

UNM Requirement 1: General Program Characteristics

Give a brief overview of the program's history, mission, goals, and primary stakeholders. What is the mission and strategic plan for the unit?

Overview and History

The Counselor Education Program within the College of Education at the University of New Mexico offers the Master of Arts in Counseling and Ph.D. in Counselor Education. Both programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program is currently preparing for a CACREP accreditation review.

The Master's degree requires a minimum of 60 semester credit hours of course work and is designed for students to develop the requisite competencies for a career as a professional counselor. Specialties in Clinical Mental Health Counseling (formerly Community/Agency Counseling) and School Counseling are currently available. The Master's degree program currently meets the preparatory standards for eligibility for licensure as a Licensed Mental Health Counselor (LMHC) in New Mexico and State Board of Education certification as a school counselor. The Master's degree was first CACREP accredited in 1982 and is seeking accreditation for the newly constituted Clinical Mental Health Counseling track.

The doctoral program in Counselor Education at UNM is intended to enable qualifying Master's level counselors to extend their career opportunities. Ordinarily, students enter the Ph.D. program having already earned a Master's degree in Counseling, having developed their counseling skills, and are license-eligible as a professional counselor. The Ph.D. program prepares students to demonstrate proficiency in research, counseling theory and practice, teaching, supervision, and consultation, beyond the competencies required of Master's level counselors. To this end, we are invested in our doctoral students being able to articulate an integrative theory of professional counseling, engage in supervised practice of counseling, provide supervision, teach and consult, as well as develop expertise in understanding the variety of social ecological factors that advance people's mental health adjustment. The doctoral program in Counselor Education was first accredited by CACREP in 1998.

Mission Statement

The UNM Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, research, and program evaluation.

The UNM Counselor Education Program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people. The program prepares professional [school, clinical mental health] counselors and counselor educators to respond to a world with challenging and pressing social problems.

Faculty members are committed to integrating teaching, scholarship, research, clinical practice and service, while promoting a climate of social justice, systemic change and advocacy.

The faculty's goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with on-site training. These experiences provide the opportunity for students to work in and with various educational settings and community agencies.

Primary Stakeholders

Stakeholders in the counseling program include: Albuquerque Public Schools (APS); other public school districts and private school entities; New Mexicans who access our pro bono counseling clinic; community agencies to which we provide Traverse students, interns, and counselors; other programs in the College of Education; other doctoral programs (as 1 of only 5 accredited programs in the western United States); and professional consumers of our scholarly works.

Program Goals

1. The program will maintain CACREP accreditation for masters and doctoral programs.
2. The program will continue to educate future leaders in the counseling and related professions.
3. The program will make efforts to increase interdisciplinary research and collaboration with other programs.
4. The program will review the revised masters and doctoral programs to monitor rigor, scholarly productivity, and address the diverse needs of New Mexico (cf., College of Education Core Values, Association for Counselor Education and Supervision).
5. The program will attract, recruit, matriculate, and graduate students from across the nation who will, as part of their training, learn to address New Mexico's unique needs.
6. The program will enhance extant course offerings in counselor education and affiliated programs (e.g., art education, early childhood multicultural education, educational psychology, family studies) to expand the cadre of existing classes in family, child, adolescent, and play therapy offerings.
7. The program will continue to expand the doctoral mentorship program.
8. The program will continue to provide educational processes that facilitate high professional and personal standards for students, including professional competencies and personal characteristic expected of leaders in the counseling profession.

Strategic Plan

The Counselor Education program reviews its progress and plans accordingly during biannual faculty retreats. In recent years, we have had additional strategy meetings to reformat the masters and doctoral curricula in order to address program concerns and CACREP compliance. Our strategic planning centers on our strengths, particularly the doctoral program and training clinic: 1) to remain CACREP accredited for both our masters and doctoral programs; 2) to focus on program growth in the areas of student diversity and serving the needs of New Mexico; 3) to continue our focus on training counselor educators; 4.) to refine our focus on training our doctoral students to become academics; and 5) to focus on the Manzanita training clinic and increase services provided to address the needs of New Mexico. Our current Strategic Plan for the next 3-5 years centers on items 4 and 5 above.

Doctoral Program

Our doctoral program has recently assumed even greater significance and an expanded national role in the training of academic counselor educators as a result of CACREP accreditation changes. CACREP has mandated that effective 2013, all new faculty members in accredited programs at both the master's and doctoral levels must be graduates of CACREP accredited doctoral programs.

As a result of these accreditation changes, the number of graduates from CACREP doctoral programs appears to be insufficient to meet the demand for new faculty to teach in CACREP master's programs. In fact, recognizing this impending shortage, CACREP was forced to extend their original deadline for this requirement and also to "grandfather in" existing doctoral faculty from related fields already teaching in CACREP accredited programs (e.g. counseling psychology, marriage and family therapy); however, these stopgap measures expire in 2013.

At present, there are over 600 CACREP accredited master's programs nationally and sixty doctoral programs. Of these doctoral programs, only 35 are housed in public universities. Of these, just nine (including UNM) are housed in flagship state universities. Most of the accredited doctoral programs are clustered in the Eastern U.S., and many are also found in smaller colleges and universities with fewer resources for training researchers and academics. This leaves our program particularly well positioned to train the future academic leaders for our profession in the region and beyond.

We are currently one of only five accredited doctoral programs in the Western U.S., and the only one which is housed in a flagship state university. This is counter to the national trend where in recent years, because of increasingly rigorous demands on accredited doctoral programs and shrinking resources, a number of programs in similar universities have either lost or resigned their accreditation. These include doctoral programs recently closed at the University of Maryland and the University of Virginia among others.

As a result of our standing in the region, and the reputation and continuing accreditation of the program, there is likely to be a strong demand for our graduates to serve as faculty throughout the U.S. It is a key part of our strategic plan, therefore, to focus on our doctoral program and to develop it as center of excellence in the training of counselor educators.

Manzanita Training Clinic

To the best of our knowledge, Manzanita Training Clinic is the only completely pro-bono counseling clinic serving the Albuquerque metropolitan area, a catchment region of over 500,000. Our effort to expand and diversify the role of Manzanita is another key part of our strategic plan.

Recent program efforts to facilitate this process have included upgrading the facility itself, upgrading audiovisual and recording equipment, and hiring a Lecturer to provide primary oversight for all clinic-related activities and other clinical training, e.g. internship and advanced doctoral practica. The clinic has also moved toward a more "real-world" model, in terms of expectations for HIPPA compliance, client documentation and record-keeping, etc., in order to

better prepare our students to transition to the work and leadership roles in community agencies and other clinical settings.

Manzanita Training Clinic is also in the process of greatly increasing the services provided to the community. We have expanded the clinic hours into the evening, to better assist those who are unable to leave work to come to counseling; currently, we are serving approximately fifty clients per week. Our expectation is to further expand this to a 40 hour/week clinic when able, with the assistance of 3-20 hr/week doctoral graduate assistants. This would more than double our current capacity to 120 clients/week (we currently have three counseling rooms), and provide even greater services to a diverse and resource-poor population. We have also begun providing counseling services in Spanish to a limited number of clients, and expect to expand that role as well.

The Program has reached out to the community, and are developing referral networks with other agencies (e.g. Barrett Foundation, Age to Age, and others) to see their indigent clients who would otherwise not receive counseling services. We currently see a wider variety of clients than virtually any other site in the Albuquerque area, with cases ranging from young children to the elderly, families, couples, substance abuse, chronic and acute mental illness, as well as adjustment and developmental issues among the students we see as overflow from other university services. We collaborate actively with other campus agencies as well, including the LGBTQ Resource Center, the Women's Resource Center, El Centro de la Raza, and several other campus multicultural offices.

We envision the further expansion in the near-term to include more hours of service provided by both our COUN 590 Practicum masters' students, expanded training in clinical supervision for our doctoral students, as well as serving as a more advanced captive internship site for both our masters' COUN 595 Internships and our doctoral COUN 630 Advanced Practica. The clinic also provides a diverse client population and well equipped venue for counseling research at all levels.

The ability to serve this extraordinarily broad client base without regard for payment ability allows us to construct uniquely diverse training experiences for our students. As we expand our capacity, we expect to take on an even more prominent role in Albuquerque as a provider of choice in meeting this tremendously underserved need.

How are these linked to the university's mission and strategic plan?

The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service.

UNM's ongoing commitment to these cornerstones of purpose serves to:

Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.

Consistent with program Goals # 2, 4, 5 and 6, faculty members will educate and encourage students to perform to high academic standards. As a part of this process, counseling faculty will model professional involvement, prepare students for state credentialing as school and mental health counselors, and promote students' self-care and extracurricular development. Through our revised programs and community connections, students have, and will further be, connected to resources and developing the skills necessary to serve the unique needs of the population of New Mexico.

Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.

Consistent with program Goal # 3, faculty and students will participate in scholarly activities that enhance the provision of services to target populations.

Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness. Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

The Program trains professional counselors who address client needs within the state of New Mexico and address the unique needs of our state. Additionally, the Manzanita training clinic is, to the best of our knowledge, the only pro-bono counseling clinic within the greater metropolitan Albuquerque area. Manzanita serves hundreds of clients annually, most of whom are indigent and would not otherwise receive services. Additionally, many of our current doctoral students have been placed in cultural centers across the university (e.g., the LGBTQ Resource Center, African American Student Services, and the Women's Resource Center), establishing a clinical practice with students in environments they feel more comfortable to disclose. Our graduates are well-trained, as evidenced by their consistent passing scores on the National Counselor Examination (NCE), becoming Licensed Mental Health Counselors (LMHC), obtaining employment in their chosen field, and assuming professional leadership roles in New Mexico and beyond.

Relate current and planned program initiatives to results from the previous academic or graduate unit review (and most recent accreditation review, if appropriate) and to changes that have occurred since then.

None of the tenure-track faculty currently teaching in counselor education, and preparing this study, were present during the last university or accreditation review, and we were largely unfamiliar with the contents of those reviews. A portion of the comments in the previous review are confusing and don't seem relevant currently, however we have included the summaries of comments per APR guidelines. In preparing this current review, we found it interesting how many of the review areas we have continued to focus on, discuss and refine. Key areas for growth in the last review included:

1. Environmental Considerations

- a. *The previous APR feedback mentioned: declining resources in terms of equipment that was obsolete and low faculty salaries.*

The counselor education faculty has used additional funds garnered from online teaching to update equipment in Manzanita Training Clinic (monitors, DVRs). The counselor education faculty salaries are determined at the university and college level.

b. The previous APR feedback mentioned: An environment of change and uncertainty given university administrative changes, changing leadership and faculty transitions.

The counseling faculty has remained virtually unchanged for three years and has made excellent progress as a result. In the time since the last CACREP visit we have had two deans and three department chairs.

c. The previous APR feedback mentioned: Program coordinator has high levels of responsibility without the authority to hold faculty accountable and other college units fail to recognize the program.

The Counselor Education Program is self-governing. We believe other units recognize our program as an autonomous unit within the Department of Individual, Family, and Community Education.

d. The previous APR feedback mentioned: A program disconnect with licensure requirements and APS providing financial support for Traverse students.

Students completing the master's degree in counseling are prepared to pursue licensure as LMHCs with no additional coursework. This is an improvement since the last APR, when students had to complete courses beyond those required for the degree requirement in order to achieve licensure in NM.

The Traverse program is an outreach program in which students volunteer at a site in order to observe counseling and the workings of an agency and/or school. The Program has not sought APS assistance in funding for Traverse because it does not seem appropriate. In past years (until about 2007 or 2008), the COE Dean funded a GA to coordinate the Traverse experiences. The Program has not felt the need to request this funding and is completing the associated tasks of Traverse within the program.

e. The previous APR feedback mentioned: A need in New Mexico for increased numbers of school counselors.

We have no data to support or dispute this statement.

f. The previous APR feedback mentioned: Lack of previous strategic planning at the university, college and program levels.

The university is currently engaged in the Academic Planning 2012 (<http://provost.unm.edu/academic-planning-2012.html>). The College of Education is currently engaged in a program review process and in 2010 completed a Core Values process. While preparing the CACREP self-study, the College of Education program review, and preparing the Academic Program Review (APR), the faculty has spent extended time discussing where we envision the program going and methods to achieve our goals.

Recommendations

a. The previous APR recommendations mentioned: Develop a 3-5 year strategic plan.

The Counselor Education faculty are unaware of any previous strategic plan. Our strategic plan focuses on continuing to strengthen the doctoral program and to expand services in Manzanita Training Clinic. Please see pages 2-4 for more details.

b. The previous APR recommendations mentioned: Program coordinator has authority to "organize, delegate, follow-up and require accountability for those activities essential... We further recommend that program faculty commit themselves to the full-time responsibilities expected of them. This includes a stronger campus presence and reduction of competing outside activities."

The program coordinator's authority has not changed. Current program faculty has extended daily time on campus, with an open-door policy with students.

c. The previous APR recommendations mentioned: Post-tenure reviews more accurately reflect post-tenure faculty activities with appropriate merit.

Post-tenure reviews are conducting according to university, college, and departmental guidelines.

d. The previous APR recommendations mentioned: Faculty have a consensus of research themes that complement program strategic plan.

The Counselor Education faculty has not engaged in this discussion, as we believe strongly in academic freedom and believe each of our faculty members bring their own strength to the program through their independent scholarly endeavors.

e. The previous APR recommendations mentioned: Faculty engage in strategic course planning.

The faculty has completed and approved a three-year course schedule. We continue to maintain and follow a three year course schedule with courses in the evening and summer. In addition, based on the CACREP 2009 accreditation requirements, both the MA and PhD programs in Counselor Education were revised to meet the needs of the accreditation, as well as serve the needs of the state of New Mexico.

f. The previous APR recommendations mentioned: Revisiting admissions and comprehensive exams in light of the faculty time demands.

Since the last APR, the program has instituted and evaluated multiple forms of master's comprehensive examinations. Recently, we decided that the Counselor Preparation Comprehensive Examination (CPCE) is both efficient in terms of administration and effective in terms of preparing students for the licensure exam. It effectively assesses student knowledge in the key program areas that have been delineated by CACREP as "core knowledge" areas for MA graduates. The doctoral comprehensive examination was recently changed from individual written exams and oral examinations to twice annual administrations of a written examination, with common questions for the students partaking in the same comprehensive examination administration. No oral component is included. Recently, we changed master's admissions to once annually and moved up the date of doctoral admissions so we could better compete for students nationally.

g. The previous APR recommendations mentioned: Renaming the Traverse program.

The Traverse program name remains the same as faculty felt it best reflected its goals and mission.

h. The previous APR recommendations mentioned: Manzanita be remodeled, including new furniture, AV and computers.

Manzanita was remodeled between the last APR and now, including new furniture, new computers and new digital recording equipment. The faculty has now targeted additional funds from online teaching to update the remaining equipment, including new filing cabinets and additional computers next.

i. The previous APR recommendations mentioned: Re-evaluation of the doctoral curriculum.

In response to changes in CACREP accreditation requirements, the faculty revised the doctoral curriculum to achieve compliance with the standards. The curricular approval forms associated with the changes were submitted

in Aug. 2011, approved by the college, and are awaiting university approval. While awaiting approval, we are currently advising students to ensure that their coursework meets current CACREP standards.

j. The previous APR recommendations mentioned: Program and student policies be developed and available to students.

The program has a program policies manual (Appendix 1), doctoral student manual (Appendix 2), and master's student manual (Appendix 3). Each is reviewed and updated as necessary. Faculty re-affirms the policy manual in the fall of each year.

k. The previous APR recommendations mentioned: Faculty accomplishments be celebrated and accomplishments be disseminated to the larger community.

Faculty do not currently celebrate themselves, although this is a great idea. We have, however, had student celebrations on every faculty meeting agenda (beginning in Fall 2011). This part of the meeting is devoted to sharing student accomplishments among the faculty.

l. The previous APR recommendations mentioned: Develop student competencies and outcome measures.

The Counselor Education program assesses students' learning in multiple ways throughout the course of their specific program; the assessment tools utilized by the Counselor Education program also mirror the assessments we require of our students for their TK20 files. For the MA programs, the Counselor Education program utilizes the student's midpoint review, their course assignments in three courses (staggered at different points in their program), and their score on their National Counselor Examination (NCE) as evaluation tools to assess their learning. The doctoral program assessments include one core course in their counseling curriculum (COUN621: Advanced Theories of Counseling), their comprehensive examinations, and the National Counseling Examination (NCE), which is the test required for initial licensure in the state of New Mexico. Additional information about each of these assessments can be found in the APR Section 3.

m. The previous APR recommendations mentioned: Faculty be more visible and involved with students in the profession.

Counselor Education faculty are available to mentor students. Examples of this include faculty members presenting at national conferences with students, co-publishing articles, as well as facilitating student leadership roles in multiple national counseling associations (for example, please see

Appendix 11). Faculty members have served as President of organizations at the regional and national level, chair committees of associations with ACA, and also serve on editorial boards of national journals.

n. "N" was not listed in the previous APR report

o. "O" was not listed in the previous APR report

p. The previous APR recommendations mentioned: Faculty promote and advocate for the program.

Currently, program faculty members are strong program advocates via their engagement in the university and college, as well as the profession.

Discuss the leadership, governance and organizational structure of the unit.

The Counselor Education Program at the University of New Mexico (UNM) resides within the Individual, Family, and Community Education (IFCE) Department of the College of Education. The IFCE Department includes five programs: Counselor Education, Educational Psychology, Early Childhood Multicultural Education, Family Studies, and Nutrition. The IFCE Department has complete responsibility for students and curriculum for the M.A. in counseling (School and Clinical Mental Health), primarily via the Counselor Education Program, with courses also provided by Educational Psychology (EDPY) and Family Studies (FS). The IFCE department delegates most decision-making related to the Counselor Education program to the faculty within the program. Examples include: program policies and admissions. The Counselor Education faculty works closely with EDPY and FS faculty to ensure these courses meet CACREP and state credentialing requirements. The Counselor Education Program offers an M.A. in Counseling and a Ph.D. in Counselor Education.

The Counselor Education Program currently has 6 faculty (5 tenured/ tenure-track, one of whom is in full-time college administration, and one Lecturer). The faculty in this program is as follows:

Kristopher M. Goodrich, Ph.D., Assistant Professor
 George "Chip" Hunter, Ph.D. Lecturer III
 Jeanmarie Keim, Ph.D., Associate Professor
 Matthew E. Lemberger Truelove, Ph.D., Assistant Professor
 David L. Olguin, Ph.D., Associate Professor
 Deborah Rifenbary-Murphy, Ed.D., Associate Professor, currently serving as
 Associate Dean, College of Education

Appendix 4: Faculty vitae

Discussion of past efforts, both successful and not successful, may be useful in illustrating the current direction of the unit.

The Counseling Education faculty members are vigilant in ensuring that degree requirements and training are appropriate in light of state standards, accreditation requirements, and state of the profession. The faculty balances the demand for the program with reasonable graduate class size, the number of available faculty and the number of students who can complete practica within the Manzanita Training Clinic. Faculty produced a number of documents last year to show improved faculty climate. In addressing the current CACREP standards and impending site visit, the faculty reviewed all policy manuals and degree requirements. Through preparing for re-accreditation, we had the opportunity to strengthen the program in terms of course content and students' progress through the program in a reasonable timeframe.

UNM APR Requirement 2: Degree Programs and Curricula

Discuss the broad learning goals and measurable student learning objectives (SLOs) of each degree and/or certificate program offered by the unit. When internships, experiential learning and/or community outreach experiences are central to programs of study, they should also be described. Analyze the information regarding courses taught, enrollment patterns, degree/certificates awarded, credit hour generation relative to the educational objectives of each program, and other relevant program data related to educational objectives. Discuss collaborations with other UNM academic units that lead to degree/certificate completion (i.e. interdisciplinary, cross-disciplinary, and multidisciplinary courses and programs). Provide an assessment of the unit's extracurricular activities (such as colloquia, conferences, speaker series, performances, etc.) in relation to the unit's educational objectives. Where appropriate, data on program information may be combined.

Broad Learning Goals/Measurable Student Learning Outcomes (SLOs)

Since both the MA and PhD degrees in Counselor Education are accredited by the Council for Accreditation of Counseling and Related Education programs (CACREP), the program faculty used the SLO's provided within the CACREP (2009) accreditation document to guide constructing and evaluating the effectiveness of individual courses, degree programs, and larger program objectives. There are two tracks within the MA program: Clinical Mental Health Counseling and School Counseling. Due to the newly instated CACREP (2009) standards, the MA program was revised in the 2010-2011 academic year from 54 to 60 credits; the program revision were voted on and approved by the UNM Faculty Senate in the Fall 2011 semester. Additionally, the doctoral curriculum was also revised to meet the new CACREP (2009) standards. These changes were voted on as a program faculty in Summer, 2011, approved through the College of Education, and are now in the final stages of review within the UNM Faculty Senate committee structure. Attached are the SLOs for the MA and PhD programs in Counselor Education. The MA program SLOs are based upon the eight core areas for every CACREP MA degree (Professional Orientation and Ethics, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Development), and two track-specific standards (Clinical Mental Health Counseling and School Counseling). The PhD SLO's reflect the seven knowledge-based standards for CACREP doctoral graduates (advanced theories of counseling, theories and practices of counselor supervision, instructional theories and methods relevant to counselor education, pedagogy relevant to multicultural issues and competencies, quantitative and qualitative research, assessment and use of data, and ethical and legal considerations in counselor education and supervision).

Each of these CACREP-required SLO's are in the following appendices:

Appendix 5: Student Learning Outcomes CACREP Eight Core Areas Masters Degree
 Appendix 6: Student Learning Outcomes Clinical Mental Health Counseling
 Appendix 7: Student Learning Outcomes School Counseling
 Appendix 8: Counselor Education Doctoral Degree

Internships, Experiential Learning, and/or Community Outreach

Internship and Experiential Learning

The Counselor Education Program is required by CACREP (2009) standards to have all MA students participate in a 100 hour supervised Practicum experience, as well as a 600 hour supervised Internship experience. Additionally, doctoral students are required by CACREP (2009) to participate in a 100 hour supervised Practicum experience and a 600 hour supervised Internship experience reflecting three clinical core areas: clinical, supervision, and teaching.

Please review the following materials, which describe the above stated experiences in language required by our CACREP accreditation body: (Note: The boldface text comes directly from the CACREP standards and the regular text is program response.)

MA PRACTICUM

Section F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

During Practicum in Counseling (COUN 590), students are required to complete a minimum of 100 clock hours of supervised practicum experiences. All students maintain a weekly log that includes the number of hours spent in direct client contact, observations of their student colleagues, individual and group supervision, professional development activities, and completion of requisite paperwork. The faculty instructor cosigns each log along with another core faculty member. Copies of logs are placed in student files at the end of the semester and maintained by the program office for a minimum of five years.

