any questions related to this grant.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in professional counseling organizations at local, regional, and/or national levels. Membership forms are available at the organizational websites. In addition, students are encouraged to participate in the Counseling Masters Students Association (CMSA) in the CEP department at NMSU.

Examples of Counseling Professional Organizations:

- American Counseling Association (ACA) 800-347-6647 http://www.counseling.org
- New Mexico Counseling Association (NMCA) http://nmca-nm.org/
- American Mental Health Counselors Association (AMHCA) http://www.amhca.org
- New Mexico Chapter (NMMHCA) http://nmca-nm.org/about/divisions/nmmhca/

ACA DIVISIONS:

Association for Assessment in Counseling and Education (AACE)
Association for Adult Development and Aging (AADA)
Association for Child and Adolescent Counseling (ACAC)
Association for Creativity in Counseling (ACC)
American College Counseling Association (ACCA)
Association for Counselors and Educators in Government (ACEG)
Association for Counselor Education and Supervision (ACES)
Association for Humanistic Counseling (AHC)
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
Association for Multicultural Counseling and Development (AMCD)
American Mental Health Counselors Association (AMHCA)
American Rehabilitation Counseling Association (ARCA)
American School Counselor Association (ASCA)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
Association for Specialists in Group Work (ASGW)
Counselors for Social Justice (CSJ)
International Association of Addictions and Offender Counselors (IAAOC)
International Association of Marriage and Family Counselors (IAMFC)
National Career Development Association (NCDA)
National Employment Counseling Association (NECA)

https://www.counseling.org/about-us/divisions-regions-and-branches/divisions
APPENDIX A

CACREP STANDARDS AND RELEVANT COURSES

Listed below are the 2009 CACREP Standards associated with each of the eight core areas as well as corresponding CEP courses in which this material is covered.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession;
   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
   c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
   d. self-care strategies appropriate to the counselor role;
   e. counseling supervision models, practices, and processes;
   f. professional organizations, including membership benefits, activities, services to members, and current issues;
   g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
   h. the role and process of the professional counselor advocating on behalf of the profession;
   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
   j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
   c. theories of multicultural counseling, identity development, and social justice;
   d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
   e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
   f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development and transitions across the life span;
   b. theories of learning and personality development, including current understandings about neurobiological behavior;
   c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
   d. theories and models of individual, cultural, couple, family, and community resilience;
   e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
   f. theories for facilitating optimal development and wellness over the life span.
   g. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and
   h. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

4. **CAREER DEVELOPMENT**—studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models;
   b. career, avocational, educational, occupational and labor market information resources, and career information systems;
   c. career development program planning, organization, implementation, administration, and evaluation;
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
   e. career and educational planning, placement, follow-up, and evaluation;
   f. assessment instruments and techniques relevant to career planning and decision making; and
   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;
   d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
   g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
   e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
   f. a general framework for understanding and practicing consultation
6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
   e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment;
   b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
   c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
   d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
   e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
   f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
   g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   a. the importance of research in advancing the counseling profession;
   b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
   c. statistical methods used in conducting research and program evaluation;
   d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
   e. the use of research to inform evidence-based practice; and
   f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
## Appendix B

### Option 1

**Full-Time, Three-Quarter Time, and Half-Time Schedules**

### Suggested Full-Time Schedule*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number</th>
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**TOTAL CREDIT HOURS = 60**

### Suggested Three-Quarter Time Schedule*

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**TOTAL CREDIT HOURS = 60**

Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

*Total of 12 credit hours needed to complete "Internship." Internship can be taken in either one or two semesters.

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OPTION 2-Internship In One Semester

FULL-TIME, THREE-QUARTER TIME, AND HALF-TIME SCHEDULES

**SUGGESTED FULL-TIME SCHEDULE**

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**SUGGESTED THREE-QUARTER TIME SCHEDULE**