- 1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.**

All students are required to complete Practicum in Counseling (COUN 590) to fulfill degree requirements. COUN 590 requires a minimum of 40 direct-contact hours with individuals, families, and couples.

- 2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance**

with the supervision contract.

Sessions conducted by student counselors enrolled in COUN 590 are directly observed by either a Ph.D.-student or faculty supervisor via two-way mirror or video feed. Trained Ph.D.-student supervisors and the faculty supervisor provide weekly individual or triadic supervision. In addition, each student receives individual verbal feedback about his/her counseling by a supervisor between counseling sessions. At the beginning of the semester, students identify personal expectations and goals for theoretical applications they intend to execute during the semester. These are regularly discussed and revised throughout the course with a supervisor. Students receive a minimum of one hour of individual or triadic supervision each week.

- 3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.**

COUN 590 includes a weekly two-hour group supervision seminar in which professional issues, clinical topics, and case presentations are discussed. One faculty member and at least two Ph.D.-student supervisors attend the weekly seminar.

- 4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the students' interactions with clients.**

Every session conducted by a student counselor enrolled in COUN 590 is video recorded. All sessions are supervised in real time via a two-way mirror or video feed by a faculty member and/or Ph.D.-student supervisor. All students are required to view their video recordings prior to the following client session. Supervisors also use session recordings to provide supervision feedback to students (in individual, triadic, and group formats).

- 5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.**

Students enrolled in COUN 590 receive verbal and/or written feedback from a supervisor between counseling sessions. Students also receive peer and supervisor feedback on their case presentations. Client files are reviewed weekly by supervisors and audited for accuracy and timely completion of paperwork. Students receive feedback on all paperwork, which is reviewed and cosigned by a supervisor. At the completion of the course, students complete an end-of-semester evaluation that addresses the following issues: (a) counseling skills, techniques, case management;

(b) professional conduct, responsibility, ethics; (c) motivation, independent initiative, time management; (d) ability to work with others (peers, supervisors, etc.); (e) administrative and procedural skills; (f) attendance, punctuality; and (g) overall performance. As part of the end-of-semester evaluation, each student meets with the faculty member and Ph.D.-student supervisors to review the practicum and the above-noted areas. Copies of this evaluation are placed in student files and maintained for a minimum of five years in the Counselor Education Program office.

MA INTERNSHIP

Section G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

All M.A. students are required to complete two three-credit courses of Internship in Counseling (COUN 595), as well as one three-credit course of Group Internship (COUN 519; previously called Group Practicum). The minimum number of internship hours required for all students is 600. During each internship students must complete a minimum of 120 direct clinical hours per semester, plus facilitate or co-facilitate a group for a minimum of 10 hours. The hours accrued in both COUN 595 and COUN 519 count toward students' internship-hour totals. These hours are audited and reviewed by the clinical coordinator before students are cleared for graduation.

Appendix 9: 60-credit master's degree requirements
(CMHC and School)

1. **At least 240 clock hours of direct service, including experience leading groups.**

All M.A. students are required to accrue direct clinical hours in both COUN 595 and 519. COUN 519 requires students to complete a minimum of 10 clinical hours facilitating or co-facilitating a group. COUN 595 requires a minimum of 240 direct clinical hours at the internship site.

2. **Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.**

The Counselor Education Program requires a signed agreement with site supervisors prior to an M.A. student beginning internship (courses COUN

595 and 519) at the internship location. Responsibilities are summarized in a printed document including the requirements for the student, the site supervisor, the internship agency/school, and the on-campus instructor. Site supervisors commit to providing a minimum of one hour weekly in individual and/or triadic supervision throughout the COUN 595 internship. The commitment includes an additional 30 minutes weekly of supervision focused on group facilitation throughout the COUN 519 internship. The faculty instructors have regular contact with site supervisors throughout the internship semesters and visit the site at least once each semester. Site supervisors also complete two written evaluations of the student's progress (midterm and end of semester). An open line of communication between the site supervisor and the faculty supervisor regarding the student intern allows the faculty member to ensure that all site requirements are fulfilled. Additional meetings may occur should concerns arise. Students turn in weekly logs of hours listing all activities (including onsite supervision) that must be cosigned by the faculty supervisor.

- 3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.**

As part of both COUN 595 and 519, students are required to attend a weekly 2.5-hour on-campus seminar that includes 1.5 hours of group supervision. These seminars are generally facilitated by core faculty to ensure consistency of supervision and expectations of students.

- 4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).**

When internship sites are chosen, the faculty works to ensure that students will receive a comprehensive and diverse experience. All students are ensured the appropriate direct services requirements (e.g., individual and group counseling experiences), while also receiving a variety of indirect service opportunities (record keeping, logging hours, participating in staff meetings, etc.). In addition, as part of the internship course, the instructor informs students of local, regional, and national conferences and encourages students' participation. The Upsilon Nu Mu Chapter of Chi Sigma Iota also hosts an annual resource fair, which is a mini conference for local service providers and counseling graduate students at UNM. Many students also participate in other professional development activities hosted at UNM and locally, including the College of Education Graduate Colloquium and the Head to Toe Conference. Nationally, many students have attended, and some have presented at the American Counseling Association (ACA) and Association of Counselor Educators

and Supervisors (ACES) conferences.

5. **The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.**

Students are expected to have live or audio supervision at their sites for COUN 595. In COUN 519, students' site supervisors usually co-facilitate the sessions. When the supervisor is not the co-facilitator, another licensed professional at the site facilitates with the student. All students are required to bring a minimum of three recordings to the on-campus internship seminar for COUN 595. The instructor uses these recordings for peer case consultation, as well as group supervision and evaluation. In addition, internship site supervisors are invited to utilize recordings along with live methods for individual supervision.

6. **Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.**

Internship evaluation occurs in a number of ways. At the beginning of the semester, students create a learning contract, used to evaluate progress throughout the course. In addition, site supervisors are asked to complete evaluations of students at both midterm and end of semester. Finally, the course instructor meets with each student individually at the end of the semester to critique his/her progress and give a final grade.

DOCTORAL SECTION III

PROFESSIONAL PRACTICE: CLINICAL EXPERIENCE

- A. **Doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. The nature of the doctoral-level practicum experience is to be determined in consultation with program faculty and/or a doctoral committee. During the doctoral student's practicum, supervision will occur as outlined in entry-level standards III.A and III.C–E. The use of student supervisors is not allowed in a doctoral-level practicum.**

Previously, all Ph.D. students were required to take Advanced Practicum in Counseling Supervision (COUN 630), which required students to complete a minimum of 150 hours, 60 of which were in direct service.

The modified Ph.D. program includes the revised course, Advanced Practicum in Counseling (COUN 630), in which students further develop clinical skills through a minimum of 40 direct service hours with clients. The focal area and agency for service are decided in consultation with the

student's advisor and/or doctoral committee. Site supervision is required off campus, in compliance with the entry-level standards III.1. and III.C.-E.

- B. Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in counselor education and supervision (e.g., clinical practice, research, teaching). The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours may be allocated at the discretion of the doctoral advisor and the student on the basis of experience and training.**

Previously, a total of six credits of Internship (COUN 696) were required. Within the course, 600 hours of supervised experience was acquired in counselor education and supervision. The types of hours were arranged with the faculty supervisor.

The modified Ph.D. requirements increase internship to three semesters, with one term each focusing on supervision, clinical work, and teaching (all COUN 696; each 3 credit hours). Students will coordinate with their advisors and the supervisor for advance approval of placements and planned experiences.

- C. During internships, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship, and is usually performed by a program faculty member.**

COUN 696 internship supervisors meet one-hour weekly with students during the internship experiences. Internship students also receive supervision from core faculty.

Appendix 10: 97-credit doctoral degree requirements

COMMUNITY OUTREACH

Faculty on a regular basis offer pro-bono services to the community. The following represent some examples: pro bono school-based counseling; guest speaking at schools and organizations; conducting workshops, volunteering at homeless shelters with students, serving on local, state, regional and national professional association boards, and providing direct clinical services in Manzanita Center.

In a faculty meeting during the Spring 2012 semester, the Counselor Education program set the following as a five-year community outreach plan: Since the state of New Mexico has a variety of high need areas (i.e., rural areas where resources are limited), developing

a system where faculty can travel or deliver services (e.g., distance education) to different regions of the state to provide workshops for continuing education units/credits for clinicians and school officials (e.g., areas in clinical mental health counseling and school counseling) is a priority. In addition to traveling, the UNM Counselor Education faculty can host a speaker series (professional development workshops) on campus. Continuing education units/credits and workshops will be provided for community members who serve as internship site supervisors for master's and doctoral students enrolled in internship, both as *a quid pro quo* for their services and also to assure quality of supervision for program students.

Information related to Program Data (Courses Taught, Degrees Earned, etc.)

Appendix 9: 60-Credit Master's Degree Requirements
Appendix 10: 97-Credit Doctoral Degree Requirements

As part of the CACREP (2009) accreditation self-study, the Counselor Education program has reviewed information related to courses taught by faculty, faculty/student ratios, etc. Please find the following information about our program, from our recent CACREP (2009) self-study that highlights the requested program data: (Note: As before, the boldface text comes directly from the CACREP standards and the regular text is program language.)

Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students. Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

The previous M.A. in counseling (School and Community Agency) required 54 semester credits. The revised degree (School Counseling and Clinical Mental Health Counseling) requires 60 semester credits. The 60-credit program, approved by the Counselor Education faculty in October 2010, received university approval during the Spring 2012 semester. The 60-credit program is required for students matriculated Spring 2012 and later. Students who matriculated earlier have been informed of changes in accreditation requirements, provided with options if they choose to transition to 60 credits, and apprised of the implications of not transitioning and graduating after the accreditation visit.

M. For any calendar year, the number of credit hours delivered by noncore faculty

must not exceed the number of credit hours delivered by core faculty.

The Counselor Education Program strategically offers courses and assigns course loads so that core faculty members have the ability to see students in a variety of settings including experiential and lecture. Generally, only core faculty members work with students in clinical courses. The number of Counselor Education courses taught by noncore faculty is always less than the number of courses delivered by core faculty. The Spring and Fall 2012 academic semesters serve as good examples, as the course rosters are similar to other academic terms.

Spring 2012 core faculty credit hours taught:

Kristopher M. Goodrich, Ph.D., Assistant Professor	6 credits
Jeanmarie Keim, Ph.D., Associate Professor	6 credits
Matthew E. Lemberger Truelove, Ph.D., Assistant Professor	6 credits
David L. Olguin, Ph.D., Associate Professor	9 credits
Deborah Rifenbary-Murphy, Ed.D., Associate Professor	0 credits
Total core faculty credit hours	27 credits

Spring 2012 noncore faculty credit hours taught:

Carol Brennan, Ph.D.	6 credits
Jenna Crabb ABD	3 credits
Linda Friedman, Ph.D.	3 credits
Total noncore faculty credit hours	12 credits

Spring 2012 core faculty credit hours less noncore faculty credit hours equaled a difference of 15 credit hours.

Fall 2012 core faculty credit hours taught:

Kristopher M. Goodrich, Ph.D., Assistant Professor	9 credits
George "Chip" Hunter, Ph.D. Lecturer III	12 credits
Jeanmarie Keim, Ph.D., Associate Professor	6 credits
Matthew E. Lemberger Truelove, Ph.D., Assistant Professor	9 credits
David L. Olguin, Ph.D., Associate Professor	6 credits
Deborah Rifenbary-Murphy, Ed.D.	0 credits
Total core faculty credit hours	42 credits

Fall 2012 noncore faculty credit hours taught:

Carol Brennan, Ph.D.	3 credits
Michele Colman, ABD	3 credits
Jenna Crabb, ABD	3 credits
Total noncore faculty credit hours	12 credits

Fall 2012 core faculty credit hours, less noncore faculty credit hours, equaled a difference of 30 credit hours.

M.A. students are required to take one human development course (EDPY 503 or FS 503), one research course (EDPY 500 or 505), and one statistics course (EDPY 502 or 511). At least one of these courses is offered every semester. Generally sections of EDPY 500, 502, and 511 are taught by part-time Ph.D. instructors. On occasion, an advanced doctoral student instructs EDPY 505. If these three courses (9 credits) are included as noncore faculty, the core counseling faculty would still teach more courses each semester than noncore counseling faculty.

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

Number of Faculty

The Counselor Education program currently has 6 full-time faculty consisting of 3 tenured Associates (one serving as Associate Dean) 2 tenure-track and 1 Lecturer III.

Student Credit Hours (SCH)	Masters	Doctoral	Total SCH	Total FTE = SCH/9*	Student: Faculty FTE = FTE/6**
Spring 2012	474	114	588	65.33	10.88
Fall 2012	594	147	741	82.33	13.72

*9 credit hours is considered full-time

** 6 faculty FTE includes: Goodrich, Hunter, Keim, Lemberger-Truelove, Olguin, and Rifenbary-Murphy.

Spring 2012 Student: Faculty FTE is 10.88

Fall 2012 Student: Faculty FTE is 13.72

Class Size

Class size is an important consideration in assessing faculty resources as related to student need, as class size bears a direct relationship to demands on faculty resources.

The following data indicate balance in class size. Sizes are manageable, yet the composite of courses is fiscally favorable for the program, department, college, and university. Enrollments for Counselor Education courses for Spring and Fall 2011 semesters were as follows:

Spring 2012

COUN 513	Career Counseling	29
COUN 518	Group Counseling	20
COUN 519	Group Counseling Internship	12
COUN 521	Clinical Mental Health Counseling	20

COUN 522	Communication Skills in Counseling	15
COUN 584	Multicultural Issues in the Helping Professions	16
COUN 590-001	Practicum in Counseling	7
COUN 590-002	Practicum in Counseling	8
COUN 591	Problems (Independent Study, all sections)	1
COUN 593	Dynamics of Human Behavior	10
COUN 593	Professional Orientation and Ethics	20
COUN 593	Crisis, Disorder & Trauma	21
COUN 595-001	Internship	7
COUN 595-002	Internship	12
COUN 630	Advanced Practicum	1
COUN 696	Internship	2
COUN 699	Dissertation	6

Fall 2012

COUN 510	Professional Orientation and Counseling	22
COUN 515	Testing and Assessment	23
COUN 516	Crisis, Disaster and Trauma	19
COUN 517	Theories of Counseling	20
COUN 518	Group Counseling	11
COUN 519	Internship in Group Counseling	6
COUN 521	Clinical Mental Health Counseling	20
COUN 522	Communication Skills in Counseling	15
COUN 545	School Counseling	13
COUN 560	Family Counseling	16
COUN 576	Diagnosis of Mental Disorders	18
COUN 577	Substance Use and Abuse	20
COUN 584	Multicultural Issues in the Helping Professions	14
COUN 590	Practicum in Counseling	8
COUN 590	Practicum in Counseling	8
COUN 591	Problems (all sections)	3
COUN 595-001	Internship	6
COUN 595-002	Internship	6
COUN 621	Advanced Theories of Counseling	9
COUN 630	Advanced Practicum	6
COUN 699	Dissertation	8

Enrollments in none of these classes are excessive, although some classes are large. Based on experiences with larger classes, the Counselor Education faculty has decided to return to a maximum of 20 students per class in order to enhance the student experience. Internship (COUN 595) and Group Counseling Internship (COUN 519) are each capped at 12, Practicum in Counseling (COUN 590) is capped at eight, and Communication Skills in Counseling (COUN 522) is capped at 15. Class offerings with a capacity lower than six are Problems (COUN 591) classes (e.g., independent studies offerings) that require a low faculty-to-student ratio; these classes are arranged between faculty and students independently. Enrollments in

clinical training courses, e.g. COUN 590 and COUN 595 are also capped in response to CACREP training and supervision standards for clinical courses.

The Counselor Education faculty requested the addition of a tenure-track faculty line in Spring 2011. The College of Education Dean and Department Chairs Committee denied the request. A line was requested again in Fall 2011 from Provost Office funds, but the Counselor Education faculty was advised that their request did not meet the criteria for funds. The Counselor Education faculty requested two additional tenure-track hires Spring 2012, but was denied the request. The Dean provided a one-year lecturer position for the 2012-2013 academic year.

Additional enrollment and graduation figures are located in Tables 1-3 (pg. 35-36)

Demographic Distribution in the Counselor Education Program 2011, Table 4 (pg. 37)

Collaborations with Other UNM Academic Units

The Counselor Education Program has formal collaborations with a number of different programs and departments at UNM. Academically, the Counselor Education program collaborates with the Educational Psychology and Family Studies Programs. Educational Psychology teaches the research coursework in Counselor Education, as well as a class in Human Development. The Family Studies program also teaches a required course in Human Development. Both of these programs also serve as supporting areas for many of the Counselor Education doctoral students, and doctoral students in Family Studies often select Counselor Education as their supporting area.

Additionally, the Counselor Education program has three students interning, and providing pro bono counseling services, at three multicultural offices on campus. One doctoral student is placed at the African American Student Services Department, one works in the Women's Resource Center, and another doctoral student provides free counseling at the LGBTQ Resource Center on campus. The faculty has also met with El Centro de la Raza and expects to begin more closely collaborating with them in the near future to provide services to their clients. The Counselor Education Program faculty serves as doctoral students' clinical supervisors and closely monitors this work.

As all our masters' students must complete a 600 hour counseling internship, and our doctoral students must also complete a number of clinical internship hours, the Counselor Education program has many established connections in different UNM Offices, the Albuquerque Public School District, as well as local community counseling agencies. Our students provide free counseling services for those agencies, and serve many clients in Albuquerque and the surrounding communities who typically would not be served. This is due to the fact that our students can see pro bono, sliding scale, as well as paid clients for each of these settings. In addition, as previously described, all masters' students in the Practicum course see clients at the Manzanita Center, a free counseling clinic provided to the New Mexico community through the Counselor Education Program. Our understanding is that it is the only completely free counseling clinic in

Albuquerque.

Regarding faculty research, there are a number of already established connections across programs and departments. Faculty members are currently collaborating with faculty from Educational Psychology in research and writing, and conference presentations are currently being planned. In addition, some faculty members have begun collaborating with colleagues from Educational Specialties and Teacher Education. In addition, one counseling faculty member recently joined the LGBTQIA in Education Work Group at UNM, which has faculty from each of the departments within the College of Education.

In the next five years, the Counselor Education program sees these collaborations and connections growing much greater. There is an increased focus on research in the program, and the established collaborations will most likely grow alongside as well. Counselor Education faculty are currently speaking with colleagues from other departments and programs to collaborate on research grant submissions and future research articles. We also see potential connections with other departments, such as the Family Development program, which we wish to further explore.

Unit's Extracurricular Activities related to Educational Outcomes

During the Spring 2011 semester, an informal survey of current students revealed that students actively identified with the American Counseling Association through a variety of activities, including student membership, and attending and presenting at national, regional and state conferences, and the Climate Study Student Survey conducted in spring 2012 contained similar comments. Additionally, many students present at the Head-to-Toe Conference (aimed at counselors, social workers, nurses, and others involved in student health and academic success) held yearly in Albuquerque.

Appendix 11: Student memberships

Appendix 12: Head-to-Toe Conference 2011 brochure

Student organizations within the program include the Upsilon Nu Mu chapter of Chi Sigma Iota, which provides students with professional and social activities related to academic and professional growth.

Appendix 13: CSI Upsilon Nu Mu Chapter annual report

The Upsilon Nu Mu Chapter of Chi Sigma Iota has recently begun to host a number of national speakers in Counselor Education to further bolster the extracurricular programmatic offerings to members, and to encourage out of the classroom learning. Two examples include a visit and two presentations from Dr. Melissa Luke (Assistant Professor of Counseling and Human Services, Syracuse University) in February 2011 and Dr. Casey Barrio-Minton (Associate Professor/Program Coordinator, University of North Texas and current President of Chi Sigma Iota International, the Academic and Professional Honor Society in Counseling) in April 2012. The chapter will continue to recruit and host national speakers as part of their induction speaker's series every year,

which is partially funded through small grants from Chi Sigma Iota International.

UNM APR Requirement 3: Results of Assessing Student Learning

Describe how the unit assesses the effectiveness of each program's curriculum and teaching in meeting its educational objectives described in the previous section and discuss changes that have occurred and that are planned based on those assessments. Units should report on progress made on three-year program assessment plans since the last program review. The emphasis here is two-fold:

a. how well measured student learning outcomes meet faculty-defined learning objectives (detailed in section two), and

b. where programs have identified both evidence of program strength and evidence of the need to improve learning and have taken action on the latter.

Summarize and discuss forms of both direct and indirect evidence of students' learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.

The Counselor Education program assesses students' learning in multiple ways throughout the course of their specific program; these assessment tools also mirror the assessments the Counselor Education program requires of the students for their TK20 files. For the MA programs, the Counselor Education program utilizes the student's midpoint review, their course assignments in three courses (staggered at different points in their program), and their score on their National Counseling Examination (NCE) as evaluation tools to assess their learning. The doctoral program assessments include one core course in their counseling curriculum (COUN621: Advanced Theories of Counseling), their comprehensive examinations, and their National Counseling Examination (NCE) score, which is the test required for initial licensure in the state of New Mexico. A more comprehensive review of these assessments can be found below:

MA Program Assessments

Course Assessments

The faculty assess student progress at three courses in different points of their academic career: within COUN584: Multicultural Counseling (taken in their first or second semester), COUN513: Career Counseling (taken midway through their program), and COUN595: Internship (taken in the last two semesters of their enrollment). Each course has a rubric for a comprehensive assignment which assesses if the student has gained mastery over the course material presented in that class, as well as how well they might apply this knowledge and skills into their later practice as clinicians. The students' assignment, as well as the faculty's assessment of their work, is placed in their TK20 file upon completion of the assignment.

Appendix 14: TK20 Rubrics

Midpoint review

During the semester when students take COUN522: Communication Skills, they are required to meet with the full Counselor Education faculty to discuss their progress within the program, specifically attending to the academic and clinical skills (or deficits) that the faculty see with each student. Successful completion of the midpoint review is required for students to move on

to the next course, COUN590: Practicum in Counseling. More information about this process can be found on page 14 of the MA Student Handbook:

The purpose of the midpoint review is to focus on the student's progress throughout the counseling program. The three areas being reviewed are: 1) academic achievement, 2) clinical skills, and 3) personal characteristics. The review is conducted during the semester the student is enrolled in COUN 522, *Communication Skills in Counseling*, by the program faculty. Student's strengths and weaknesses are reviewed and a remediation plan developed, if necessary. The student's Program of Studies will be turned in to the faculty at the mid-point review. Additionally, the student will complete the mid-point self-evaluation and distribute copies of it to the faculty during the meeting. (See below for information on completing the Program of Studies.)

Appendix 15: Masters Midpoint Review Form

National Counseling Examination (NCE)

The National Counseling Examination (NCE) is a national test that assesses counselor preparation towards working with clients. It is also used by many states, including New Mexico, to serve as the examination required for the Licensed Mental Health Counselor (LMHC) credential. Students are able to take this exam during their last semester of matriculation in the program since the Counselor Education program is accredited by the Council for Accreditation and Related Educational Program (CACREP); students graduating from non-CACREP-accredited programs must face a waiting period. Students that have taken this examination have typically scored very well; most administrations the UNM students score above the national average and either meet or exceed the average scores for other CACREP-accredited programs.

Appendix 16: NCE Results for the past five years

Doctoral Program Assessments

Course Assessments

Doctoral students are assessed in the COUN 621: Advanced Theories of Counseling course. The Counselor Education Faculty have chosen this course as it is a CACREP-core course for doctoral students, and lends itself well to seeing students' integration of course material (theories) with their later applied work and writing skills. The course has a rubric for a comprehensive assignment which assesses whether the student has gained mastery over the course material presented in that class, as well as how well they might apply this knowledge and these skills into their later practice as clinicians. The students' assignment, as well as the faculty's assessment of their work, is placed in their TK20 file upon completion of the assignment.

Appendix 14: TK20 Rubrics

National Counseling Examination (NCE)

The National Counseling Examination (NCE) is a national test that assesses counselor preparation towards working with clients. It is also used by many states, including New Mexico,

to serve as the examination required for the Licensed Mental Health Counselor (LMHC) or similar licensing credential. If students have graduated from non-CACREP-accredited MA programs, we ask these students to study for and take this examination, as it is required to practice in the state of New Mexico. If students have come from CACREP-accredited programs and have already taken this exam, we ask they enter their certification verification letter in the TK20 system. Students that have taken this examination have typically scored very well; in most administrations the UNM students have scored above the national average and either met or exceeded the average scores for other CACREP-accredited programs.

Appendix 16 NCE results for the past five years

Doctoral Comprehensive Examination

Upon completion of the Counselor Education course work, or in the last semester of course work prior to beginning the dissertation proposal, the doctoral student takes a written comprehensive examination covering the major aspects of Counselor Education (i.e., theories of counseling; research; supervision; teaching of counseling; leadership, advocacy and professional issues; and counseling practice). These areas were chosen by the Counselor Education Faculty as they fulfill the six core areas of knowledge required for demonstration by doctoral students by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The comprehensive examination is held the week prior to the start of classes during the fall and spring semesters. The examination is across two days with three questions per day. Students have no more than two hours per question with one hour breaks between questions.

The examination is taken on a computer. Students are not permitted to use the internet or any other assistive devices other than the word processor program. Students are required to bring a blank flash drive to the examination on which they will save their responses. Two copies of the response are printed at the end of each question and turned in to the proctor. The flash drives are given to the proctor after each question. Following completion, the faculty retain the flash drives until the comprehensive examinations are scored and results submitted to OGS. The flash drives serve as a back-up to the printed examination answers.

Two Counselor Education faculty members read each question. Questions are scored from 0 to 5. In order to pass a question the two readers' scores must average 3.0 or higher. In the case of widely disparate scores (e.g., 0 and 4 or 1 and 5), a third faculty member reads and scores the question. If a student receives an average score from the two readers below 3.0 on one or two questions, the student may remediate those two questions. Remediation consists of retaking those two areas with a new question. Failure to receive average scores of 3.0 or higher on any remediated questions results in a failed comprehensives.

The total required passing score (sum of all 12 scores: 6 questions, 2 readers each) is 20.00 or higher. A score of 27.00 or higher is considered "passing with distinction." Scores below 20.00 are considered failing. Average scores on three or more questions of below 3.0 represent a failed examination attempt. All failed comprehensives are reported to OGS. Students may take comprehensives twice per OGS policy. If both comprehensive examinations are failed, the student is dismissed from the program. A remediated question(s) is considered a part of the comprehensives administration under which it occurs. That is, it does not count as another 'attempt' in regarding to the two comprehensive examination policy.

Appendix 17: Doctoral Comprehensive Examination Grading Rubric

The report allows for bringing in outside documentation to demonstrate the satisfaction of the above requirements, we would also point reviewers to our students' outside work, as measured by our CACREP self-study. These sections provided the greatest detail about our students' successes in the profession:

MA Review Section II, C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

During the Spring 2011 semester, an informal survey of current students revealed students actively identified with the American Counseling Association through a variety of activities, including student membership, and attending and presenting at national and state conferences.. Additionally, many students present at the Head-to-Toe Conference (aimed at counselors, social workers, nurses, and others involved in student health and academic success) held yearly in Albuquerque.

Appendix 11: Student memberships and conference attendance

Appendix 12: Head-to-Toe Conference 2011 brochure

Student organizations within the program include the Upsilon Nu Mu chapter of Chi Sigma Iota, which provides students with professional and social activities related to academic and professional growth.

Appendix 13: CSI Upsilon Nu Mu Chapter annual report

Doctoral Standards, Section 1.2.Supporting faculty and students in publishing and/or presenting the results of scholarly inquiry.

Ph.D. students are encouraged to present their work at the IFCE Department research conference, the College of Education Graduate Research Colloquium, and at local, regional, and national conferences. Some students complete their own publications while in the program. Many others co-publish with faculty.

Examples:

Keim, J., & Stroud, D. (2009). Key figures in group counseling. In B. T. Erford (Ed.), *Encyclopedia of counseling* (pp. 239–240). Washington, DC: American Counseling Association.

Lemberger, M. E., & Krauss, S. (in press). Individual psychology and factors associated with the development of elementary and secondary aged students. *Journal of Individual Psychology*, 68(3).

Morad-McCoy, M., & Olguin, D. L. (2009). The child's encounter with death: Understanding death, grieving a death, facing death. *New York State School Counseling Journal*, 6(1), 35–43.

Olguin, D. L., & Maple, C. (2008). Legislative impact: Professional school counselors and

teachers provide career education for students in K–12. In G. T. Eliason & J. Patrick (Eds.), *Career development in the schools* (pp. 69–91). Charlotte, NC: Information Age Publishing, Inc.

Doctoral Standards, Section 1.3. Preparing students to contribute to the conversations that inform professional practice by generating new knowledge for the profession through dissertation research focusing on areas relevant to counseling practice, counselor education, and/or supervision.

The following are the dissertation titles of students completing the Ph.D. in Counselor Education at UNM since 2005:

Perryman, Mandy L. (2005). *The relationship between parents' weight-related perceptions and behaviors and children's body composition, body image, and self-concept.*

Bolton-Oetzel, Keri (2005). *Attachment as an indicator of adolescent substance abuse treatment outcome: A study of autonomy and relatedness.*

Rainwater, Terry (2006). *How principal-counselor relationships impact counselors' perceived self-efficacy and autonomy in elementary schools.*

Stroud, Daniel L. (2007). *The relationship between childhood memories of receiving corrective feedback and current perceptions of receiving corrective feedback among counselor trainees.*

Armbruster, Ellen (2008). *Attachment and bonding: Correlations between relationship and anxiety among adult college students.*

Palmer, Geoffrey (2009). *Examination of the reliability and validity of the attitudes toward seeking professional psychological help scale (ATSPPHS) among Jamaican Americans.*

Lujan, Katrina (2012). *The Challenges And Discoveries In Using Equine Assisted Psychotherapy Approaches By Counseling Practitioners In The Southwest*

Other information that serves to demonstrate that our students have been successful in our program, and we have done well in comparison to other programs, include the fact that four of our students received national awards from professional associations in our field in Spring 2012. These include:

- Asa James Warren, named Fellow of Chi Sigma Iota (International Honor Society for Counseling Students and Professionals). This is one of eight awarded internationally.

- Anna Marie Dinallo, received "Emerging Leader" award for the Association for Humanistic Counseling. This is the only one awarded nationally last year.

- Chaf Pfeiffer, received a Presidential Citation from the Association for Specialists in Group Work. This is based on his leadership and service for the association during their bi-annual conference, held last year in Albuquerque, NM.

-Aaron Smith, received the National Board for Certified Counselors (NBCC) Military/Veterans Scholarship. This is one of five awarded.

How well the SLO's meet faculty-defined learning objectives

As the Counselor Education program is accredited by CACREP, we very much believe the SLO's we have chosen fit the learning objectives defined throughout this document. The national accreditation body sets very high standards for our students, and each assessment is utilized to ensure that our students meet those standards. We have recently revised some ways in which we teach our students and assess their work, based on changes to the CACREP accreditation requirements, as well as through faculty meetings discussing the operation of our program and the expectations we have for those students. Our NCE scores, and the national awards our students have received, demonstrate the quality of our students learning in the program and they are well prepared to stand with their counterparts across the country.

Where the program had identified evidence of program strength and evidence of the need to improve learning and have taken action on the latter.

The Counselor Education program has identified the following as our current strengths: 1) we are one of five CACREP accredited doctoral programs in the Western portion of the United States, and serve a great need to prepare future counselor educators for CACREP-accredited MA and PhD programs across the country. As CACREP is requiring that all new faculty in CACREP-accredited programs must be a CACREP doctoral graduate, this is a huge service responsibility for our profession; 2) the number of students recognized nationally (above), and number of graduates placed in faculty positions, evidence the strong faculty mentorship and scholarly support that the faculty provide to our students, 3) our National Counselor Examination (NCE) scores, which are at or above national scores at comparable universities, demonstrate the academic rigor and preparation that we provide to our students, and 4) diversity. Our Counselor Education program demonstrates a strong focus on multiculturalism, diversity, and social justice by our scholarly works, as well as our community engagements. Our Manzanita Counseling clinic is the only pro bono community counseling clinic in the Albuquerque metro area and serves the needs of the State of New Mexico. In addition, at least three of our doctoral students are placed at cultural/ethnic centers on campus, serving the need of marginalized and vulnerable student and community members on campus.

The Counselor Education program has had many discussions about student learning based on our CACREP self-study experience, and re-formatting the counseling program to reflect those changes. As such, we have made the intentional decision to change from a portfolio based comprehensive examination for our master's students to the Counselor Preparation Comprehensive Examination (CPCE) last academic year. This decision was made, as the CPCE is modeled off of the National Counselor Examination, which is required for students to be licensed in the state of New Mexico. Additionally, we have modified our doctoral comprehensive examination process to be standardized across students. Previously, doctoral student's committees crafted questions for each individual student based on their study area. The

new doctoral examination is modeled to assess doctoral student learning in the six required areas set by CACREP, and ensures fair question making and scoring for all doctoral students.

UNM APR Requirement 4: Institutional Contributions

Discuss the unit's contribution to other academic units, such as offering general education core courses for undergraduates, common courses for selected graduate programs, courses that fulfill pre-requisites for other programs, cross-listed courses, and so on.

The Counselor Education program contributes to the curriculum of other academic units in the University in a variety of capacities. As a consequence of national counseling accreditation standards, much of the Counselor Education program curriculum is predetermined. This said, the program faculty attempts to work with other units as much as is possible. The priority of the Counselor Education program faculty to work with other units effectively distributes faculty workload, promotes curricular efficiency, and creates equanimity with other University colleagues.

The Counselor Education program considers curricular contribution in three ways: 1) courses offered by program faculty that can be taken by individuals who are not admitted students in the program; 2) courses required of matriculated counseling students not offered by program faculty (e.g., Education Psychology and Family Studies); and 3) courses offered to students outside the Counselor Education program for their doctoral Supporting Area and degree minors. First, the Counselor Education course COUN 560 is cross-listed under the Family Studies program curriculum as FS 560 Family Counseling. This is a course that is taught by the Counselor Education faculty, but can be counted for the Family Studies degree program (and as student credit hour production for that program). Also, two courses (i.e., COUN 510 Professional Orientation and Ethics and COUN 517 Theories of Counseling and Human Behavior) are courses that can be taken by any admitted, non-counseling student in the University. Second, masters-level students are required to take at least three courses outside of the Counselor Education program, including EDPY 500 Survey of Research Methods in Education or EDPY 505 Conducting Quantitative Educational Research, and EDPY 503 Principles of Human Development or FS 503 Human Growth and Development. At the doctoral level, students are required to complete 24 credit hours in a supporting area outside of the counseling program. Also, doctoral students are required to complete at least one advanced level multicultural course and a dissertation preparation seminar course, each of which are taught outside of the program; each of these courses add to the student credit hour production for those programs). Finally, the Counselor Education program allows matriculated students from other programs to take our courses towards their required doctoral Supporting Area and degree minors, which are required for all doctoral students in the College of Education (and in other degree areas). The Counselor Education faculty has also worked with students enrolled in other degree programs in Problems courses, which provide these students the opportunity to deeply explore areas of interest related to mental health, school counselor, and personal wellness.

The Counselor Education faculty also contributes to other units across the University by serving on doctoral committees and other service related activities.

UNM APR Requirement 5: Student Profile and Support Data

Analyze student information for the past five (or more if the data is available) years, including admissions, persistence and graduation/completion rates (if available), and any other relevant measures.

Between the years of 2002 and 2011, the Counselor Education program had a range of 66 (in 2002) to 93 (in 2010) declared master's students. From the years of 2002 to 2009, the average number of master's students who declared Counselor Education as their major was approximately 71 students. In the academic years of 2010 and 2011 the master's population spiked to 93 and 87, respectively.

For the doctoral degree in Counselor Education, data included only the years of 2006 to 2011. Prior to 2006, the doctoral degree was in Counseling. For example, in 2007 there was one Counselor Education doctoral student and 12 Counseling students; at that time students were given the choice to remain in the Counseling degree program or transition into the Counselor Education degree. As of 2011, there are nine doctoral students in the Counselor Education degree program and seven in the Counseling degree program. It should be noted the most recent admissions cycle (Spring 2012) included eight new doctoral students seeking the Counselor Education degree.

The master's and doctoral enrollment numbers evidence a general stability from year-to-year in both degrees, with a slight upward trend in the last two years. With this in mind, the program faculty has admitted students with an eye to both the number of active students and the desire to maintain a relatively consistent total number of admitted students in any academic year. For example, in 2010 the total enrollment in the master's program was at an all-time high of 93 students. To balance admissions with enrollment, during the Fall 2011 and Spring 2012 admissions periods the program accepted 31 masters applicants (28 of whom have matriculated into the program). Contraposition, the semester with the greatest number of admitted applicants ($n = 38$; i.e., Fall 2007 and Spring 2008) occurred at a time when there were only 70 enrolled masters students. While these efforts have been effective in balancing the number of enrolled students, the number of applicants admitted during any given academic year has been generally consistent (i.e., a mean of 34 admitted students per year and a standard deviation of 2.9).

The persistence and graduation rates for the master's program in Counseling are strong. Considering the data in Table 1, students who applied to the program from period between the Fall of 2006 and the Spring of 2009 have graduated at a rate of 74.3%. Furthermore, there are six students who were admitted during this period and who are still active. Assuming that each of these six students graduates, the graduation rate for this time period would improve to 80.5%.

The great majority of the active master's students were admitted between the Fall 2009 and Spring 2012 semesters. Only nine of the 99 students who were admitted during this time period can be considered inactive and not currently in the program (see Table 2). Therefore, approximately 91% of all students who were admitted during this time period persist in the program and, thus, are eligible for eventual graduation.

Table 1

Summary of Masters Applicants and Graduation Numbers, Fall 06 – Spr 09

	Fall 2006	Spring 2007	Sum mer 2007	Fall 2007	Spring 2008	Sum mer 2008	Fall 2008	Spring 2009	Summer 2009
Applicants	55	13		64	19		74	28	
Admitted	16	12		21	17		18	15	
Matriculated	16	12		16	17		18	15	
Inactive	0	5		3	3		7	0	
Active	3	0		0	2		0	1	
Graduated	13	7	8	13	12	7	11	14	1

Table 2

Summary of Masters Applicants and Graduation Numbers, Fall 09 – Spr 12

	Fall 2009	Spring 2010	Sum. 2010	Fall 2010	Spring 2011	Sum. 2011	Fall 2011	Spring 2012	Sum. 2012
Applicants	63	39		79	33		83	41	
Admitted	17	15		25	11		17	14	
Matriculated	13	15		23	11		14	14	
Inactive	3	3		2	0		1	0	
Active	3	12		21	11		13	14	
Graduated	7	14	1	8	13	4	10	8	10

Over the past six admissions cycles, a range of 2 to 8 doctoral students has been admitted per year. Each student is still active in the doctoral program (see Table 3).

Table 3

Summary of Doctoral (Counseling & Counselor Education) Applicants and Graduation Numbers

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Applicants	8	10	11	14	16	8
Admitted	2	4	3	4	4	8
Matriculated	2	4	3	4	2	8
Inactive	0	0	0	2	0	0
Active	2	4	3	2	2	8
Graduated	0	0	0	0	0	0

Discuss the unit's recruitment efforts and admissions criteria, and relate these to the current and desired student demographics.

The recruitment of potential master's and doctoral applicants includes passive and active processes. Passive recruitment generally occurs by means of open access to program information that is published on the program website. Active recruitment entails faculty conversations with potential applicants, including an admissions coordinator who is responsible for the handling of applicant inquiries. Active student contact occurs when: 1) students contact the program to speak to the admissions coordinator; 2) Counselor Education faculty sends admission solicitation messages to professional listservs in the field; and 3) actively seek applicants at national conferences.

The admissions standards for the program reflect the desire for the program to attract, matriculate, and graduate leaders in the fields of professional counseling and counselor education. These standards are highlighted by the types and merit of information collected in the application processes and a commitment to program diversity.

The master's program admissions process includes an analysis of a candidate's credentials and relevant history based on materials submitted in a fashion typical to other UNM graduate programs. Also, selected applicants are required to perform in a face-to-face interview to evaluate personal characteristics considered relevant to the counseling profession.

Based on the materials collected, master's applicants are evaluated by faculty using a 5-point scale to quantify each of the following areas: 1) Scholarship (i.e., grade point average over the

last 60 hours of coursework); 2) Relevant Academic Background (i.e., 18 hours of behavioral science related educational or training experience); 3) Relevant Work/Volunteer Experience; 4) Letters of Reference; 5) Personal Statement (and other writing samples); and evidence of 6) Multicultural Competence (e.g., training, experience, exposure, interest). These criteria are consistent with CACREP accreditation standards and relate to the desired characteristics of a professional counselor. The faculty uses a pre-determined cut score as a base from which to decide which applicants to invite for interviews. All interviews occur on a single day and are constructed in a group format using standardized questions. Each applicant has an opportunity to meet with each faculty member during the group interviews. After the interview, faculty provides a score for each applicant based on performance. Final admission decisions are rendered based on an average of weighted scores (i.e., two-third value for interview performance and one-third value for submitted application materials).

For the doctoral program, the admissions processes generally reflect those described for the master's program. Unique to the doctoral program, applicants' submitted materials are evaluated by faculty using a 5-point scale to quantify each of the following areas: 1) Scholarship (e.g., academic record, publications, presentations); 2) Relevant Academic Background (i.e., 30 hours of behavioral science courses minimum); 3) Work Experience; 4) Letters of Reference; 5) Personal Statement; 6) Cultural Pluralism (e.g., teaching, experience, exposure); and 7) Writing Ability. Applicant scores are tabulated and faculty members identify a minimal cut-off score for the purposes of inviting applicants to a face-to-face individual interview. Applicants are then admitted based on relevance to the program (e.g., fit with faculty research areas or program focus) and potential for the excellence in counselor education and supervision.

For both the masters and doctoral degrees, the Counselor Education faculty has placed a premium on cultural considerations, both in terms of the curricular experience, and admissions and retention decisions. For admissions, as mentioned, applicants are assessed on their cultural experience and competence. This focus is particularly important in the counseling profession, especially given the myriad cultural considerations implicit to working with people.

Table 4

Demographic Distribution in the Counselor Education Program 2011

	Masters	Doctoral
Male	23%	44%
Female	77%	55%
Hispanic	39%	11%
American Indian	6%	0
Asian	2%	11%

African American	2%	22%
White	44%	55%
Two or more ethnicities	2%	0%
Unknown/Other	5%	0%

Discuss retention efforts and advising procedures, and relate these efforts to program/certificate completion data.

After a student has been admitted to either the master's or doctoral program, s/he is immediately assigned a faculty advisor. The function of the advisor is to assist the student in navigating successfully through the program and onto graduation, in addition to helping that student maximize her or his educational and career goals.

As a part of the advising responsibility, the Counselor Education faculty includes a number of retention processes in the formal program of study for master's students. First, each first year student is required to meet with his or her faculty advisor and discuss a preliminary program of study. During this meeting, the faculty advisor and student discuss program curriculum as it relates to that student's personal and professional goals. In subsequent semesters, faculty continues to meet with advisees for the purposes of revisiting course sequencing, career goals, and to discuss the student's progress and development. At the approximate midpoint of a student's curricular experience (e.g., during their COUN522: Communication Skills course), each student is required to meet with the total faculty. During this meeting, faculty provide their perspective relative to the development of the student and provide written feedback, in the form of a standardized evaluation form that includes areas germane to competence in the counseling profession. Additional retention related offerings include an active Chi Sigma Iota international honor society chapter, student-instructor collaborative projects (e.g., conference presentations), and professional and social opportunities throughout any given semester.

For the doctoral program, admitted students are assigned a faculty advisor prior to their first semester of coursework. Together the student, the faculty advisor, and another counselor education faculty member chart a tentative program of study based on the student's career and scholarly interests. This group may or may not constitute the eventual dissertation committee, but the student will work closely with the assigned advisor until a chair is identified. Furthermore, throughout the program of study, the student is encouraged to work with faculty to pursue academic and career goals, which contributes to student retention.

The advising and retention efforts appear to be highly successful, as supported by the graduation rate of 74.3% for masters students admitted between Fall of 2006 and the Spring of 2009, the number of scholarly and leadership achievements by students in the masters and doctoral degrees, and the career successes of graduates.

Discuss the financial support awarded to students by the unit. Analyze significant enrollment trends and the unit's response to these trends.

The unit financial support of students includes four graduate assistant positions totaling 45 hours equaling 1 1/8th FTE per week are funded by the Department (IFCE) and competitive scholarships offered by the College of Education.

The enrollment trends in the master's counseling program appear to be stable. There are consistently more applicants than spots available for admissions. This trend for the counseling program is consistent with career projections for professional counselors in the vocational literature. The Counselor Education faculty is committed to maintaining these enrollment trends, with a particular focus on admitting students with leadership capacity in the counseling field.

For the doctoral program, the enrollment trends are encouraging. As the demands for master's level counselors expands, so too will the demand for counselor educators. Although the Counselor Education faculty has attracted a modest number of applicants and eventual students, the doctoral program is uniquely poised to meet growing enrollment demands (particularly given the dearth of doctoral level counselor education programs in neighboring states).

Describe the effectiveness of support services for students that are provided within the unit.