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<td></td>
<td>CEP 556</td>
<td>Addictions Counseling</td>
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<tr>
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<td>CEP 572</td>
<td>Counseling Practicum</td>
<td>3</td>
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<tr>
<td></td>
<td>CEP 558</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
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<td></td>
<td>XXX xxx</td>
<td>Elective**</td>
<td>3</td>
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<tr>
<td>Spring 2</td>
<td>CEP 552</td>
<td>Career/Life Planning and Vocational Assessment</td>
<td>3</td>
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<td></td>
<td>CEP 598</td>
<td>Primary Care Psychology</td>
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<td>CEP 578</td>
<td>Advanced Practicum</td>
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<td>Counseling Internship</td>
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<td>Behavioral Health Practicum</td>
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**TOTAL CREDIT HOURS = 63**
<table>
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<th>Semester</th>
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<th>Course Title</th>
<th>Credits</th>
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<td>Summer</td>
<td>CEP 512</td>
<td>Human Development</td>
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<td>Fall 1</td>
<td>CEP 542</td>
<td>Appraisal Theory and Technique</td>
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<td>CEP 524</td>
<td>Professional Issues in Mental Health Counseling</td>
<td>3</td>
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<tr>
<td>Spring 1</td>
<td>CEP 532</td>
<td>Counseling Research</td>
<td>3</td>
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<td>CEP 566</td>
<td>Group Work Theory and Technique</td>
<td>3</td>
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<tr>
<td>Summer</td>
<td>CEP 517</td>
<td>Multicultural Counseling</td>
<td>3</td>
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<td>Fall 2</td>
<td>CEP 558</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CEP 551</td>
<td>Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2</td>
<td>CEP 550</td>
<td>Counseling Theory and Technique</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CEP 566</td>
<td>Group Work Theory and Technique</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>CEP 562</td>
<td>Family Therapy Theory and Technique</td>
<td>3</td>
</tr>
<tr>
<td>Fall 3</td>
<td>CEP 558</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CEP 572</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 3</td>
<td>CEP 552</td>
<td>Career/Life Planning and Vocational Assessment</td>
<td>3</td>
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<td>XXX xxx</td>
<td>Elective**</td>
<td>3</td>
</tr>
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<td>Summer</td>
<td>CEP 556</td>
<td>Addictions Counseling</td>
<td>3</td>
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<td>Fall 4</td>
<td>CEP 580</td>
<td>Counseling Internship</td>
<td>6</td>
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<td>Spring 4</td>
<td>CEP 580</td>
<td>Counseling Internship (Oral/Written Exam)</td>
<td>6</td>
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</tbody>
</table>

**TOTAL CREDIT HOURS = 60**

Please see posted course schedule each semester for actual course offerings, which are subject to change based on university and department needs. Some courses are offered only in odd or even years.

**Three electives are required so that total credit hours are a minimum of 60. Electives may be taken in different semesters than those listed and selected from CEP department offerings (mindfulness, addictions, transgender counseling, traumatology, other special topics) or from related minors being sought (Gender and Sexuality Studies, Native American studies, Spanish Counseling, Integrated Behavioral Health).**
APPENDIX C

Counseling and Educational Psychology Department Faculty

**Eve M. Adams**, Ph.D. (The Ohio State University)
Professor
Licensed Psychologist (OH & NM)
Principal Investigator – HRSA SDS Grant for Integrated Behavioral Health in Primary Care Settings
Program Director- Counseling Psychology Program (Ph.D.)

**Teaching:** Advanced Doctoral Practicum, Supervision Theory & Practicum, Primary Care Psychology, Art & Science of Mindfulness.

**Research:** Multicultural identity, Mindfulness-based interventions, supervision and training issues, gay and lesbian issues, women’s issues, and integrated behavioral health.

**Recent Publications:**

**Elsa C. Arroyos**, Ph.D. (The University of Iowa)
Associate Professor, Nationally Certified School Psychologist
Program Director- School Psychology (Ed.S.)

**Teaching:** Theory and Practice of School Psychology; Human Development; Educational Psychology

**Research:** Traumatic brain injury in children and adolescents, culturally responsive training, practice, and supervision in school psychology.

**Recent Publications:**


**Michelle Backlund**, Ph.D. (University of Montana)
Assistant Professor

**Teaching:** Counseling internship, Family therapy, Professional issues in mental health counseling

**Research:** Resistance in supervision and counseling

**Recent Publications:**
Na-Yeun Choi, Ph.D. (University of Maryland)
Assistant Professor

Teaching: Career/life planning and vocational assessment, Multicultural counseling
Research: Race, class, and mental health; multicultural issues in supervision and training

Recent Publications:

Barbara Gormley, Ph.D. (Michigan State University)
Professor
Licensed Psychologist (NM & GA)

Teaching: Counseling theory & technique
Research: Gender and race, power dynamics, multicultural training, family violence

Recent Publications:

Tracie L. Hitter, Ph.D. (New Mexico State University)
Assistant Professor

Teaching: Counseling Research, Appraisal Theory and Technique, Personality Appraisal, Supervision Practicum
Research: Sexuality, supervision and training issues, gay, lesbian, and bisexual issues, and women’s issues.

Recent Publications:

Michael Kalkbrenner, Ph.D. (Old Dominion University)
Assistant Professor

Teaching: Counseling research, Appraisal theory & technique, Diagnosis and treatment planning
Research: College student mental health, interprofessional collaboration, help seeking behaviors among mental health professionals, and experiential learning.