University support services are an essential part of the Counselor Education program. First, students are encouraged to seek out counseling services provided there. Second, students are apprised of the career service facilities and opportunities. Third, students are encouraged to utilize the Graduate Resource Center, Center for Academic Program Support (CAPS), and Graduate and Profession Student Association (GPSA) whenever pertinent. Finally, students in the program are advised to participate in related student activities such as those that focus on campus diversity, personal wellness, and other related experiences.

Per student report, and faculty observation of the outcomes, student support services have been an effective resource in assisting students' academic and professional goals.

UNM APR Requirement 6: Faculty Matters

Provide data summaries for the following: number of faculty by rank/title (including research faculty), FT/PT status, gender, ethnicity/race; courtesy/adjunct faculty by institution; faculty areas of expertise; teaching assignment patterns; both peer-reviewed and non-peer-reviewed publications, presentations, exhibits, etc.; student advising and mentoring; leadership and governance roles, and awards, recognition and honors received for the past five years. Briefly discuss the unit's practices and policies regarding strategic planning for faculty hires, transition for retiring faculty and/or roles for emeriti faculty, support for faculty involvement in interdisciplinary or cross-unit academic programs, workload analyses, support for faculty development, use of adjunct faculty, and faculty retention efforts. Provide an abbreviated 2-page vita for each faculty member in the unit. The vitae should focus on accomplishments within the past five years.

Faculty Matters: Provide data summaries for the following:

Number of faculty by rank/title (including research faculty)

The Counselor Education faculty number 6 full-time faculty, as follows:

Kristopher M. Goodrich, Ph.D., Assistant Professor, tenure-track

George "Chip" Hunter, Ph.D., Lecturer III

Jeanmarie Keim, Ph.D., Associate Professor, tenured

Matthew E. Lemberger-Truelove, Ph.D., Assistant Professor, tenure-track

David L. Olguin, Ph.D., Associate Professor, tenured

Deborah Rifkenbary-Murphy, Ed.D., Associate Professor, tenured,
currently serving as Associate Dean, College of Education

Part-time faculty who commonly teach are: Carol Brennan, Ph.D., Michele Coleman, ABD., and Jenna Crabb, ABD.

The full-time faculty is diverse in representation, including four males and two females. In terms of ethnicity/race, four are Caucasian, one is Hispanic, and one did not identify.

Name and Rank	FT/PT	Terminal degree, year, and major	Current teaching assignments	Nature of involvement in the program	Number of Doctoral advisees as of 9/18/12	Number of Masters advisees as of 9/18/12
Kristopher Goodrich, Assistant Professor	FT	Ph.D., 2009, Counselor Education and Supervision	Communication Skills, Supervision, Substance Use and Abuse, Sexuality in Counseling and Psychotherapy, Crisis, Disaster, and Trauma Counseling, and Clinical Mental Health Counseling	Assistant Professor, tenure-track, core faculty	4	25
George "Chip" Hunter	FT	Ph.D., 1996, Counseling Psychology	Practicum, Internship	Lecturer III, one year appointment	1	2
Jeanmarie Keim, Associate Professor	FT	Ph.D. 1992, Counseling Psychology	Group Counseling, Group Internship, Diagnosis of mental disorders, Professional Orientation and Ethics	Program Coordinator, tenured Associate Professor, core faculty	7	15
David Olguin, Associate Professor	FT	Ph.D., 2004, Counselor Education	Career, Assessment, and Multicultural Issues in the Helping Profession	tenured Associate Professor, core faculty	2	11
Deborah Rifenbary-Murphy, Associate Professor and Associate Dean	FT	Ed.D. , 1989, Counselor Education	Not teaching currently due to her role as Associate Dean	Associate Dean, tenured Associate Professor, core faculty	5	0
Matthew	FT	Ph.D., 2006,	Communication	Assistant	4	28

Lemberger Truelove, Assistant Professor		Counselor Education	Skills, Theories of Counseling and Human Development, Advanced Theories, Internship, School Counseling	Professor, tenure-track, core faculty		
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Faculty Publications (peer reviewed and non-peer reviewed)

Kristopher M. Goodrich, PhD

Goodrich, K. M., & Shin, R. Q. (in press). A Culturally Responsive Intervention for Addressing Problematic Behaviors in Counseling Students. *Counselor Education and Supervision*.

Goodrich, K. M., & Luke, M. (in press). Problematic student in the experiential group: Professional and ethical challenges for Counselor Educators. *Journal for Specialists in Group Work*.

Luke, M. & Goodrich, K. M. (in press). LGBTQ responsive school counseling supervision. *The Clinical Supervisor*, 31(1).

Luke, M., Goodrich, K. M., & Gilbride, D. D. (in press). Intercultural Model of Ethical Decision Making: Addressing Worldview Dilemmas in School Counseling. *Counseling and Values*.

Goodrich, K. M. (in press, October 2012). The lived experiences of college-aged transsexual individuals. *Journal of College Counseling*.

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George C. Hunter, Ph.D.

Hunter, G.C. (Submitted for Publication). Land as a primary component of cultural identity: The Vanua of Fiji.

Jeanmarie Keim, Ph.D.

Keim, J. & Olguin, D. L. (2011). Group counseling across the life span: A psychosocial perspective. In R. K. Conyne (Ed.), *The Oxford Handbook of Group Counseling*. 416-435. New York: Oxford University Press.

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Matthew E. Lemberger Truelove, Ph.D.

- Lemberger, M. E., & Hutchison, B. (under review). Advocating Student-within-Environment: A disposition for therapists to animate humanism and social justice in schools.
- Provine, Y. C., & Lemberger, M. E. (under review). Advancing the aesthetic as a therapeutic mechanism for client growth.
- Lemberger, M. E., Brigman, G., Webb, L., & Moore, M. M. (revise & resubmit). Student Success Skills: An evidence-based cognitive and social change theory for student achievement.
- Trahan, D. P., & Lemberger, M. E. (revise & resubmit). Critical Race Theory as a decisional framework for the ethical counseling of African American clients.

- Nash, E. R., & Lemberger, M. E. (revise & resubmit). Black female students' feelings of congruity, self-efficacy, and connectedness in a predominantly White high-achieving suburban school.
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- Lemberger, M. E. & Miliren, A. (2008). Individual Psychology and the schools. *Journal of Individual Psychology*, 64(3), 383 – 385.
- Lemberger, M. E. (2008). Group counseling for academic success: A meta-cognitive approach to school counseling. In L. L. Foss & J. Green (Eds.). *School counselors share their favorite group activities: A guide to choosing, planning, conducting, and processing* (pp. 73 – 76). Association for Specialists in Group Work.

Lemberger, M. E., (2008). Systematic referrals: Issues and processes related to counseling services referral for athletic trainers. In G. Miller's *Athletic trainer's guide to psychosocial intervention and referral* (pp. 65 – 99). Thorofare, NJ: Slack Publishers.

David L. Olguin, Ph. D.

Keim, J., & Olguin, D. L. (2011). Group counseling across the lifespan: A psychosocial perspective. In R. K. Conyne (2011). Introduction: Solidifying and Advancing Group Counseling. In R. K. Conyne (Ed.), *The Oxford Handbook of Group Counseling*. New York: Oxford University Press.

Olguin, D. L. (2010) Assessment Etch-A-Sketch Inquiry. In L. Lowenstein (Ed.), *More Assessment and Treatment Activities for Children, Adolescents, and Families: Practitioners Share Their Most Effective Techniques*. Champion Press.

Olguin, D. (2010). Curanderismo: Folk healing practice and child abuse and neglect allegations. In M. A. Hermann, T. P. Remley, Jr., & W. C. Huey, *Ethical and legal issues in school counseling* (3rd ed., pp. 391-402). Alexandria, VA: American School Counselor Association.

Ishii, H., Olguin, D. L., Keim, J. (2009). Career Assessment Tool with International Students: International Student Career Card Sort. *Compelling Counseling Images: The Best of VISTAS 2009*, 1-10.

Olguin, D., & Keim, J. (2009). Using Stakeholders as Career Bridges to Advance Students' Academic Performance: How Would You Like Your Stake? *Journal of School Counseling*, 7(22).

Olguin, D. L. (2009) Assessment Etch-A-Sketch Inquiry. In L. Lowenstein (Ed.), *Favorite Therapeutic Activities for Children and Teens: Practitioners Share Their Most Effective Interventions*. www.lianalowenstein.com.

Olguin, D. L. (2009) Classroom Acculturation. In L. Lowenstein (Ed.), *Favorite Therapeutic Activities for Children and Teens: Practitioners Share Their Most Effective Interventions*. www.lianalowenstein.com.

Keim, J., Strauser, D., Olguin, D. L. (2009). Enhancing employment outcomes for survivors of intimate partner violence: A developmental work personality perspective. *Journal of Employment Counseling*, 46, 136-144.

Morad-McCoy, M., & Olguin, D. L. (2009). The Child's Encounter with Death: Understanding Death, Grieving a Death, Facing Death. *New York State School Counseling Journal*, 6, 35-43.

- Olguin, D. L., Keim, J., Arzate, J., & Torres, C. (2008). Multicultural Career Development Considerations for Students in 8th-12th Grades. *Compelling Counseling Images: The Best of VISTAS 2008*, 103-114.
- Keim, J., Olguin, D. L., Marley, S. C., Thieman, A. (2008). Trauma and Burnout: Counselors in Training. *Compelling Counseling Images: The Best of VISTAS 2008*, 293-303.
- Olguin, D. L. (2008). Curanderismo: Folk Healing Practice and Child Abuse and Neglect Allegations. *Journal of School Counseling*, 6(4).
- Olguin, D. L., & Maple, C. (2008). Legislative Impact: Professional School Counselors and Teachers Provide Career Education for Students in K-12. In G. T. Eliason & J. Patrick (Eds.), *Career Development in the Schools* (pp. 69-91). Charlotte, NC: Information Age Publishing, Inc.

Deborah Riftenbary-Murphy, Ed.D.

Associate Professor of Counselor Education whose current 1.0 FTE assignment is as Associate Dean.

Faculty Presentations (peer reviewed and non-peer reviewed)

Kristopher M. Goodrich, PhD

- Scarborough, J. L., Luke, M., & Goodrich, K. M. (2013, accepted). School Counselors and LGBTQ Youth: A Nationwide Study of School Counselor Educational Needs and Experiences. *American Counseling Association*, Cincinnati, OH.
- Goodrich, K. M., Harper, A., Luke, M., & Singh, A. (2012). Resources in action: Making schools safe for our LGBTQQA students. *American Counseling Association*. San Francisco, CA.
- Scarborough, J. L., Goodrich, K. M., & Luke, M. (2012). School counselor educational needs and experiences in working with LGBTQ youth: A nationwide study. *American Counseling Association*, San Francisco, CA.
- Lee, C., Vontress, C., Ebener, D., Pebdani, R., Na, G., & Goodrich, K. M. (2012). The Challenges of Diagnosing Cross Culturally with the DSM-V. *American Counseling Association*, San Francisco, CA.
- Luke, M., Goodrich, K. M., & Gilbride, D. (2012) Application of the Intercultural Model of Ethical Decision Making (IMED) in school counseling to group work. Association for Specialists in Group Work. Albuquerque, NM.
- Goodrich, K. M., & Luke, M. (2012) Addressing the Problematic Student in the

- Experiential Group. Association for Specialists in Group Work. Albuquerque, NM.
- Goodrich, K.M., & Luke, M. (2012) Investigating the LGBTQ Responsive Model of Group Supervision: A Pilot Study. Association for Specialists in Group Work. Albuquerque, NM.
- Luke, M., Goodrich, K. M., & Gilbride, D. D. (2011). Introduction and application of Intercultural Model of Ethical Decision Making in school counseling. Association for Counselor Educators and Supervisors, Nashville, TN.
- Harper, A., Goodrich, K. M., Luke, M., Scarborough, J. L., & Singh, A. A. (2011). Developing safer school environments for LGBTQ youth-Research to Practice: The critical role of counselors. *American Counseling Association Conference*. New Orleans, LA.
- Bernard, J. M., & Goodrich, K.M. (2010, June). Social Justice and multicultural supervision: Merger, hostile supervision, or what...? *International Interdisciplinary Conference on Clinical Supervision*. Garden City, NY.
- Goodrich, K. M., & Luke, M. (2010, June). Integration of LGBTQ responsive supervision across four levels of group work. *International Interdisciplinary Conference on Clinical Supervision*. Garden City, NY.
- Goodrich, K. M., & Luke, M. (2010, April). Social advocacy groups with LGBTQ youth: A means for the trainee to learn about self. *American Education Research Association*. Denver, CO.
- Luke, M., & Goodrich, K. M. (2010, March). Fitting a triangle peg in a round hole: Preparing school counselors-in-training to work with LGBTQ students. *American Counseling Association Conference*. Pittsburgh, PA.
- Goodrich, K. M., & Luke, M. (2010, March). Straight talk about counseling LGBT youth. *American Counseling Association Conference*. Pittsburgh, PA.
- Luke, M., & Goodrich, K. M. (2010, February). LGBTQ responsive group supervision to illuminate and intentionally address the needs of the invisible ten. *Association for Specialists in Group Work*. New Orleans, LO.
- Goodrich, K. M., & Luke, M. (2009, October). Preparing school counselors to meet the needs of LGBTQ youth: Emergent findings from course required field experience. *Association for Counselor Educators and Supervisors*, San Diego, CA.
- Shin, R. Q., Goodrich, K. M., & Smith, L. C. (2009, October). Increasing diversity of

students and faculty in CACREP accredited programs through effective recruitment and retention strategies. *Association for Counselor Educators and Supervisors*, San Diego, CA.

Goodrich, K. M., & Luke, M. (2009, June). LGBTQ responsive supervision: A comprehensive approach to illuminate the needs of the invisible ten. *International Interdisciplinary Conference on Clinical Supervision*, Buffalo, NY.

Austin, B., Dick, J. M., Goodrich, K. M., Moro, R. R., Rothong, N. D., & Luke, M. (2009, March). A winter wellness event: Study, soothe, and support. *American Counseling Association Conference*. Charlotte, NC.

Goodrich, K. M., & Luke, M. (2009, March). Chi Sigma Iota chapter leadership and professional identity development: An exploration of the process. *American Counseling Association Conference*. Charlotte, NC.

Luke, M., & Goodrich, K. M. (2008, June). The invisible 10: LGBTQ youth in schools. *American School Counselor Association Conference*, Atlanta, GA.

Goodrich, K. M., & Luke, M. (2008, March). Chi Sigma Iota leadership and professional identity development. *American Counseling Association Conference*, Honolulu, HI.

Goodrich, K. M., & Luke, M. (2008, March). Computer-Mediated Counseling: A Review of the Literature. *American Counseling Association Conference*: Honolulu, HI.

George “Chip” Hunter, Ph.D.

Hunter, G. C., Davis, D., Kobak, K., & Wampold, B. (Submitted for Presentation) *Rater vs. Self-Report Efficacy in Clinical Trials for Depression; A Meta-Analysis*.

Hunter, G.C. (2011) *Training Paraprofessionals as Community Screeners in Extreme Mass Traumas*. Presented at the annual Medecins Sans Frontieres (Doctors Without Borders) Global Mental Health Meeting, Haarlem, Netherlands, December, 2011.

Hunter, G. C. (2011) *Different Issues, Different Resources, Different Outcomes: Psychological First Aid with Refugees vs. Internally Displaced Populations in Wartime*. Presented at the annual Medecins Sans Frontieres (Doctors Without Borders) Global Mental Health Meeting, Haarlem, Netherlands, December, 2011.

Davis, D., Hunter, G. C., Kobak, K. & Wampold, B. (2009). *Trends in Placebo Response and Effect Size in Schizophrenia: a Meta-Analysis*. Presented at the

International Society for CNS Clinical Trials and Methodology Autumn Conference, October 2009, San Diego, CA.

Jeanmarie Keim, Ph.D., ABPP

- Allen, D. W., & Keim, J. (2011). Group supervision for tomorrow's helpers. Presentation at the 2011 ACES convention, Nashville, TN.
- Trahan, D. & Keim, J. (2011, August) Minority group influence: African-American males' participation in and reports of task group experience. Presentation at the American Psychological Association Annual Convention, Washington, DC.
- Keim, J. (2010, August). Speed mentoring. Presentation at the American Psychological Association Annual Convention, San Diego, CA.
- Keim, J., Ishii, H., & Olguin, D. L. (2009, August). Group work course experiences: An alternate approach. Presentation at the American Psychological Association Annual Convention, Toronto, Canada.
- Ishii, H., Olguin, D.L., & Keim, J. (2009, March). Chasing Super's archway: International Students. Presentation at the American Counseling Association 2009 Convention, Charlotte, NC.
- Livingston, S. B, & Keim, J. (2009, March). Native American children: Culture-based group interventions. Presentation at the American Counseling Association 2009 Convention, Charlotte, NC.
- Marley, S. C., & Keim, J. (2008, August). *Assumption of independence in group intervention research*. Presentation at the American Psychological Association Annual Convention, Boston, MA.
- Keim, J. & Horne, A.M. (chairs) with Keim, J., Horne, A. M., Barlow, S. H., Stockton, R., & Andronico, M. P. (2008). Group psychotherapy: Past, present and future. Presentation at the American Psychological Association Annual Convention, Boston, MA
- Keim, J., & Gross, J (chairs) with Terry, J. J., Salter, S., Keim, J., & Gross, J. (presented). (2008). Mentoring: A meeting place for group psychologists. Presentation at the American Psychological Association Annual Convention, Boston, MA.
- Keim, J., Marley, S., & Olguin, D. (2008, August). *Students' coping strategies: Distress and traumatic client events*. Presentation at the American Psychological Association 2008 Convention, Boston, MA.

Keim, J., Olguin, D., Marley, S. C., & Thieman, A. (2008, March). *Stress, burnout and vicarious trauma: Counselors in crisis*. Presentation at the American Counseling Association 2008 Convention, Honolulu, HI.

Olguin, D. L., & Keim, J., (2008, March) *Traversing career development and multiculturalism among 8th-12th grade students*. Presentation at the American Counseling Association 2008 Convention, Honolulu, HI.

Matthew E. Lemberger Truelove, Ph.D.

Trahan, D. P., & Lemberger, M. E. (to be presented March 2013). Critical Race Theory As a decisional framework for the ethical counseling of African American clients. American Counseling Association Annual Conference: Cincinnati, OH.

Lemberger, M. E. (2012, February). Group leader skills that promote K-12 student self-regulation and connectedness to school. Association for Specialist in Group Work National Convention: Albuquerque, NM.

Lemberger, M. E. (2011, February). Towards schooling sapience: How school counselors can enhance executive functioning, feelings of connectedness, and academic achievement behaviors in elementary and secondary school students. New Mexico School Counselor Association's Annual Conference. Albuquerque, NM.

Watts, R., Lemberger, M. E., & McCurdy, K. (2009, October). Reflecting "As If" in the supervision relationship. Association of Counselor Education and Supervision Conference: San Diego, CA.

Lemberger, M. E., B. Bryant, M. Baricevic & E. Nash (2009, June). School-based consultation and the Transcultural Adlerian Client Conceptualization & Therapy (TACCT) Model: Encouraging School Successes for Students, Teachers, and Guardians. North American Society of Adlerian Psychology, Annual Conference: Tucson, AZ.

Lemberger, M. E., & Moustafa, S. (2009, June). Transcultural Adlerian Client Conceptualization & Therapy (TACCT): Individual Psychology's Relevance to the Helping Professions from a Cultural Perspective. North American Society of Adlerian Psychology, Annual Conference: Tucson, AZ.

Lemberger, M. E. & Mustafa, S. & Nash, E. R. (2009, March). Transcultural Adlerian Counseling and Therapy: Explication of Individual Psychology's Relevance to Diverse Populations. American Counseling Association Annual Conference: Charlotte, NC.

Lemberger, M. E. & Lee, D. R. (2009, March). A School Counseling Curriculum Using Metacognition to Promote Sapience and Academic Achievement. American Counseling Association Annual Conference: Charlotte, NC.

- Lee, D., Lemberger, M., & Huang, H. (2008, August). Protective and risk factors of immigrant adolescents' psychological well-being: Longitudinal analysis. American Psychological Association Conference, Boston, MA.
- Lemberger, M. E. & Wachter, C. (2008, June). Individual Psychology Supervision: A Counseling Supervision Model Based upon the Adlerian Tenets. North American Society of Adlerian Psychology, Annual Conference: Hersey, PA.
- Dollarhide, C., & Lemberger, M. E. (2008, March). Transparent Counseling Pedagogy: A Strategy for Teaching Critical Thinking. American Counseling Association Annual Conference, Honolulu, HI.
- Pope, M., Lemberger, M. E., Glavin, K., Henning, S., Garrow-Ruebelt, S., & Pangelinan, J. (2008, March). How to Get Through Your Dissertation. American Counseling Association Annual Conference, Honolulu, HI.
- Lemberger, M. E. & Nash, E. R. (2007, October). Training and Supervising School Counseling Trainees for Student Successes: Integrating Cognitive Strategies to a School Counseling Curriculum. Association for Counselor Education and Supervision National Convention. Columbus, OH.
- Lemberger, M. E. (2007, May). School counseling and Individual Psychology: A reapplication of Adler's guidance clinics to the ASCA National Model. North American Society of Adlerian Psychology, Annual Conference: Vancouver, BC.
- Lemberger, M. E. & Dollarhide, C. (2006, May). Psychology Supervision (IPS): Encouraging the Supervisee's Style of Counseling. North American Society of Adlerian Psychology, Annual Conference: Chicago, IL.
- Butler, S. K. & Lemberger, M. E. (2006, September). Training the culturally competent school counselor. Southern Association for Counselor Education and Supervision Conference, Orlando, FL.
- Dollarhide, C. T., Smith, A. T., & Lemberger, M. E. (2006, September). A qualitative study into critical incidents in the development of supportive principals: Insights for educating school counselors. Southern Association for Counselor Education and Supervision Conference, Orlando, FL.
- Lemberger, M. E. & Wachter, C. (2006, October). A qualitative study into critical incidents in the development of supportive principals: Insights for educating school counselors as program advocates. North Central Association for Counselor Education and Supervision Conference, Kansas City, MO.
- Wachter, C. & Lemberger, M. E. (2006, October). Crisis in the schools: Crisis, crisis intervention training, and school counselor burnout. North Central Association

David L. Olguin, Ph.D.

Ishii, H., Olguin, D. L., Keim, J. (2010). *International Student Card Sort*. The American Counseling Association, Pittsburg, PA.

Ishii, H., Olguin, D. L., Keim, J. (2009, March). *Chasing Super's Career Archway: International Students*. The American Counseling Association, Charlotte, NC.

Keim, J., Marley, S., & Olguin, D. (2008, August). *Students' Coping Strategies: Distress and Traumatic Client Events*. Presentation at the American Psychological Association 2008 Convention, Boston, Massachusetts.

Olguin, D., Keim, J., Arzate, J. M., Torres, C. (2008, March). *Building Career Bridges within a Multicultural Student Population*. Poster session at the 2008 International American Counseling Association Conference (ACA), Honolulu, HI.

Keim, J., Olguin, D., Marley, S. (2008, March). *Stress, Burnout, and Vicarious Trauma among Counselors-in-Training*. Poster session at the 2008 International American Counseling Association Conference (ACA), Honolulu, HI.

Deborah Riftenbary-Murphy, Ed.D.

Associate Professor of Counselor Education whose current 1.0 FTE assignment is as Associate Dean.

Student Mentoring (* denotes student)

Kristopher M. Goodrich, Ph.D.

Goodrich, K. M., Selig, J. P., & *Trahan, Jr., D. P. (2012). The Self-Report Family Inventory (SFI): An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, 45(4), 245-256.

Jeanmarie Keim, Ph.D., ABPP

Keim, J., von Destinon, M., *Stroud, D., & *Roberts, D. (2010). Gender and ethnicity: The relationship between Adlerian themes. *Community College Journal of Research and Practice*, 34, 957-965.

Olguin, D., Keim, J., *Arzate, J., & *Torres, C. (2008). Multicultural career development considerations for students in 8th-12th grades. *Compelling Counseling Interventions: Celebrating VISTAS 5th Anniversary*, 103-114.

Keim, J., Olguin, D., Marley, S., & *Thieman, A. (2008). Trauma and burnout: Counselors in training. *Compelling Counseling Interventions: Celebrating VISTAS' Fifth Anniversary*, 293-303.

Keim, J., & *Stroud, D. (2009). Key figures in group counseling, 239-240. In Erford, B. T. *Encyclopedia of Counseling*. Washington, DC: American Counseling Association (ACA). (reviewed by American Counseling Association members)

Keim, J., & *Dahlsten, M. (2008). Facilitative conditions, 159-161. In Leong, F. T., *Encyclopedia of Counseling*. CA: Sage Publications. (reviewed by American Psychological Association reviewers)

*Allen, D. W., & Keim, J. (2011). Group supervision for tomorrow's helpers. Presentation at the 2011 ACES convention, Nashville, TN.

*Trahan, D. & Keim, J. (2011, August) Minority group influence: African-American males' participation in and reports of task group experience. Presentation at the American Psychological Association Annual Convention, Washington, DC.

*Livingston, S. B., & Keim, J. (2009, March). Native American children: Culture-based group interventions. Presentation at the American Counseling Association 2009 Convention, Charlotte, NC.

Keim, J., & Gross, J (chairs) with *Terry, J. J., Salter, S., Keim, J., & Gross, J. (presented). (2008). Mentoring: A meeting place for group psychologists. Presentation at the American Psychological Association Annual Convention, Boston, MA.

Keim, J., Olguin, D., Marley, S. C., & *Thieman, A. (2008, March). *Stress, burnout and vicarious trauma: Counselors in crisis*. Presentation at the American Counseling Association 2008 Convention, Honolulu, HI.

Matthew E. Lemberger-Truelove, Ph.D. (* denotes student)

Lemberger, M. E., & Krauss, S. * (in press). Individual Psychology and factors associated with the development of elementary and secondary aged students. *Journal of Individual Psychology* 68(3).

David L. Olguin, Ph.D.

*Morad-McCoy, M., & Olguin, D. L. (2009). The Child's Encounter with Death: Understanding Death, Grieving a Death, Facing Death. *New York State School Counseling Journal*, 6, 35-43.

Olguin, D. L., Keim, J., *Arzate, J., & *Torres, C. (2008). Multicultural Career Development Considerations for Students in 8th-12th Grades. *Compelling Counseling Images: The Best of VISTAS 2008*, 103-114.

Olguin, D. L., & *Maple, C. (2008). Legislative Impact: Professional School Counselors and Teachers Provide Career Education for Students in K-12. In G. T. Eliason & J. Patrick (Eds.), *Career Development in the Schools* (pp. 69-91). Charlotte, NC: Information Age Publishing, Inc.

Deborah Rifenburg-Murphy, Ed.D.

Associate Professor of Counselor Education whose current 1.0 FTE assignment is as Associate Dean.

Leadership and Governance Roles

Kristopher M. Goodrich, PhD

Editorial Board Member, *Counselor Education and Supervision*, December 2011 to Present
 Editorial Board Member, *Journal for Specialists in Group Work*, January 2010 to Present
 Ad Hoc Review, *Journal of Homosexuality*, December 2011
 Ad Hoc Reviewer, *Counselor Education and Supervision*, October 2009 to December 2011
 Ad Hoc Reviewer, *Journal for Specialists in Group Work*, September 2008 to December 2009
 Co-Chair, Safe Schools Task Force, *Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling*, July 2011 to Present
 Co-Chair, LGBTQQIA-Affirmative Counseling and Social Justice Committee, *Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling*, (ALGBTIC), October 2010 to Present
 Co-Chair, *New Faculty Interest Network* (of the Association for Counselor Educators and Supervisors, November 2011 to Present
 Member, Association for Specialist in Group Work Conference Planning Committee, 2010-2012
 Exhibitor Chair, Rocky Mountain Association for Counselor Educators and Supervisors, 2012 to Present
 Coordinator, Assistant/Associate Professor Mentorship Program, *New Faculty Interest Network (NFIN)*, Oct 2009 to November 2011
 Committee Member, Chi Sigma Iota Chapter Development Committee, July 2009 to Present
 Committee Member, Chi Sigma Iota Advocacy Committee, July 2009 to June 2010
 Committee Member, ACCA State/Division Committee, April 2008 to June 2010

George C. Hunter, Ph.D.

Governing Association Member, Doctors Without Borders USA., 2011 -- Present
 Governing Association Member, Medecins Sans Frontiers Suisse (Doctors Without Borders Swiss Operational Section, Geneva Switzerland), 2010 -- Present

Jeanmarie Keim, Ph.D., ABPP

President (Elected), American Psychological Association, Group Psychology and Group Psychotherapy, Division 49. President-Elect (January, 2010), President (January, 2011), Past-President (January, 2012)

Trustee, Board of Trustees, American Board of Professional Psychology, Group Psychology Specialty 2012-present

Member, Association for Specialist in Group Work Conference Planning Committee, 2010-2012

New Faculty Mentor, Association for Counselor Educators and Supervisors, 2010-present

Matthew Lemberger Truelove, Ph.D.

President-elect, *Association of Humanistic Counseling*, presidential year will be in 2013-2014.

Editor, *Journal of Humanistic Counseling*, July 2012 – Present.

Editorial Board, *Journal of Counseling and Development*, March 2009 – Present.

Contributing Editor. *The Journal of Individual Psychology*, September 2006 – Present.

Associate Editor & Editorial Board, *Journal of Humanistic Counseling* (formerly the *Journal of Humanistic Counseling, Education and Development*), September 2009 – July 2012.

Invited Manuscript Review, *Mentoring and Tutoring: Partnership in Learning*, March 2010.

Ad hoc reviewer, *University of Missouri's Research Board*, 2008.

Co-Editor, Special Issue on Schools & Education, *The Journal of Individual Psychology*, 2008.

Deborah Rifenbary-Murphy, Ed.D.

Associate Dean College of Education.

Awards, Recognitions and Honors

Kristopher M. Goodrich, PhD

'Ohana Award, Counselors for Social Justice, March 2012

ALGBTIC Service Award, March 2012

ASGW Emerging Scholar Award, February 2012

ACCA Emerging Leader Grant (to the ACA Conference), March 2010

ASGW Emerging Leader Grant (to the ASGW Conference), February 2010

Chi Sigma Iota International Fellow, 2008-2009

ACCA Emerging Leader Grant (to ACA Conference), March 2008

Jeanmarie Keim, Ph.D., ABPP

Past-Presidents Award, Division 49, APA, 2012

American Indian Student Services - Outstanding Faculty & Staff Recognition, 2010

President's Award for Outstanding Service to Division 49, APA, 2009

American Indian Student Services - Outstanding Faculty & Staff Recognition, 2009

Matthew E. Lemberger Truelove, Ph.D.

Nominated for UNM New Faculty Teaching Award (2010 – 2011, & 2011 – 2012 Not Awarded). *University of New Mexico.*

Gerald and Deanne Gitner Excellence in Teaching Award (2007 - 2008). *University of Missouri - St. Louis.*

Outstanding Faculty Award (2007-8). *University of Missouri – Saint Louis, College of Education.*

Deborah Rifenburg-Murphy, Ed.D.

Associate Professor of Counselor Education whose current 1.0 FTE assignment is as Associate Dean.

UNM APR Requirement 7: Resource Bases

Evaluate the following resources over the past five years as they relate to the implementation of academic programs: support staff; program facilities; other related campus and regional facilities; library collections and other educational resources; computing and technology resources. Evaluate all the sources of revenue generated and received by the unit in relation to all current and projected costs. Discuss the relation between the budget and the program's mission and strategic goals. How would the program deal with increases or decreases in resources during the next five years? In addition to the university resource base assigned to the unit, provide summary data on extramural support (e.g., endowments, fundraising, grants, contracts) acquired by the unit. Indicate who is primarily responsible for each externally supported project or income-generating program.

Support staff

Department support staff process admission applications and other forms (e.g., graduation, POS, petitions). Support staff also process funds for grants, reimbursements, etc. They assist as needs arise on a daily basis. With advance planning, they are able to assist with larger projects.

Program facilities

Faculty office space, the Manzanita Counseling Center, student technology support services, and space for instruction have all been adequate. Manzanita Counseling Center was recently remodeled and upgraded to better facilitate clinical training. Faculty currently has office space in Simpson Hall and is assigned classrooms for instruction. All clinical and most doctoral student instruction occurs in Manzanita Hall Counseling Clinic. The faculty also holds meetings in the Manzanita Training Clinic.

Library collections and related educational resources

The services provided by library employees and the collections (targeted at counseling) gathered are appropriate for students and faculty to conduct scholarly work. The library staff has been helpful in acquiring needed resource materials if certain collections are not available.

Computing and technology resources

Computing and technology services are sufficient for students and faculty. These resources are enhanced by the Technology Center of the College of Education. The building is equipped with technology resources as well as space for students to congregate and study in groups. In addition, this building is where master's and doctoral students take their comprehensive exam and the National Counselor Exam. As the Counselor Education faculty has explored online instruction, the staff of New Media and Extended Learning (NMEL) has provided support and resources for the development and maintenance of online courses.

Revenue generated and received by the unit

In addition to departmental I & G funds used to support the program, the Counselor Education program has first priority for any additional online funds we generate as a result of teaching online courses. The Counselor Education program has no direct authority over any funding. The program can make requests for fund expenditures such as items needed for the clinic.

Appendix 18 contains financial and budget information.

Discuss the relation between the budget and the program's mission and strategic goals.

At this time, the Counselor Education program has identified two major priorities for the Counselor Education budget: 1) updating the equipment of the Manzanita Training Clinic to better prepare our students for their future clinical work; and 2) additional graduate assistantship funding, so that we can increase the hours of operation of the Manzanita Training Clinic and provide comprehensive, monitored clinical supervision training for our doctoral students.

As the Counselor Education program has received funds to allocate from online teaching, faculty had a strategy meeting to discuss which courses would lend well to online education. After online education decisions were made, we then focused our resources to teach those courses in the electronic environment. The funds generated from online courses in addition to IFCE funding have been used to update the equipment in the Manzanita Training Clinic so that students can obtain higher quality recordings of their counseling sessions with clients from the community. In addition, we have actively strategized doctoral student GA hours in the Manzanita Training Clinic to increase the services to the community; as stated earlier, we would like to increase the hours of operation to 40 hours/week. The Counselor Education Faculty also actively applies for external funding to meet the program's research mission, in the form of grants and/or contracts. Similarly, the garnering of any external funds can contribute to financially supporting more doctoral students.

Extramural support

UNM encourages faculty to seek external funding. Workshops are provided to assist with locating funding sources. In addition, the College of Education, specifically Associate Dean Scott, has been instrumental in assisting junior faculty in finding and applying for foundation and other grants. Below is a list of faculty's successful internal and external grants dated Spring 2012 and earlier:

Kristopher M. Goodrich, Ph.D.

Principal Investigator, Research Allocation Committee Grant, University of New Mexico, Spring 2011

\$3,661 to investigate professional identity, practice, and development of Kenyan Teacher-Counselors during Summer 2011.

Principal Investigator, OFAC Grant, College of Education, University of New Mexico, Spring 2011

\$1,675 to investigate professional identity, practice, and development of Kenyan Teacher-Counselors. This served as additional funds received from the RAC Grant.

Co-Investigator, Joan Burstyn Endowed Fund for Collaborative Research, Syracuse University, Spring 2011

\$2,000 to investigate professional identity, practice, and development of Kenyan Teacher-Counselors. I serve as an alum collaborator along with a faculty (Melissa Luke) and SU doctoral student (Allison Hrovat) collaborators.

Co-Principal Investigator, *Wayne Placek Grant*, American Psychological Foundation, Summer 2010

\$15,000 to support *Project SCENE: School Counselors' Education, Needs, and Experiences for LGBTQ youth* to determine the training needs of pre-service and practicing school counselors, as well school counselor educators

Principal Investigator, *Faculty Research Grant*, Southern Arkansas University, Fall 2009

\$3000 funded for research to understand current school counseling practice, education and develop a training model to more effectively teach school counselors-in-training how to work with LGBTQ youth in schools

Co-Principal Investigator, *Excellence in Counseling Research Grant*, Chi Sigma Iota International, 2009-2010.

\$500 funded for research regarding instructing school counselors-in-training about LGBTQ group work

Principal Investigator, *Excellence in Counseling Research Grant*, Chi Sigma Iota International, 2008-2009

\$500 funded for research regarding CSI Chapter Leadership and Professional Identity

Principal Investigator, *School of Education Creative Research Grant*, Syracuse University, 2008-2009

\$800 funded for dissertation research

Principal Investigator, *Graduate Student Public Scholarship Grant*, Syracuse University, 2008-2009

\$500 funded for research to train school counselors to work with LGBTQ Youth

Jeanmarie Keim, Ph.D.

Principal Investigator, Nurses' Experiences of Stress and Workplace Violence, #09-13, RAC Grant (\$1,384, 100% funded), November 2008.

Matthew Lemberger Truelove, Ph.D.

Principal Investigator (2009 – 2010). *Advocating student excellence*. Ferguson Florissant Public Schools: \$15,000.

Principal Investigator (2009). *Advocating student excellence*. Ferguson Florissant Public Schools: \$10,000.

Principal Investigator (2008 – 2009). *Advocating student excellence*. Safe and Drug Free Schools St. Louis Public Schools: \$50,000.

Changes in the next five years

The program faculty does not foresee any major funding changes in the next five years. When additional funds are available, we plan to submit funding requests to respond to the stated strategic plan and program needs.

UNM APR Requirement 8: Program Comparisons

Discuss the unit's programs in comparison with any of the following: a) parallel programs in any of our 16 peer institutions as defined by the NM Higher Education Department, peer referent institutions, or an alternative defined set of peer institutions developed by the department, b) regional comparisons of academic programs, c) comparisons made available through national ranking programs (e.g. U.S. News & World Report, National Research Council, Hispanic Association of Colleges and Universities, professional associations, disciplinary organizations, etc.). In cases where peer comparisons are unavailable or inappropriate for a program, the unit should instead focus on the distinctive contributions of the program and other indicators of the program's value.

Comparison of the unit's programs with other programs:

Parallel programs in our peer institutions

The Counselor Education program at the University of New Mexico has a similar accredited program to four of our peer institutions: University of Arkansas-Fayetteville, University of Iowa, University of South Carolina-Columbia, and the University of Tennessee at Knoxville. The programs at the above-cited institutions are very similar in their accreditation (all have CACREP-accredited MA and PhD programs in similar tracks: school and clinical mental health counseling). Additionally, faculty scholarship and leadership are similar across institutions.

Parallel programs in regional institutions

In the Albuquerque metro area, New Mexico Highlands University, Webster University and University of Phoenix offer master's degrees in counseling. Currently, UNM is the only CACREP accredited program in Albuquerque. UNM is the only university in New Mexico that offers a CACREP-accredited MA in School Counseling and a Counselor Education PhD.

Within the Western half of the U.S., CACREP-accredited masters counseling programs are offered in Colorado, Idaho, Montana, Wyoming and Oregon. CACREP-accredited doctoral programs are located in Colorado, Idaho, Wyoming and Oregon; as such, we are only one of five doctoral programs in the Western half, one of 60 in the United States.

Comparing our admissions to other Albuquerque area programs, applicants report that UNM has the most selective process. In fact, the other programs in the Albuquerque area have largely open admissions for applicants with a relevant bachelor's degree. Applicants have reported to faculty that they first apply to UNM, often multiple times, and if not accepted, they then apply to other local programs. The Counselor Education program also has a *Chi Sigma Iota International Academic and Professional Honor Society* Chapter, the only one in the state, and one of 277 across the world. Our students have received national honors, including four MA students during the last academic year (Chad Pfeiffer, Presidential Citation from the *Association for Specialists in Group Work*), Annamarie Dinallo (Emerging Leader award from the *Association for Humanistic Counseling*), Aaron Smith received the *National Board for Certified Counselors* Military Veteran Scholarship (one of five awarded nationally), and Asa James Warren was named a Fellow of *Chi Sigma Iota International*.

Distinctive contributions and other indicators of program value

Based on the test data provided by our national credentialing bodies, our students tend to score at or above averages for students from other CACREP accredited programs on the National Counselor Examination (NCE), the required test for licensure in most states. As previously stated, our master's students have received numerous national honors and awards, such as the four cited above. Doctoral graduates have had success seeking employment in professional counseling, whether as faculty members or clinicians. In addition, many of our doctoral program graduates have gone on to create or run clinical mental health agencies in New Mexico or beyond. Our faculty also regularly contributes on the national scene, having faculty that are either running for, serving on, or having served as presidents of organizations. The majority of faculty members serve as reviewers and editorial board members for national journals in the field, with one serving as editor.

Appendix 16 NCE results for the past five years

9. Unit's Future Direction

This is the most critical section of the self-study. Building on the data discussed in the previous eight sections of this report, the unit should give an overall assessment of its current effectiveness in the delivery of the academic programs and its plans for the future. What are the primary strengths of the unit and what are the plans to build on those strengths? What are the areas of concern for the unit and how do future plans address those concerns? Are changes anticipated in the unit's strategic direction, and if so, how does the unit plan to reposition itself? Is the unit responsive to the changing needs of the students, the community, and the state? Is the current organizational structure ideal for the unit's goals? If the unit's plans require additional and/or redistributed resources, how will the resources be obtained and how will reallocation decisions be made? If changes in the faculty and staff are projected, how will program effectiveness be maintained or enhanced? How will the unit address future enrollment trends? To respond to these and similar questions, the unit should conclude with a summary of its immediate and long-range plans (approximately five years) to achieve its academic mission and goals. The summary should be a first draft of the unit's Action Plan. The "draft" Action Plan should be used as a basis to create the final Action Plan in conjunction with the recommendations received from the team, the response from the department, and consultation with and input from the supervising dean and other appropriate individuals (see page 9) for more information on the Action Plan.

Overall assessment of its current effectiveness in the delivery of the academic programs and its plans for the future.

The Counselor Education program has proven to be very effective over the years. Our program admissions numbers, and acceptance rate, speak to the reputation of the Counselor Education program in training future professional counselors and counselor educators (see Tables 1-3). The Counselor Education program spent extensive time over the past two years exploring the academic programs at both the master's and doctoral levels. This was completed to ensure effective and appropriate instruction, both for national accreditation and more importantly, to successfully serve the needs of our students and the New Mexico community. The Counselor Education faculty has made appropriate adjustments to the curriculum; the master's curriculum has been approved and the doctoral curriculum is in the final stages of the university approval process. Early feedback from students and recent graduates speak to the Counselor Education program's success in modifying the curriculum.

Based on student performance on the National Counselor Examination, the test used for licensure, master's students are well prepared as counselors. Counselor Education doctoral students have reported good success in finding employment, and many of our students have been awarded nationally.

The Counselor Education faculty is productive in terms of scholarship and service. While all faculty work diligently in teaching, scholarship, and service, various faculty spend more time in various areas. This enriches our faculty. Lastly, the Counselor Education faculty completed all items related to our climate improvement.

What are the primary strengths of the unit and what are the plans to build on those strengths?

Strengths include:

1. Counselor Education Faculty members who are nationally recognized in the fields of humanistic counseling, LGBTQQ issues in professional counseling and counselor education, and group psychotherapy. The plan to build on this strength is to continue to attract faculty and students with similar interests and commitments to scholarship and service. Furthermore, the Counselor Education faculty will use their national and regional expertise to work with myriad communities and seek out related funding opportunities. Junior faculty members have met with several graduate students to discuss potential external funding options, and will continue to do so in the near future.
2. All tenure-track faculty have served or have been nominated as Presidents of regional or national groups. The plan to build on this strength is for faculty to continue to serve in leadership roles and to further encourage master and doctoral level students to do the same.
3. Numbers of applicants to the master's program far exceed available openings. The plan to build on this strength is to mirror the local reputation of the program that leads to such rigorous master's admissions standards with a national presence that will likely result in similar levels of doctoral competitiveness.
4. The Counselor Education faculty have made a commitment to strengthen the doctoral program via revised curriculum, increased levels of mentoring, and higher academic standards. As the program works to address the field's previously discussed future needs for faculty graduating from accredited doctoral programs, we expect to work to increase the rigor and expectations for our doctoral students at all points, from admissions through the dissertation. . The plan to build on this strength is to continue to monitor how such efforts have affected student performance and productivity, as well as the productivity of faculty members.
5. The following Counselor Education faculty hold mental health counseling licenses in New Mexico: Keim, Goodrich, Lemberger-Truelove, Olguin and Hunter. Rifenbary has a retired license. The plan to build on this strength is to maintain and extend current licensures and credentials.
6. The Counselor Education faculty members are on-campus, available, have open-door policies, and enjoy our interactions with students. The plan to build on this strength is to continue to maintain this commitment to the program and students.
7. The Counselor Education faculty members are actively engaged in scholarship and/or service, in addition to their teaching loads. The plan to build on this strength is to maintain and extend scholarship, service, and teaching efforts. Furthermore, particularly with advancements in the doctoral program, the faculty plans to collaborate more extensively with students in their scholarly pursuits.
8. The Counselor Education faculty members are committed to training students to meet the diverse needs of New Mexico. The plan to build on this strength is to maintain the current commitment to New Mexico and further extend mental health and instructional services offered by means of the growing doctoral program.
9. The Counselor Education faculty members are committed to maintaining and expanding the only free counseling mental health clinic in the Albuquerque region. The plan to build

on this strength is to maintain a strong commitment to the services offered in the clinic, including providing additional client services supported in part by the growing doctoral program.