Recent Publications:


Anna Lopez, Ph.D. (The University of Texas at San Antonio)

Associate Professor

Teaching: Qualitative Research Methods, Counseling Practicum, Advanced Practicum

Research: Multicultural/ Bilingual Counseling and supervision, body image, and eating disorders, Social Justice and Advocacy issues specifically related to understanding the experiences of undocumented immigrants and their families, and the effects of deportation.

Recent Publications:


Andres Pérez-Rojas, Ph.D. (The University of Maryland)

Assistant Professor

Teaching: Counseling Psychology Theory/Practicum, Educational Experimentation (Dissertation Seminar), Group Work Theory & Practicum, Psychology of Social Identities

Research: Multicultural counseling and psychotherapy, psychotherapy process and outcome, cultural processes, college student mental health and counseling.

Recent Publications:


L.G. Castonguay & C.E. Hill (Eds.), Therapist effects: Toward understanding how and why some therapists are better than others. Washington, DC: American Psychological Association.


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

**Teaching:** Counseling children & adolescents, Group work theory & technique  
**Research:** Social-emotional learning and resiliency in children and adolescents; multicultural and social justice competencies; school-based mental health services; bilingual supervision and training of bilingual psychologists  
**Recent Publications:**


**Additional Contacts:**

**Integrated behavioral health graduate minor**
[https://cep.nmsu.edu/academic-programs/graduate-minor-in-integrated-behavioral-health/](https://cep.nmsu.edu/academic-programs/graduate-minor-in-integrated-behavioral-health/)
Minor advisor: Dr. Eve Adams, eadams@nmsu.edu

**Spanish counseling graduate minor**
[https://cep.nmsu.edu/academic-programs/spanish-counseling-minor/](https://cep.nmsu.edu/academic-programs/spanish-counseling-minor/)
Minor advisor: Dr. Virginia Langoria, vlongo@nmsu.edu
APPENDIX D

FITNESS TO PRACTICE INDIVIDUAL EVALUATION FORM

Fitness to Practice Evaluation Form

Student Name: ___________________________ Banner ID: _______________________
Evaluator: ___________________________ Date: __________________________

Please evaluate the student on the following criteria based on the student’s developmental level. After Evaluation has been filled out, Evaluator is responsible for initiating the FTP process. For more information regarding the FTP process, please refer to the FTP policies and procedures section of the MA Student Manual.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>COMPETENCE SATISFIED</th>
<th>COMPETENCE MINIMALLY SATISFIED</th>
<th>COMPETENCE NOT SATISFIED</th>
<th>NO OPPORTUNITY TO OBSERVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates Cultural Sensitivity</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>2. Displays openness to new concepts and ideas</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>3. Adheres to ethical and legal considerations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>4. Appropriately responds to conflict and other difficult situations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>5. Demonstrates the ability to set aside own values and beliefs in order to serve clients</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>6. Expresses thoughts and feelings in an appropriate and effective manner</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>7. Demonstrates receptiveness to and use of constructive feedback</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>8. Accepts personal responsibility</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>9. Meets obligations and assigned responsibilities and demonstrates professional behavior</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>10. Aware of own impact on others</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>11. Open to ambiguity</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>12. Demonstrates empathy and compassion toward others</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
<tr>
<td>13. Academic performance that does not represent satisfactory demonstration of the Student Learning Outcomes identified for a particular course</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
</tbody>
</table>

If competence was not satisfied in any one competency (rating of “1”) or minimally satisfied in more than two competencies (rating of “2”), please describe the specific behavior(s) indicating that competence was below satisfactory:

Revised 062119

Fitness to Practice Individual Student Evaluation
APPENDIX E
FITNESS TO PRACTICE REMEDIATION PLAN FORM (FTPRP)

Remediation Plan Form

Student Name: ___________________________ Banner ID: ________________
Faculty initiating FTP process: ___________________ Date: ________________
Process Initiated by:
___ CMHC Program Committee       ___ Faculty/ Instructor
___ Advisor of Record
Please identify specific FTP competencies or concerns (such as SLO’s) that require remediation:

Please outline the specific requirements to achieve remediation as requested from student:

Please describe any other expectations for successful remediation:

All requirements must be completed by:

Acknowledgement of Remediation Plan Review

Student: ___________________________ Faculty initiating FTP process: ________________
Date: ___________________________

Outcome

___ Remediation Plan was completed

If so, list any concerns that may require need for follow up:

___ Remediation Plan was not completed; Need for Selective Review

If so, M.A. Counseling Committee must be informed so that Selective Review process can begin

Student: ___________________________ Faculty/Staff initiating FTP process: ________________
Date: ___________________________