10. The Counselor Education faculty are committed to maintaining CACREP accreditation and becoming a center of excellence in counseling and counselor education in the Western U.S. The plan to build on this strength is to maintain national accreditation of both the masters and doctoral programs. Additionally, given that the counselor education program at UNM is one of five accredited doctoral programs in the Western U.S., and the only one in a flagship state university, faculty will build a national reputation as a leader in counselor education.

What are the areas of concern for the unit and how do future plans address those concerns?

The Counselor Education program's major area of concern is increasing the percentages of program faculty who remain to and beyond tenure. The above-cited climate study has assisted the Counselor Education program in retaining tenure track faculty and has led the faculty to consider how they can further enhance their environment for the future.

Are changes anticipated in the unit's strategic direction, and if so, how does the unit plan to reposition itself?

The Counselor Education faculty has committed, as part of the strategic plan, to focus efforts for the next 3-5 years, particularly on the doctoral program and the Manzanita Training Clinic. This will facilitate our ability to provide both the next generation of academic and clinical leaders for our profession, and to serve the mental health needs of the population of New Mexico and beyond.

Is the unit responsive to the changing needs of the students, the community, and the state?

The Counselor Education Program consistently monitors the needs of the state of New Mexico, changes in licensure requirements, and changes in accreditation standards. To date, we have been able to respond to changes. For example we responded to changing standards by moving the master's program from 54 to 60 credits and incorporating substance use and abuse, crisis/disaster/trauma counseling, and human sexuality to all master's programs. In addition, the family counseling course was added to the clinical mental health counseling program, and the children and adolescent counseling course was added to the school counseling program, to better prepare our students and respond to the changing needs of our community.

Is the current organizational structure ideal for the unit's goals?

The current organizational structure is effective in reaching our goals. The Counselor Education faculty has recently decided that a full time lecturer is the best model for the direction of our efforts both in Manzanita Training Clinic and in other advanced clinical training courses. The direct time demands of the supervision required, as well as the need

for broad clinical and professional experience in clinic management, make it difficult to combine these responsibilities with the research and scholarly productivity required of a tenure track faculty member. The current lecturer has been able to devote significantly more time and effort to the Manzanita Training Clinic than had recently been the case, including outreach to other local social service agencies to assist them in meeting the needs of their clients, and this has resulted in both greatly increased activity and productivity in Manzanita Training Clinic, and greater integration of our efforts into the Albuquerque community.

If the unit's plans require additional and/or redistributed resources, how will the resources be obtained and how will reallocation decisions be made?

The Counselor Education faculty request resources and provide justification for the requests. Most recently, the requests that the Counselor Education program have made has centered around the two areas of its strategic plan: 1) updating training equipment for the Manzanita Training Clinic; and 2) graduate assistantships to bolster our students' doctoral education, and to provide additional hours and services at the Manzanita Training Clinic. All Counselor Education faculty have buy-in on the current resource allocation plan. The department chair, and/or the Dean and other department chairs make decisions regarding allocation of resources.

If changes in the faculty and staff are projected, how will program effectiveness be maintained or enhanced?

We have five full-time faculty (not counting Dr. Rifenburg-Murphy, who is currently an Associate Dean). We hope to continue with a minimum of five core faculty teaching in the program and have stability within our faculty. At this time, we do not expect any Counselor Education faculty member to leave or retire from the University.

How will the unit address future enrollment trends?

National and regional projections for career opportunities for professional counselors are incredibly optimistic. As such, the Counselor Education program anticipates an increase in the student demand for counselor preparation programs, and faculty who are eligible to instruct within them. In this way, the master's program will remain a highly desirable destination for local, regional, and national candidates. Furthermore, the doctoral program will serve as a means to train future counselor educators who will teach and supervise at programs across the country, as we are one of 60 CACREP-accredited doctoral programs in the country, and one of five in the Western half of the United States. We are appropriately adjusting admissions and class size, and this trend will allow us to continue to recruit and admit the strongest possible applicants. This will, in turn, allow us to increase program rigor and the quality of our graduates.

Program Goals

1. The Counselor Education program will maintain CACREP accreditation for masters and doctoral programs.

2. The Counselor Education program will continue to educate future leaders in the counseling and related professions.
3. The Counselor Education program will make efforts to increase interdisciplinary research and collaboration with other programs.
4. The Counselor Education program will review the revised masters and doctoral programs to monitor rigor, scholarly productivity, and address the diverse needs of New Mexico (cf., College of Education Core Values, Association for Counselor Education and Supervision).
5. The Counselor Education program will attract, recruit, matriculate, and graduate students from across the nation who will, as part of their training, learn to address New Mexico's unique needs.
6. The Counselor Education program will enhance extant course offerings in counselor education and affiliated programs (e.g., art education, early childhood multicultural education, educational psychology, family studies) to expand the cadre of existing classes in family, child, adolescent, and play therapy offerings.
7. The Counselor Education program will continue to expand the doctoral mentorship program.
8. The Counselor Education program will continue to provide educational processes that include high professional and personal standards for our students, including professional competencies and personal characteristics expected of leaders in the counseling profession.

Strategic Plan

The Counselor Education program reviews its progress and plans accordingly during biannual faculty retreats. In recent years, we have had two major additional meetings to reformat the master's and doctoral curricula in order to address program concerns and CACREP compliance. Strategic planning centers on expanding current program strengths such as: 1.) to remain CACREP accredited for both our masters and doctoral programs; 2.) to focus on program growth in the areas of student diversity and serving the needs of New Mexico; 3.) to continue our focus on training exemplary professional counselors; 4.) to refine our focus on training our doctoral students to be academics; and 5.) to focus on Manzanita Training Clinic and increase services provided to address the needs of New Mexico.

Preliminary Questions for the External Review Team

In conjunction with drafting the self-study document, the unit should also propose three to five broad questions to be addressed by the review team, keeping in mind that the reviewers are in a position to respond from a more global perspective. The questions should be reviewed by the Dean prior to the pre-site visit meeting. The proposed questions should also be included with the draft self-study for the pre-site visit meeting. These questions will be sent to the reviewers as part of the charge letter prior to the campus visit.

1. How do we keep all faculty actively engaged in the program?
2. What strategies have you seen used by similar programs to accomplish a national research and training reputation? Given what you understand about the Counselor Education program at UNM, do you see us on track in terms of national reputation? What particular strategies would you suggest that we continue or take to satisfy this program goal?
3. Following the question above, knowing what you currently do about the Counselor Education program at UNM, what would you say are our regional and national strengths,

and in what ways would you recommend us capitalizing on these to take a more prominent role in our profession?

Appendices

- 1 Counselor Education Program Policies
- 2 Counselor Education Doctoral Student Manual
- 3 Counselor Education Masters Student Manual
- 4 Faculty Vitae
- 5 Student Learning Outcomes CACREP Eight Core Areas Masters Degree
- 6 Student Learning Outcomes Clinical Mental Health Counseling
- 7 Student Learning Outcomes School Counseling
- 8 Student Learning Outcomes Counselor Education Doctoral Degree
- 9 60-credit Master's degree requirements (CMHC and School)
- 10 97-credit Doctoral degree requirements
- 11 Student memberships and conference attendance
- 12 Head-to-Toe Conference 2011 brochure
- 13 CSI Upsilon Nu Mu Chapter annual report
- 14 TK20 Rubrics
- 15 Masters Midpoint Review Form
- 16 NCE results for the past five years
- 17 Doctoral Comprehensive Examination Grading Rubric
- 18 Budget and Financial Information
- 19 Faculty Meeting Minutes (Oct 5, 2010, June 21, 2011, August 17, 2011, August 23, 2011).
- 20 Alumni survey results and Alumni survey excel spreadsheet\
- 21 Site supervisor survey results
- 22 IDEA Faculty Evaluation Forms
- 23 UNM College of Education faculty review process
- 24 Academic Program Review Tables (provided by the University)
- 25 Manzanita Counseling Center Tri-fold Brochure
- 26 Masters and Doctoral Student Credit Hours Fall and Spring 2012
- 27 Library Resources

Tables (in text)

- 1 Summary of Master's Applicants and Graduation Numbers, Fall 06-Spr 09
- 2 Summary of Master's Applicants and Graduation Numbers, Fall 09-Spr 12
- 3 Summary of Doctoral (Counseling & Counselor Education) Applicants and Graduation Numbers
- 4 Demographic Distribution in the Counselor Education Program 2011

UNIVERSITY OF NEW MEXICO

COUNSELOR EDUCATION PROGRAM POLICIES

REVISIONS ADOPTED FALL 2012

*Subject to Revision

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COUNSELOR EDUCATION PROGRAM MISSION STATEMENT

The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

The counselor education program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people. The program prepares professional [school, clinical mental health] counselors and counselor educators to respond to a world with challenging and pressing social problems.

Faculty members are committed to integrating teaching, scholarship, research, clinical practice and service, while promoting a climate of social justice, systemic change and advocacy. The faculty's goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with on-site training. These experiences provide the opportunity for students to work in and with various educational settings and community agencies.

COUNSELOR EDUCATION PROGRAM POLICIES

A. Policies Regarding Admissions/Enrollment

1. The Counselor Education Program complies with the University admissions' policies and adheres to the following standard procedure. Admission into the Counseling/Counselor Education program in no way guarantees placements (e.g., Traverse, practica, internship), licensure, and/or employment. Additionally, fingerprinting and background checks may be required.

Masters Admissions/Enrollment

Deadlines December 1st

Step 1. The department support staff under the auspices of the program's admissions coordinator assembles all complete applications. The admissions coordinator then informs program faculty the applicants' admissions folders are ready for the faculty to begin their initial review and screening of the applicants. OGS guidelines and dates take precedence.

Step 2. Each faculty member individually reviews an assigned portion of the applications submitted by each candidate for admission and provides a numerical rating indicating the faculty member's opinion of the strength of the candidate's application. Applicants are given a rating of 1-5 on each of several criteria including:

1. Scholarship (aptitude for graduate study)
2. Relevant academic background (aptitude for graduate study)
3. Relevant work experience (fit with program)
4. Letters of reference (aptitude and fit with program)
5. Personal statement (career goals and fit with program)
6. Multicultural competence (experience with diversity)

The admissions coordinator collects these rating forms from each faculty member, tabulates the total score for each candidate, and presents these data to the faculty.

Step 3. The faculty use these data to decide how many and which applicants to invite to interview for acceptance into the program. Applicants with a score of 23 points or higher on the 6-item (range 0-5 per item) application evaluation form will be invited for interviews. Faculty may advocate for students below 23 to be invited for an interview. Applicants whose initial screening scores are below 23 without faculty approval are eliminated from further consideration because these scores indicate the applicant is not a competitive candidate for admission because his or her qualifications are not as strong and he or she may have difficulty succeeding in the program.

Step 4. A date is set for interviewing applicants who were retained the initial round of application screening. They are typically asked to expand on the information provided in their application by describing relevant professional experience, their motivating factors for seeking a graduate degree in counseling, fit with the program, and their career aspirations. Applicants are also evaluated for their potential to have effective individual and group relationships with diverse groups. Applicants are interviewed by faculty and must attend the interview to be considered for admission.

Step 5. After applicants have been interviewed, the faculty convene and each faculty member provides their interview evaluation scores. A ranking of applicants is reached based on interview results (2/3), initial file screening scores, and other relevant application materials (1/3).

Step 6. The faculty then discuss the number and which candidates to admit.

Step 7. The faculty then decide whether candidates who are not among the top tier of applicants will be placed on a waiting list (should someone decline admission) or declined admission. Applicants placed on a waiting list are reconsidered at a later date if any of the initially accepted candidates decline an offer of admission into the program. Should more candidates decline admission than expected or should an opening occur, faculty reconvene to decide whether or not to offer admission to applicants on the waiting list.

It is recommended that aspiring students who have applied twice for admission to the Master's in Counseling program and who have not been admitted wait at least one full year from their second failed application before reapplying a third time.

Doctoral Admissions/Enrollment

Deadline: November 15th

Step 1. The department support staff under the auspices of the program's admissions coordinator assembles all complete applications. The admissions coordinator then informs program faculty the applicants' admissions folders are ready for the faculty to begin their initial review and screening of the applicants. OGS guidelines and dates take precedence.

Step 2. Each applicant to the doctoral program is given a rating of 1-5 on each of several criteria including,

1. Scholarship (aptitude for doctoral program)
2. Relevant academic background (aptitude for doctoral program)
3. Relevant work experience (relevant professional experience)
4. Letters of reference (aptitude for doctoral program, fit with the profession, communication skills, potential for scholarship)
5. Personal statement (fit with the profession and program, written communication skills)
6. Multicultural competence (experience with diversity)
7. Writing ability as indicated in a writing sample

The admissions coordinator collects these rating forms from each faculty member, tabulates the mean score for each candidate, and presents these data to the faculty.

Step 3. The faculty discusses the congruence of each candidate in light of stated career goals and candidates' stated research interests. Doctoral candidates are qualitatively assessed on the following additional criteria:

- a) eligibility as a licensed counselor in the state of New Mexico
- b) self-awareness and emotional stability

- c) compatibility of the candidate's professional aspirations with the program's missions and goals as a preparation program for those individuals seeking a career as a counselor educator
- d) fit with the counseling profession
- e) oral communication skills
- f) research, scholarship, advocacy and leadership potential
- g) compatibility of the candidates professional and research interests with the program faculty's expertise
- h) Program faculty willingness to sponsor a candidate and serve as the candidate's mentor

A list of candidates is prepared based on evaluation criteria. There is no established quantitative cut-off score. Applicants whose initial screening scores are significantly less than other applicants are eliminated from further consideration. Lower scores indicate the applicant is not a competitive candidate for admission because he or she does not have the qualifications necessary for admission and may have difficulty succeeding in the program.

Step 4. A date is set for interviewing all applicants who were retained in the initial round of application screening. Applicants must attend the interview or a phone conference call held the same day as the in-person interviews to be considered for admission. Faculty members interview each applicant. In-person applicants rotate among faculty until each applicant has met each of the faculty. During phone interviews, faculty take turns talking with the applicant. Applicants are typically asked to expand on their strengths and weaknesses, relevant professional experience, and their motivations for seeking a doctoral degree in counselor education.

Step 5. After faculty interview each applicant, the faculty convene and each faculty member is required to vote for the top candidates he or she recommends for acceptance into the program. Votes are based on interview results, initial file screening and faculty and candidate research compatibility.

Step 6. The faculty then discuss how many candidates to accept for admission. There is no established cut-off score or number of candidates who can be admitted to the program, although a faculty member must agree to sponsor and serve as a candidate's mentor for the applicant to be admitted.

Step 7. The faculty then decide whether candidates who are not among the top tier of applicants offered admission to the program should be declined admission or placed on an alternate list. Applicants may be selected as alternates so their request for admission to the program can be reconsidered at a later date if some of the initially accepted candidates decline an offer of admission into the program. Should more candidates decline admission than expected or should an opening occur, faculty reconvene to decide whether or not to offer admission to a prospective student placed on the alternate list.

Delayed Admission

Any student requesting a delay in enrollment must petition the faculty.

B. Policies regarding Students

Students are required to comply with university, college, department and program policies. Student behavior is outlined primarily in the UNM Pathfinder (student handbook).

1. Disruptive behavior

The Counselor Education faculty members have the right to ask a student to exit the classroom at any time if his or her behaviors are inappropriate and/or impact the learning process.

2. Drugs/Alcohol

Students who are under the influence of alcohol/drugs during class time, clinical time or office appointments: The first time a student arrives under the influence of drugs/alcohol he or she will first receive a verbal/written warning and be dismissed for the day. A second offense (regardless of if in the same setting/course as the first) results in a written warning. A third offense (regardless of if in the same setting as the first or second) results in dismissal from the program.

3. Counseling

Faculty members can recommend a student receive mental health counseling in order to continue in the program.

4. Professional Identity

It is imperative that MA and PhD students strengthen their professional identity by joining ACA, and any other appropriate divisions of ACA or organizations such as: ASCA, ACES, ASGW, NMCA, NMAPT, etc. at the beginning of their admission to the Counselor Education program.

5. Dual relationships

No student may supervise or have another student placed as an intern/traverse student at his/her personal business setting. Students with approval may have a placement at the same setting where another student is an employee. In no circumstance will one student, masters or doctoral, be the primary individual supervisor of another student in an off-campus placement.

6. Clinical Logs

Students may not log 'personal care' hours under any circumstances. No observation hours will be counted as direct hours. Supervision is counted as indirect hours.

No grades will be posted for any student (masters or doctoral) in a clinical course (practicum, internship) without a second Counselor Education faculty member verifying the log meets CACREP and professional standards, and the required number of hours have been completed. Logs will be reviewed and signed in a timely fashion. Students will be provided the opportunity to copy their signed logs. Signed logs will be scanned by department staff and filed in student files.

C. Policies Regarding Curriculum

1. Master's students may not substitute any course in the Counseling curriculum, except in the most extreme and compelling circumstances, and then only after seeking and receiving prior approval by written petition to the Counseling faculty. In extenuating circumstances faculty will accept courses outside of UNM, but students must first petition to have course(s) accepted as apart of their program of studies before a student takes a course outside of UNM. Students must bring in a syllabus or syllabi for the course(s) in question so that faculty can review and determine if CACREP standards are met.
2. **COUN Courses:** Students are required to report any course grade of C+ or lower (including WF, NC, and/or IF) in any COUN course to their faculty advisor immediately. Students (both

admitted and non-degreed) are required to earn B- or higher in all COUN courses to remain in the Program (if admitted) or take additional courses.

Upon earning one C+ or lower grade (including WF, NC, and/or IFs), the student is dismissed from the program. In an extenuating circumstance the student may petition the faculty to retake a single course with a C+ or lower (including WF, NC, and/or IF)

In no circumstance will a student be allowed to retake more than one COUN course. Upon earning two C+ or lower grades (including two WF, NC, and/or IFs, or any combination thereof) regardless of whether one course was repeated or replaced with a higher grade, the student is dismissed from the program. The faculty will review this policy when the faculty deems it necessary.

EDPY and all other non-COUN Courses: Students are required to report any course grade of C- or lower (including WF, NC, and/or IF) in any non-COUN course to their faculty advisor immediately. Students (both admitted and non-degreed) are required to earn a C or higher in all non-COUN courses to remain in the Program. Upon earning a C- or lower grade (including WF, NC, and/or IFs), the student is dismissed from the program or take courses. In an extenuating circumstance the student may petition the faculty to retake a single course with a C- or lower (including WF, NC, and/or IF).

In no circumstance will a student be allowed to retake more than one non-COUN course. Upon earning two C- or lower grades (including two WF, NC, and/or IFs) or any combination thereof, regardless of whether one course was repeated or replaced with a higher grade, the student is dismissed from the program. The faculty will review this policy when the faculty deems it necessary.

GPA Requirements: Any student who believes he or she will, or who does, receive a cumulative GPA below 3.0 in any given semester must speak with their faculty advisor immediately. To remain in good academic standing students must maintain a cumulative GPA of at least 3.0. If a student's cumulative GPA falls below 3.0, the student must improve the cumulative GPA to a 3.0 or higher in his/her next semester of enrollment. If the cumulative GPA does not reach 3.0 or higher in the subsequent semester, the student is dismissed from the Program. The faculty will review this policy when the faculty deems it necessary.

3. Professional Orientation and Ethics (COUN 510), Theories of Counseling and Human Behavior (COUN 517), Group Counseling (COUN 518) and Multicultural Issues in the Helping Professions (COUN 584) are required for the remaining COUN courses.
4. The School Counseling (COUN 545) and Community Counseling (COUN 521) courses are prerequisites for Internship (COUN 595). In unusual and extreme cases, the course instructor, in consultation with the program coordinator, may authorize a student to take the school or community counseling internship course concurrent with COUN 545 or COUN 521.
5. Students who are not UNM Counseling degree students may be allowed to register for practica/internship courses on a space available basis (e.g. no more than 1:12 faculty student ratio in the practicum/internship) with the permission of the instructor. In no case

will such a student displace a degree student in the Counselor Education Program. Each request will be reviewed and considered on an individual basis following review of the individual's credentials and documentation. Unless the student is a counseling UNM alumni or student in another CACREP program, typically they will be expected to apply for admission into the counseling program.

6. All practica/internship students are required to maintain minimal professional liability insurance coverage prior to enrolling in practicum/field/internship. Evidence of this coverage must be provided to faculty and site supervisors. Doctoral students in advanced practicum and internship must also carry the minimal professional liability insurance coverage.
7. COUN 595, Internship must be taken in a 2-semester sequence for a minimum of 3 credit hours/semester.
8. The number of UNM non-degree or transfer hours from another institution that can be applied toward a Master's degree in Counseling is limited to 12 credit hours. Non-degree students are permitted (when courses are not full) to take the four core courses (COUN 510, and 517). No more than 12 credit hours can be taken at UNM as a non-degree student. Post-master's graduates must get permission from the professor of record in order to enroll in COUN courses. Students may petition the entire faculty and, in rare circumstances, may seek approval for up to 24 credit hours. Within these limits, courses taken at another CACREP-accredited counseling program are routinely accepted as transfer credit assuming the course content is comparable to the content of a similar course taught within UNM's Counselor Education Program.
9. Admission of Non-Degree Students to Core Classes

Non-degree students are permitted to take two of the counselor education core classes (510, and 517)). However, in order to ensure admitted students' successful completion of the program in the recommended sequence, non-degree students will not be permitted to register prior to two weeks before the beginning of the semester. All non-degree students must seek permission from the instructor to enter the class before a departmental override will be granted.

10. A student wishing to take a problems course (COUN 591) must complete a Problems Course Agreement Form signed by the student and the Problems Course Instructor. This form is included in the student's file.
11. Graduate students desiring/declaring a minor in counselor education must meet the following course requirements:
 - a) If a course in multiculturalism/diversity has not been taken, that must be included in the minor.
 - b) master's degree students minoring in counseling must take 12 hours in counseling including, COUN 510 Professional Orientation and Ethics, COUN 517: Theories of Counseling and Human Behavior and two additional courses with the permission of the instructor. Master's students minoring in Counseling may not enroll in practicum (COUN 590) or internship (COUN 595).

- c) doctoral degree students who choose a concentration in counseling must take 24 hours in Counseling including COUN 510: Professional Orientation and Ethics, COUN 517: Theories of Counseling and Human Behavior, COUN 518: Group Counseling, and four additional courses. Doctoral students with a concentration in counseling who wish to take practicum (COUN 590) and or internship (COUN 595) must petition the Counselor Education Faculty.
12. a) A master's degree student wishing to waive a required course must submit a written petition to the Counselor Education Faculty for review and approval. If the petition is approved, a copy of the petition and letter indicating its approval will be included in the student's program of studies document.
- a) Doctoral students wishing to waive a required course must have approval of their Program of Studies/Comprehensive Examination Committee.
 - b) All Master's and Doctoral degree students' Programs of Study will be reviewed and approved by vote of the majority of faculty before signed by the Program Coordinator and sent to the Department Chair for approval.
13. Students cannot receive problems course credit for extra-curricular counseling activity. The Counselor Education Program will not assume liability for extra-curricular counseling activity conducted by Counselor Education students. Students may not engage in clinical hours toward practica/internship outside of course dates and timeframes. This does not apply to students finishing an incomplete under the supervision of faculty of record.

D. Policies Regarding Mid-Point Reviews

In keeping with the American Counseling Association's code of ethics and CACREP standards, the Counselor Education program established a mid-point review policy for all masters level students.

All students enrolled in the masters-level counseling program engage in a comprehensive mid-point review after they have completed 12 credit hours (COUN 510, 517, 518, and 584) and are enrolled in Communication Skills (COUN 522). Before the mid-point reviews begin, each student must meet with his/her faculty advisor to complete the Program of Studies (POS), and then submits it at the beginning of the review. Student must self-evaluate on the mid-point review form and bring a copy for each faculty member on their scheduled mid-point review.

The midpoint review focuses on the student's progress throughout the counseling program with an emphasis on personal and professional development: a) academic strengths and weaknesses, b) the student's clinical skills, and c) personal characteristics.

Categories of Review

- 1) The student's academic achievements include: his or her participation in academic course work in counseling and related courses, preparation, attendance and collegiality. Academic achievement scores are based on the following:
 - a) achievement in core courses,
 - b) achievement in research, tests and assessment, and related courses,
 - c) writing skills, including accurate and timely completion of client paperwork,

- d) presentation skills,
- 2) The student's demonstrated clinical skills include: his or her ability to apply an array of counseling skills appropriately. Counseling skills include: attending behavior, open and closed questions, minimal encouraging, paraphrasing, reflection, empathy, summarization, confrontation, self-disclosure, interpretation, focusing and immediacy. Clinical skills are evaluated based on experiential coursework including the following areas:
- a) demonstration of applied knowledge and skills during Traverse assignments,
 - b) demonstration of skills during the COUN 522: Counseling Skills course,
 - c) demonstrated application of counseling skills in communication skills
 - d) the student's responsiveness to issues of culture and diversity
 - e) the student's ethical behavior during program activities,
- 3) Adequate personal characteristics of counselor functioning and development are critical for the promotion of students to internship. Personal characteristics included in the mid-point review reflect the American Counseling Association's minimal standards practice. Personal characteristics of counselor functioning include the student's:
- a) openness
 - b) flexibility
 - c) positive attitude
 - d) cooperativeness
 - e) interpersonal communication
 - f) ability to accept and use feedback
 - g) ability to accept personal responsibility
 - h) ability to manage conflict
 - i) awareness of his or her impact on others

Scores

The mid-point review allows program faculty to review the student's strengths and weaknesses prior to the student's clinical experiences. Mid-point reviews are also used to provide the student with positive feedback concerning his or her progress and as an avenue for discussing the student's future academic and professional goals.

A score of 1 indicates the student does not meet professional expectations and that remediation is required in that area.

A score of 2 indicates the student is below average and remediation is required in that area.

A score of 3 indicates the student is average and performing at an appropriate level.

A score of 4 indicates the student is above average.

A score of 5 indicates the student is outstanding and exhibits extraordinary skill and personal attributes.

In order to successfully complete the mid-point review, the student must achieve a minimum of 3 or higher for each of the criteria.

Remediation Plans

For students who do not successfully complete the mid-point review (a score of 3 or higher on each criteria), a plan of remediation will be developed with the faculty. This plan must include:

- a) specific deficits as noted in the mid-point review
- b) specific activities the student must engage in to remediate those deficits
- c) the amount of time the student will be given to complete the plan and remediate deficiencies
- d) a specific date on which the student and faculty will reconvene to determine the outcome of the remediation plan and whether further remediation is needed.

Students will not be permitted to enroll in the practica/internship until the remediation plan is completed and faculty members reconvene for a second mid-point review. Failing the second mid-point review may lead to dismissal from the program.

MASTER'S STUDENT MID-POINT REVIEW

Student _____ Date _____

Please rate the student named above on the following:

- 5 = Outstanding: Exhibits extraordinary skill and personal attributes
 4 = Above Average: Performs at an above average level
 3 = Average: Meets expectations and performs at an appropriate level
 2 = Below Average: Needs some improvement to meet professional standards and remediation is required
 1 = Far Below Expectations: A concern that needs much improvement, and remediation required.

Academics

Core Coursework	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Research, Test and Assessment, and Related Courses	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Writing, Completion of Paperwork	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Presentation Skills	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					

Clinical Skills

Traverse Assignments (Assessed by Traverse)	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Coun-522, Communication Skills	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					

Multicultural/Diversity Competencies	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
	Comments:				
Ethical Behavior	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
	Comments:				

Personal Characteristics

Openness	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Flexibility	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Positive Attitude	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Cooperativeness	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Interpersonal Communication	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Ability to Accept and Use Feedback	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Accept Personal Responsibility	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Ability to Manage Conflict	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					
Awareness of Impact on Others	<input type="checkbox"/> 1 Far Below	<input type="checkbox"/> 2 Below	<input type="checkbox"/> 3 Average	<input type="checkbox"/> 4 Above	<input type="checkbox"/> 5 Outstanding
Comments:					

E. Policies Regarding Comprehensive Examinations

Master's Level Comprehensive Examination

All students must successfully pass the Master's Comprehensive Examination in order to graduate. Students qualify to take the comprehensive examination during their first or second semester of COUN 595 (Internship) and after they have completed all classroom-based courses. We discourage students from taking the comprehensive examination the same semester they are taking courses that reflect the content of the comprehensive examination.

The Comprehensive Examination is a standardized national comprehensive examination called the Counselor Preparation Comprehensive Examination (CPCE). This is a 160-item

multiple choice test that covers human growth and development, multicultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional issues. This examination will also assist in preparation for the National Counselor Examination (NCE). The examination is offered each spring and fall. The application fee of approximately \$40 for the examination is subject to change.

All students must pass the CPCE prior to receiving their degree. Pass/fail scores will be determined each semester using the national mean score provided by the Center for Credentialing & Education. To pass the CPCE, students must obtain no less than one (1) standard deviation (SD) below the national mean score for that administration of the examination. If the student does not reach the required score the first time he/she takes the CPCE, it is recorded as a 'failed' comprehensive to OGS. The student then has one additional attempt to pass. Failure to reach the cutoff score on the second attempt results in dismissal from the program.

Students are eligible to earn a Pass with Distinction (PWD) on the CPCE when they score 1.5 standard deviations (SD) above the national mean on at least four sections of the CPCE. Only scores of PASS, FAIL or PASS With Distinction will be awarded to students who take the CPCE.

1. Students enrolled in the first or second semester of COUN 595, Internship qualify to take the Master's Comprehensive Examination. Students are permitted only two opportunities to pass all portions of the Master's comprehensive. Two failures on the comprehensive examination results in the student being dismissed from the program (OGS policy). Students admitted for the Spring 2012 semester and later will be required to take the CPCE for their comprehensive examination. Students admitted prior to October 2011, will complete the required comprehensive examination described in their respective student manual. The Counselor Education Program faculty recommends all required course work be completed before a student attempts to take the Master's Comprehensive Examination.
2. All students who sit for the Counselor Preparation Comprehensive Examination (CPCE) must pass prior to receiving their degree. Students are permitted to take the CPCE when they are in their first or second semester of COUN 595 Internship. Pass/fail scores will be determined each semester using the national mean score provided by the Center for Credentialing & Education. To pass the CPCE, students must obtain no less than 1 SD below the national mean score.
 - a). The examination is offered once each Fall and Spring semester. Students must apply to take the examination and pay a fee of approximately \$40. Students will be notified each semester the deadlines for applying to take the examination. Typically, the test is offered the last week in September for Fall Semester and the last week in February for Spring Semester. The deadline to apply for the CPCE is typically one month prior to the test date. Students are encouraged to talk with the comprehensive coordinator if they have any questions regarding the CPCE or if they are unable to pay for the CPCE due to financial hardship.

The College of Education has an "emergency fund" for which students may qualify. Students must initiate this process, including one letter of recommendation from a Counselor Education faculty member.

b). The CPCE Test Coordinator (UNM Counselor Education Faculty Member) must receive an application and the test fee by the deadline in order for students to take the CPCE.

c). Students are eligible to earn a PWD on the CPCE through the following. A student who scores 1.5 standard deviations above the mean on at least four sections of the CPCE is eligible for PWD.

e). Only scores of PASS, FAIL or PASS With Distinction will be awarded to students who take the CPCE.

4. a). Master's Level Comprehensive Examination-Portfolio/Written Component
All students matriculating prior to Spring 2012 are required to present a comprehensive professional portfolio as evidence of their proficiency in the field of counseling. The portfolio is the written portion of their comprehensive examination. Each student must present his/her portfolio to his/her advisor a minimum of 10 university class days prior to his/her scheduled Oral Case Conceptualization Component of the examination. Faculty advisors grade the portfolio component for appearance (25 points) and content (25 points). A total of 50 points can be earned. Any portfolio that gets a grade below 38 points must be graded by a second faculty member. The second reader is selected by the students' faculty advisor. If the second reader grades the portfolio and also scores it below a 38, then the portfolio must be given back to the particular student so that corrections can be made. Once the corrections are made students are to return their portfolio to their faculty advisor. If students receive a score of 38 or higher on the portfolio, then that constitutes a 'Pass' on the written portion. Once portfolios are graded with a pass, then the faculty advisor holds on the portfolio, transfers the score to the Oral Case Conceptualization Grading Rubric so that this sub-score can be added to the Oral Case Conceptualization sub-score to yield a composite score.

b). Master's Level Comprehensive Examination-Oral Component
Students are given 30 minutes to review a case scenario. The student then has 20 minutes to present to the faculty a conceptualization that includes theory, ethical dilemmas, multicultural considerations, etc. A total of 50 points can be earned. The score is based on the average of the scores of all faculty evaluating the oral case presentation. Students must score at or above a 38 in order to pass the oral defense component of comprehensives. Any student who scores below 38 points on this component must remediate and reschedule and complete a second oral defense in front of the faculty. Student must receive a total score of 76 points to pass the comprehensive examination (oral and written)

Students who receive a composite score of 97 will receive a pass with distinction. Faculty may change the pass with distinction score when they deem it necessary.

5. a). A student who requires extended time to complete the comprehensive examination based on lack of proficiency in the use of the English language must provide documentation to this effect. It is the responsibility of the student to provide documentation to the program faculty through their advisor, supporting individual requests for extended time.

b). Acceptable documentation may include a letter from a university language laboratory with a demonstrated history of continued lab usage substantially prior to the written comprehensive examination (the use of the lab only in the semester preceding the examination is not considered continued lab usage). Letters substantiating continued tutorial or remedial activity in the English language from other student service areas may also be used to document the need for extended time. Students who have satisfactorily documented the need for extended time will be granted up to 50% additional time for the written comprehensive examination. The time extension is in accordance with NBCC Guidelines for the NCE.

c). Students may request extended time for reasons of physical and/or learning disabilities. Students are required to document the necessity for extended time because of the particular (temporary or permanent) disability by obtaining a letter of certification from Student Accessibility Services. Students will be granted extended time under this provision in accord with ADA and the University regulations and guidelines, and in accord with NBCC and NCE guidelines.

6. a). After the comprehensive examinations have been evaluated and scored and the program faculty has verified the process, student notification of results will only be accomplished through the mechanism of a results letter mailed via the USPS. No results will be communicated verbally by the faculty or staff.

b). No faculty member will reveal which faculty members scored which scores on comprehensive examinations. Students will not be provided with specific feedback related to their performance. Advisor 'coaching' will be limited to general suggestions about how and what to study in preparation for examinations.

Doctoral Level Comprehensive Examination

For students matriculating Fall 2012 (students admitted prior to this date may elect to take comprehensives in this format).

1. Upon completion of the Counselor Education course work, or in the last semester of course work prior to beginning the dissertation proposal, the doctoral student takes a written comprehensive examination covering the major aspects of Counselor Education (i.e., theories of counseling; research; supervision; teaching of counseling; leadership, advocacy and professional issues; and counseling practice).
2. The comprehensive examination is held the week prior to the start of classes during the fall and spring semesters. The examination is across two days with three questions per day. Students have no more than two hours per question with one hour breaks between questions.
3. The examination will be taken on a computer. Students are not permitted to use the internet or any other assistive devices other than the word processor program. Students are required to bring a blank flash drive to the examination on which they will save their responses. Two copies of the response will be printed at the end of each question and turned in to the proctor. The flash drives will be given to the proctor after each question. The flash drives will be retained, by the faculty, at the end of the two days until the comprehensive examinations are scored and results submitted to OGS. The flash drives serve as a back-up to the printed examination answers.
4. Two counselor education faculty members will read each question. Questions are scored from 0 to 5. In order to pass a question the two readers' scores must average 3.0 or

higher. In the case of widely disparate scores (e.g., 0 and 4 or 1 and 5), a third faculty member will read and score the question. If a student receives an average score from the two readers below 3.0 on one or two questions, the student may remediate those two questions. Remediation consists of retaking those two areas with a new question. Failure to receive average scores of 3.0 or higher on any remediated questions results in a failed comprehensives.

5. The total required passing score (sum of all 12 scores: 6 questions, 2 readers each) is 22.00 or higher. A score of 27.00 or higher is considered "passing with distinction." Scores below 22.00 are considered failing. Average scores on three or more questions below 3.0 is a failed comprehensives attempt. All failed comprehensives are reported to OGS. Students may take comprehensives twice per OGS policy. If both comprehensive examinations are failed, the student is dismissed from the program. A remediated question(s) is considered a part of the comprehensives administration under which it occurs. That is, it does not count as another 'attempt' in regard to the two comprehensive examination policy.

The student must download and complete an *Application for Candidacy for the Doctoral Degree* form from the OGS website upon successful completion of the comprehensive examination. The candidacy form (accompanied with the *Report of Examination*), if approved, indicates that the student advances to candidacy for the Ph.D. Although the Comprehensives Committee is resolved after the comprehensive examination, students Doctoral Level Comprehensive Examination

For students matriculating Fall 2012 (students admitted prior to this date may elect to take comprehensives in this format).

1. Upon completion of the Counselor Education course work, or in the last semester of course work prior to beginning the dissertation proposal, the doctoral student takes a written comprehensive examination covering the major aspects of Counselor Education (i.e., theories of counseling; research; supervision; teaching of counseling; leadership, advocacy and professional issues; and counseling practice).
6. The comprehensive examination is held the week prior to the start of classes during the fall and spring semesters. The examination is across two days with three questions per day. Students have no more than two hours per question with one hour breaks between questions.
7. The examination will be taken on a computer. Students are not permitted to use the internet or any other assistive devices other than the word processor program. Students are required to bring a blank flash drive to the examination on which they will save their responses. Two copies of the response will be printed at the end of each question and turned in to the proctor. The flash drives will be given to the proctor after each question. The flash drives will be retained, by the faculty, at the end of the two days until the comprehensive examinations are scored and results submitted to OGS. The flash drives serve as a back-up to the printed examination answers.
8. Two counselor education faculty members will read each question. Questions are scored from 0 to 5. In order to pass a question the two readers' scores must average 3.0 or higher. In the case of widely disparate scores (e.g., 0 and 4 or 1 and 5), a third faculty member will read and score the question. If a student receives an average score from the two readers below 3.0 on one or two questions, the student may remediate those two questions. Remediation consists of retaking those two areas with a new question. Failure to receive average scores of 3.0 or higher on any remediated questions results in a failed comprehensives.
9. The total required passing score (sum of all 12 scores: 6 questions, 2 readers each) is 22.00 or higher. A score of 27.00 or higher is considered "passing with distinction." Scores

below 22.00 are considered failing. Average scores on three or more questions below 3.0 is a failed comprehensives attempt. All failed comprehensives are reported to OGS. Students may take comprehensives twice per OGS policy. If both comprehensive examinations are failed, the student is dismissed from the program. A remediated question(s) is considered a part of the comprehensives administration under which it occurs. That is, it does not count as another 'attempt' in regard to the two comprehensive examination policy.

10. The student must download and complete an *Application for Candidacy for the Doctoral Degree* form from the OGS website upon successful completion of the comprehensive examination. The candidacy form (accompanied with the *Report of Examination*), if approved, indicates that the student advances to candidacy for the Ph.D. Although the Comprehensives Committee is resolved after the comprehensive examination, students typically keep the committee as their Dissertation Committee (if committee members agree). It is a student's responsibility to refer to the UNM Catalog and OGS for additional details.
11. Typically students keep the committee as their Dissertation Committee (if committee members agree). It is a student's responsibility to refer to the UNM Catalog and OGS for additional details.

For students matriculating Fall 2011 or prior

1. The doctoral comprehensive examination committee will be comprised of at least three faculty members, two of whom must be from the Counselor Education Program and one of whom is an "outside" faculty member, typically representing the student's concentration/supporting area. A doctoral student's major advisor is the chair of the committee.
2. Each doctoral student taking the doctoral comprehensive examination will be given 16 hours to complete the examination. This time can be parceled into a configuration (e.g., 4 half-days, 2 full days, 2 half-days and 1 full day) determined by the student's comprehensives examination committee in consultation with the student. The examination must be scheduled during regular University working hours and take place at the University in a room provided by the program. The student's comprehensives committee, in consultation with the student, will determine the number of questions asked. However, the following topic areas must be examined:
 - a. Clinical Theory and Practice
 - b. Supervision, Consultation and Teaching
 - c. Professional Issues and Ethics
 - d. Research
 - e. The Student's Minor Area

It is expected that response to all questions will include pertinent/appropriate attention to issues of diversity. The doctoral program of studies committee is responsible for the evaluation of the written and oral comprehensives.

F. Policy Regarding Progress Toward Degree Requirements

Effective January 1, 2012, masters and doctoral students must make progress toward their degree requirements. Students will be disenrolled from the counseling masters and

counselor education doctoral programs after 3 semesters (including summers) of not completing a course/credit that is a degree requirement for the degree they are pursuing.

G. Policies Regarding Faculty Governance

1. Non-tenure track/visiting faculty have the privilege to cast votes in program meetings (e.g., student and curricular issues). They may not vote on personnel matters related to full-time tenure track faculty (e.g., tenure and promotion considerations, merit review, hiring, etc.).
2. A non-voting student representative is invited to attend all program meetings except when confidential student or faculty matters are being discussed.
3. Faculty will conduct annual merit reviews of the other program faculty as outlined in the procedure adapted on 12/7/99.
4. Faculty will convene to determine in advance the times, days and courses which classes will be offered. The tentative program of studies (for MA and PhD programs) must be developed and revised by faculty members as needed.

H. New Mexico Graduate Scholars

1. UNM/COE Criteria
 - a). Student GPA
 - b). Financial Need
 - c). Registered as full-time
 - d). Is a New Mexico resident
2. Counselor Education Criteria
 - A). Contributions:
 - 1) Service to the counseling program
 - 2) Service to the community/profession
 - 3) Student GPA

**Ph.D. in
Counselor Education
Student Manual**

Effective Spring 2012

**** Subject to Revision***

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***Doctor of Philosophy in
Counselor Education
University of New Mexico, College of
Education, Counselor Education Program***

UNM Counselor Education Mission Statement

The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation.

The counselor education program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people. The program prepares professional counselors and counselor educators to respond to a world with challenging and pressing social problems.

Faculty members are committed to integrating teaching, scholarship, research, clinical practice and service, while promoting a climate of social justice, systemic change and advocacy. The faculty's goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with on-site training. These experiences provide the opportunity for students to work in and with various educational settings and community agencies.

The Ph.D. in Counselor Education offered by the Counselor Education Program in the College of Education at the University of New Mexico is designed so our students can develop the requisite competencies for careers in academic and professional service settings. The course work and research requirements of the program prepare graduates to vie for faculty positions in graduate-level counselor education programs and as educators, researchers, supervisors and consultants in government, education, and community agency/school settings. The program offers both Doctoral and Master's

degrees in Counseling that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Counselor Education Program Purpose and Aspirations. Consistent with the goals and vision of the College of Education, the Counselor Education Program is committed to promoting excellence and diversity in teaching, scholarship, and community service. We work to promote an understanding of human development and psychological health that will improve and foster optimal potential for individuals, families, and our communities. The program features an integration of theory, research, and practice and interdisciplinary collaboration that is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people.

The doctoral program in Counseling at UNM is intended to enable qualifying Master's level counselors to extend their career opportunities. Ordinarily, students enter the Ph.D. program having already earned a Master's degree in Counseling, having developed their counseling skills, and being license eligible as a psychotherapist. The Ph.D. program prepares students to demonstrate proficiency in research, counseling theory and practice, teaching, supervision, consultation, and diversity studies, beyond the competencies required of Master's level counselors. To this end we are especially invested in our doctoral students being able to articulate an integrative theory of professional counseling, engaging in supervised practice of counseling supervision, teaching, and consultation, and developing expertise in understanding the variety of social ecological factors that advance people's mental health adjustment. *The Ph.D. program is not a psychology program and does not prepare students for licensure as a psychologist.*

Program Objectives:

1. Students will demonstrate a knowledge and understanding of human development as it relates to personality and counseling theory, and as it applies to self-awareness, interpersonal interaction and counselor-client dynamics.
2. Students will demonstrate a knowledge and ability to apply personality and counseling theory as it relates to the role of the professional counselor, supervisor, consultant and the art of teaching in a variety of professional settings.
3. Students will demonstrate an ability to synthesize, integrate and apply major counseling, supervision, pedagogy and developmental theories into a coherent personal philosophy in which can be applied in a variety of professional settings, as demonstrated in the final comprehensive examination and practicum and internship experiences.
4. Students will demonstrate an ability to synthesize, integrate and apply knowledge of ethical and legal principles to the effective practice of counseling, supervision, consultation and teaching as demonstrated in the practicum and internship

experiences.

5. Students will acquire a general knowledge of and respect for the influences of different cultures (ethnic, race, gender, age, religion, sexual orientation, socioeconomic class, etc.) and have experience working with an array of clientele representing such diverse cultures.
6. Students will demonstrate an understanding of current issues and concerns that confront counselors, supervisors, professors and consultants in public and private settings.
7. Students will be able to identify resources within the community for continued education, internship experiences, local professional organizations and consultation for professional development.
8. Students will demonstrate knowledge and understanding of assessment and diagnosis, its applications and ethical considerations.
9. Students will demonstrate knowledge and understanding of the ethical codes and standards outlined by the American Counseling Association (ACA) and the Association of Counselor Education and Supervision (ACES).
10. Students will be able to provide analytical critiques of literature (quantitative/qualitative) published in professional journals, and initiate research with UNM Counselor Education program.
11. Students will demonstrate an awareness and understanding of professional counseling-related organizations as evidenced by student membership affiliation and active participation. Some organizations include: Chi Sigma Iota, American Counseling Association, New Mexico Counseling Association (NMCA) and New Mexico Counselor Association for Counselor Education and Supervision (NMACES), New Mexico School Counselor Association (NMSCA), etc.
12. Students will demonstrate appropriate behaviors in UNM Counselor Education program's doctoral group supervision. Behaviors will be evidenced through the *Group Supervision Evaluation* (see evaluation in the appendix).
13. Students will demonstrate self-awareness, self-understanding, and continued personal and professional growth, as demonstrated by class performance, group participation, supervision, teaching, consultation, comprehensive examination and practicum and internship experiences.
14. Students will demonstrate a commitment to multicultural competencies, social justice and advocacy.
15. Students will engage both classroom and on-site education and experiential

training once admitted into the program and throughout their graduate course of study.

The Counseling Ph.D. Program of Studies. The program of studies features several areas in which professional expertise must be attained. These include counseling theory and practice, research, teaching, supervision, consultation, assessment methods, ethics and legal issues, and diversity/multicultural issues. The counseling program requires a minimum total of 97 credit hours of doctoral studies for the counselor education doctorate. The Counseling Program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D. The following courses are required at the masters level: Group Counseling, Theories of Counseling, Multicultural Issues, Ethics, and Research Design. Students lacking any of these courses will be admitted provisionally and must complete them during their first year in the doctoral program.

Students are required, during their first year of studies, to meet with three of their committee members (two counselor education faculty and the supportive area advisor) to formulate their program of studies and articulate which credits will transfer toward the doctoral degree. In subsequent years, students with their advisors modify the program of studies as necessary.

Degree Requirements effective Fall 2012

The Doctorate in Counselor Education

The Doctor of Philosophy degree in Counselor Education is designed for those who have completed a Master's degree in Counseling or an allied field and who are licensed or are eligible for professional licensure in Counseling or a closely related profession. The doctoral program is accredited by CACREP. A minimum of 97 credits are required to successfully complete the program including a 24-hour supporting area and a dissertation. The Counselor Education program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D. program. All students are required to have the following courses at the masters level: Group Counseling, Theories of Counseling, Multicultural Issues, Ethics, and Research Design. Those applicants without these courses are eligible for a 'conditional' admission pending completion of the courses in the first year of study at UNM. All substitutions of courses must be approved by the Counselor Education program faculty before a substitute course can be used to fulfill a requirement. A course may be used to fulfill requirements in more than one area, but the student's *program of studies* must still include 97 credit hours.

The program requires that students develop competency in teaching, research, supervision and consultation. These competencies, added to the professional expertise in counseling demonstrated at the point of admission into the doctoral program, enable the doctoral graduate to successfully carry out a wide range of supervisory, consultative, teaching, research and counseling activities in a variety of professional settings. Graduates are well suited to: college or university faculty positions in counselor

preparation programs; research, policy and program evaluation; supervisory roles in counseling services, mental health clinics, hospitals, schools and private practice settings; mental health consultation with individuals, groups and organizations, and direct preventive or remedial mental health services. The program is not a psychology program and does not prepare students for psychology licensure.

Admission

Admission to the program is based on scholarship, academic background, work experience, letters of reference, a writing sample, a statement of intent, culturally diverse experience and scores on the Graduate Record Examination. Final selection of candidates is made after an interview of finalists.

For additional information on the program and application procedures, contact the Counselor Education Program. Admission to the program is for fall semester of each academic year only. Admission into the Counselor Education program in no way guarantees placements (e.g., practica, internship), licensure, and/or employment. Additionally, fingerprinting and background checks may be required

Degree Requirements

Masters Program Credits (15 credits required)

- Group Counseling
- Theories of Counseling
- Multicultural Issues
- Counseling Ethics
- Research Design

Theories (3 credits required)

- COUN 621 Advanced Theories

Supervision (3 credits required)

- COUN 514 Supervision of Counseling Services

Instructional theory and methods in Counselor Education (3 credits required)

- COUN 625 Teaching in Counseling

Multicultural and Diversity Studies (3 credits required)

Students will select a course in consultation with their advisor that fits their expertise and/or area of interest. Options include:

- ANTH 537 Seminar: Southwestern Ethnology
- CJ 514 Seminar in Intercultural Communication
- LLSS 523 Education and Anthropology
- LLSS 587 Education and Gender Equity
- MGMT 560 Seminar in Cross-Cultural Organizational Behavior
- SOC 520 Racial and Ethnic Relations
- SPCD 501 The Psychology and Education of Exceptional Persons

SPCD 520 Introduction to Mental Retardation
SPCD 530 Introduction to Students with Emotional and Behavioral Disorders
Or other courses with program approval

Assessment Methods and Use of Data (3 credits required)

EDPY 572: Classroom Assessment
EDPY 574: Introduction to Educational and Psychological Measurement
EDPY 515: Survey and Questionnaire Design and Analysis
Or other courses with program approval

Ethical and Legal Issues in Counselor Education and Supervision (3 credits required)
COUN 615 Leadership, Advocacy, and Professional Issues

Consultation (3 credits required)
COUN 620 Seminar in Counseling

Clinical experiences (15 credits required)
COUN 650 Advanced Group Counseling and Psychotherapy
COUN 630 Advanced Practicum (clinical)
COUN 696 Internship (clinical)
COUN 696 Internship (supervision)
COUN 696 Internship (teaching)

Supporting Area (24 credits required)

The 24 credit supporting area consists of 12 credits of quantitative and qualitative research (as defined below), and 12 credits in another discipline. Supporting area disciplines are typically selected from the following examples: Educational Administration, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Training & Learning Technologies, and Sociology. Students should note that some programs are very specific about the course work required for a supporting area in that discipline. The following courses are required toward the 12 credits of quantitative and qualitative research:

EDPY 603 Applied Statistical Design and Analysis
EDPY 604 Multiple Regression: Techniques as Applied to Education
LLSS 502 Introduction to Qualitative Research
Either an additional quantitative or qualitative research course

Quantitative Options including:

EDPY 504 Statistical Software Applications for
Educ. Research
EDPY 606 Applied Multivariate Statistics
EDPY 607 Structural Equation Modeling
EDPY 651 Advanced Seminar in Quantitative Educ.
Research

Or other courses with program approval

Qualitative Options including:

- LEAD/LLSS 605 Advanced Qualitative Research Methods
- (3)
- LLSS 623 Ethnographic Research (3)
- Or other courses with program approval

Dissertation Seminar (1 credit required)

Options including:

EDPY 650 Dissertation Seminar

LLSS 650 Dissertation Seminar

Or other courses with program approval

Dissertation (18 credits required)

COUN 699 Dissertation

Other program electives to reach 97 credits

COUN 576 Diagnosis of Mental Disorders

COUN 541 Counseling Children and Adolescents

COUN 560 Family Counseling

COUN 581 Sexuality in Counseling and Psychotherapy

COUN 516 Disaster, Trauma and Crisis Counseling

COUN 577 Substance Use and Abuse

Or other courses with program approval

At times, other relevant courses become available or students will have unique educational needs or interests. ALL substitutions of courses must be approved by the Counseling Program faculty before a substitute course can be used to fulfill a requirement. A course potentially may be used to fulfill requirements in more than one area, but the student's program of studies still must meet the Counseling Program doctoral degree requirement of 97 credit hours.

PROGRAM POLICIES AND INFORMATION

Degree Progress. Effective January 1, 2012, masters and doctoral students must make progress toward their degree requirements. Students will be disenrolled from the counseling masters and counselor education doctoral programs after 3 semesters (including summers) of not completing a course that is a degree requirement for the degree they are pursuing.

Grading Policy. Students may only receive one (1) grade of "C+" or lower and only in a non-counseling (COUN) course. Upon earning a C+ or lower in a COUN course or a second C+ or lower in a non-COUN course, the student is dismissed from the program. In an extenuating circumstance the student may petition the faculty to retake a single course with a C+ or lower (including WF, NC, and/or IF). In no circumstance will a student be allowed to retake more than one COUN course. The faculty will review this policy when the faculty deems it necessary.

Student Accessibility Policy. The Counselor Education program follows the University standards and non-discrimination policies regarding individuals with disabilities. A complete description can be found in *The Pathfinder*. Students should work with the Student Accessibility Office to arrange for accommodations. Accommodations are only provided when documentation is supplied by the accessibility office. Additionally, accommodations are not retroactive. Thus it is critical to contact the accessibility office early in the semester if not prior.

Counselor Education Bulletin Board. The Counselor Education bulletin board, labeled "Counseling," is located in the hallway (near the restrooms) of Simpson Hall. Program-related information, job postings, conferences and other information is posted on the bulletin board. Students are expected to check the bulletin board frequently.

Doctoral listserv and UNM email. All students are required to subscribe to the doctoral student listserv (Counselor_Education_PhD-I@unm.edu). Important program information is sent via the listserv. Communication from the program and faculty is sent only via students' UNM email accounts. Students utilizing another email service will need to forward the UNM email or check the UNM account regularly.

Graduate Assistantships. There are times that doctoral students serve as graduate assistants in the Counselor Education Program. Some of the assistantships, in the past, have included supervision of masters students, assisting with program compliance with CACREP, assisting with Traverse and assisting with coordination of the Manzanita clinic. Other graduate assistantships can be researched and acquired through the Office of Graduate Studies (OGS).

Scholarships. The primary source of information on scholarships is the College of Education website. The site has many scholarships and students are strongly encouraged to explore available scholarships. The 3% Scholarship and Presidential Scholarship form are available from the OGS web site.

Advisors. Students are responsible to arrange meetings with their advisor on a regular basis each semester to ensure completion of required forms as outlined by UNM/OGS and the Counselor Education program. Advisors assist in planning course work, alert students to developments in the program and profession, and provide students with feedback and support. Advisors serve as chairpersons for their advisees written and oral comprehensive examinationinations, in addition to dissertation committees. Students are required to meet with their advisors each semester, and the counselor education committee members (and the supportive area advisor when appropriate) annually.

Students can change faculty advisors. They must first have an agreement with an alternate counseling faculty member before communicating with their initial advisor to inform them about the change. Students are then responsible for communicating any changes in writing to the program coordinator and Mrs. Cynthia Salas (Simpson Hall room 101A).

Advanced Practicum. Each doctoral student is required to complete a 100 hour advanced practicum (3 credits). The advanced practicum includes direct (40 hours) and indirect (60 hours) contact hours in counseling.

The Internship. The doctoral program requires three internships (9 credits) totaling a minimum of 600 hours (240 hours must be direct contact hours). Each student acquiring internship hours must document experiences and hours. Students will complete one internship in each of the following: teaching, supervision, and clinical work. Internships are arranged with the student's advisor and faculty member supervising the internship course. The internship will focus on growth areas and career aspirations. A student must receive 1 hour of weekly supervision from the individual supervising the internship. Each internship experience typically requires 15 hours per week of supervised work for the three internships to total 600 hours. Students are not permitted to complete internships at their places of employment unless there is documentation that the internship experiences encompass new responsibilities, activities and duties which are not part of the current job. Remember, the internship is designed to be a learning experience and not credit for an activity that the student has mastered.

The internship application must be completed and turned-in to the internship coordinator for approval. Deadlines for fall semester are April 15th and November 15th for spring semester. Students are responsible for using the internship log of hours to document days, type of services provided, and number of direct and indirect hours. A separate *Supervision Log* of hours must also be used to log supervision hours. All logs are must be completed and submitted on time (applications and logs are located in the appendices).

The Comprehensive Examination. Upon completion of the Counselor Education course work, or in the last semester of course work prior to beginning the dissertation proposal, the doctoral student takes a written comprehensive examination covering the major aspects of Counselor Education (i.e. theories of counseling; research; supervision; teaching of counseling; leadership, advocacy and professional issues; and counseling practice).

The comprehensive examination is held the week prior to the start of classes during the fall and spring semesters. The examination is across two days with three questions per day. Students have no more than two hours per question with one hour breaks between questions.

The examination will be taken on a computer. Students are not permitted to use the internet or any other assistive devices other than the word processor program. Students are required to bring a blank flash drive to the examination on which they will save their responses. Two copies of the response will be printed at the end of each question and turned in to the proctor. The flash drives will be given to the proctor after each question. The flash drives will be retained, by the faculty, at the end of the two days until the comprehensive examinations are scored and results submitted to OGS. The flash drives serve as a back-up to the printed examination answers.

Two counselor education faculty members will read each question. Questions

are scored from 0 to 5. In order to pass a question the two readers' scores must average 3.0 or higher. In the case of widely disparate scores (e.g. 0 and 4 or 1 and 5), a third faculty member will read and score the question. If a student receives an average score from the two readers below 3.0 on one or two questions, the student may remediate those two questions. Remediation consists of retaking those two areas with a new question. Failure to receive average scores of 3.0 or higher on any remediated questions results in a failed comprehensives.

The total required passing score (sum of all 12 scores: 6 questions, 2 readers each) is 22.00 or higher. A score of 27.00 or higher is considered "passing with distinction." Scores below 22.00 are considered failing. Average scores on three or more questions of below 3.0 is a failed comprehensives attempt. All failed comprehensives are reported to OGS. Students may take comprehensives twice per OGS policy. If both comprehensive examinations are failed, the student is dismissed from the program. A remediated question(s) is considered a part of the comprehensives administration under which it occurs. That is, it does not count as another 'attempt' in regarding to the two comprehensive examination policy.

The student must download and complete an *Application for Candidacy for the Doctoral Degree* form from the OGS website upon successful completion of the comprehensive examination. The candidacy form (accompanied with the *Report of Examination*), if approved, indicates that the student advances to candidacy for the Ph.D. Although the Comprehensives Committee is resolved after the comprehensive examination, students typically keep the committee as their Dissertation Committee (if committee members agree). It is a student's responsibility to refer to the UNM Catalog and OGS for additional details.

The Dissertation.

The Office of Graduate Studies (OGS) has extensive information on the dissertation (http://www.unm.edu/grad/indices/index_manuscripts.html). Additionally, the COE website has a helpful dissertation guide <http://coe.unm.edu/uploads/docs/coe-main/graduate%20students/coe.diss.gd.04.09finaldraft.dtv1.pdf>

The candidate for the Ph.D. prepares a dissertation proposal with the assistance of his/ her dissertation chair and methodologist. Upon completion, the proposal is submitted to the candidate's dissertation committee and a dissertation proposal hearing will be scheduled following approval by the dissertation committee and relevant Human Participant Review Boards. Upon approvals, the candidate then initiates the research. A dissertation defense is scheduled, in collaboration with the dissertation committee, when the dissertation research is completed. Refer to the UNM Course Catalog, the year that corresponds to the year in which you were admitted into the Counselor Education program, for additional guidance.

Students are required to be aware of and in compliance with UNM, OGS, COE, IFCE and Counselor Education policies regarding the dissertation. Many forms are involved with the dissertation starting with the "Appointment of Dissertation Committee" prior to the first semester of COUNS 699.

Throughout the dissertation process, working closely with the dissertation chair

and committee is critical. Students are responsible for selecting a chair and committee. The chair's advice and recommendations are helpful in committee formation.

Composition of Dissertation Committee

(<http://www.unm.edu/~grad/forms/commcomp.html>)

The committee is formed by a minimum of four members who are approved by the Dean of Graduate Studies.

1. A minimum of three committee members must hold tenure or tenure-track positions and must have regular graduate faculty approval.
2. At least two members must hold tenure or tenure-track faculty appointments at the University of New Mexico and have regular graduate faculty approval.
3. At least one of the members must be from the student's graduate unit and must hold tenure or tenure-track faculty appointment with regular graduate faculty approval at the University of New Mexico.
4. The dissertation chair/director must be a tenured or tenure-track member of the University of New Mexico faculty and have regular graduate faculty approval.
5. A required external member must hold a tenure or tenure-track appointment outside of the student's unit/department. This member may be from the University of New Mexico (must have regular graduate faculty approval) or from another accredited institution (must be approved by the Dean of Graduate Studies).
6. One of the committee members may be a non-faculty expert in the student's major research area.

NOTE: If the graduate unit approves, Emeriti/Emerita faculty are allowed to continue to chair existing dissertation committees for up to one calendar year from the date of their retirement. They may not be appointed chair of any new dissertation committees once retired. If the student has not completed his/her dissertation within one year of the chair's retirement, the retired faculty member may continue to serve on the dissertation committee as a co-chair or member of the committee.

University of New Mexico Catalog

The University of New Mexico Catalog is the official governing document for graduate studies at UNM and includes additional information and policies regarding doctoral program requirements at UNM. Students are responsible for checking the Office of Graduate Studies (OGS) web site at www.unm.edu/~grad and downloading appropriate OGS Forms. Although the APA Style Manual is the primary dissertation writing manual, students must familiarize themselves with the dissertation guidelines outlined by OGS. If a conflict arises, then APA takes precedence. Furthermore, students must keep in touch with their faculty advisors to complete and submit appropriate graduate forms in a timely fashion to ensure a smooth transition to graduation.

Degree Progress, Time Limits for Completing the Degree and Leave of Absences. The Office of Graduate Studies (OGS) establishes limits on how long a student can take to complete the doctoral degree. Students typically have 5 years after

he or she has passed the comprehensive examination. Consult the UNM Catalog for additional information e.g. impact of a leave of absence, etc in relation to time limits. Additionally, OGS often considers course work taken more than ten years prior to graduation as inapplicable toward meeting degree requirements. See the *University Catalog* or seek the counsel of your advisor for guidance in this matter.

To be a student in good standing and remain enrolled in UNM's Graduate School, a student must register for at least one course every three semesters (including summer session). Effective January 1, 2012, masters and doctoral counseling and counselor education students must make progress toward their degree requirements. Students will be disenrolled from the counseling masters and counselor education doctoral programs after 3 semesters (including summers) of not completing a course that is a degree requirement for the degree they are pursuing.

In other words, if a student goes more than two semesters without registering for a course required by their degree, they are disenrolled from the graduate school and dropped from the Counseling program and can only be re-instated by applying for readmission. A student who is unable to continue his or her studies due to exceptional circumstances may apply for a leave of absence. A leave of absence can only be granted for one semester at a time and is not counted in the time limit for completion of the degree.

Professional Organizations and Professional Identity. The faculty strongly recommends students explore membership in local, regional and national professional organizations. For example, there is an honorary organization on the UNM campus, Chi Sigma Iota. In the state of New Mexico, for example, there are: NM Counseling Association, NM School Counselors Association, and the Licensed Professional Counselor Association, NM Career Development Association, NM Association for Social Justice, NMASERVIC (see the bulletin board for a more complete list). Some of the national organizations available and actively participated in by UNM counseling students are: American Counseling Association, American School Counselors Association, and Association for Play Therapy. ACA has many active divisions including: the Association of Counselor Education and Supervision, and Association for Specialists in Group Work. Student membership in the American Counseling Association offers a variety of benefits that include malpractice insurance, a monthly newsletter and journal subscription. ACA also provides up-to-date information on professional issues, reduced registration fees for conferences, and the opportunity to network with other counseling professionals. A regional association is the Rocky Mountain Association for Counselor Education and Supervision (RMACES). Doctoral students are strongly encouraged to join professional organizations.

Professional Identity and Conduct

By accepting admission into the UNM Counselor Education program you have committed yourself to comply with the ethical standards of the Counseling profession as outlined in both the *ACA and ACES Codes of Ethics & Standards of Practices*. This document details the professional standards that you will be required to follow, including issues of confidentiality, promoting the welfare of others, being aware of your own

values, and respecting diversity and the values of others. You are also expected to comply with the standards of conduct for students as outlined in the *UNM Pathfinder* and *University Catalog*. The faculty of the Counselor Education program endeavor to establish and maintain a community of mutual trust with students. The faculty expects students to respect and contribute to this community by maintaining their honesty and integrity in all academic and professional matters. The faculty recognizes that the content of courses will confront both faculty and students with some of the most difficult and challenging social issues present in our world. The faculty wants all members of the academic community --faculty, students, and clients-- to feel safe and respected so that individuals can learn from one another. Students are expected to do their part in all classes and academic and professional work by keeping an open mind, communicating considerately, and developing cultural competence and an appreciation for diversity.

The faculty is responsible for evaluating student's professional and academic conduct. If the faculty have reason to believe that students are not measuring up to professional or academic standards of conduct, a course instructor or advisor may address the issue with those students. On occasion, the faculty invites students to meet with the entire counselor education faculty to speak about and resolve particular concerns. In cases involving serious ethical violations or academic dishonesty students may be expelled from the program in accordance with the procedures detailed in the *UNM Pathfinder* and *University Catalog*. Students are also responsible to check the Counselor Education's web site on a regular basis. The web site is currently under construction and the address will be disseminated at a later time.

Petitions and Grievances. Students are permitted to petition for a change in any University policy. The *University Catalog* provides the specific details of how to go about requesting a change. Similarly, if students are disappointed with some aspect of the program, they have the right to register a complaint. The grievance procedure is also detailed in the *University Catalog*. The first step in both of these procedures is to discuss their concerns with the program faculty. Similarly, the *ACA's Code of Ethics & Standards of Practice* stipulates that professional counselors attempt to personally and informally resolve ethical issues and professional concerns before registering formal complaints. An initial conversation with your advisor, the program coordinator, or another faculty member is strongly encouraged. Talking to the faculty or your advisor may be helpful by providing the rationale for a policy or faculty decision, assisting students in composing their request or informally resolving their concern.

APPENDICES

Counselor Education Planning Sheet

Name: _____

ID# _____

Course	Title	Term	Credits
	Grade		
1. Transfer Courses (15 credits required)			
•	Group Counseling	_____	_____
•	Theories of Counseling	_____	_____
•	Multicultural Issues	_____	_____
•	Counseling Ethics	_____	_____
•	Research Design	_____	_____
2. Theories (3 credits required)			
•	COUN 621 Advanced Theories	_____	_____
3. Supervision (3 credits required)			
•	COUN 514 Supervision of Counseling Services	_____	_____
4. Instructional theory and methods in Counselor Education (3 credits required)			
•	COUN 625 Teaching in Counseling	_____	_____

5. Multicultural and Diversity

(3 credits required) _____

- Student will pick a course in consultation with their advisor that fits their expertise area of interest Options include:
 - ANTH 537 Seminar: Southwestern Ethnology
 - CJ 514 Seminar in Intercultural Communication
 - LLSS 523 Education and Anthropology
 - LLSS 587 Perspectives on Sex & Gender in Education
 - MGMT 560 Seminar in Cross-Cultural Organizational Behavior
 - SOC 520 Racial and Ethnic Relations
 - SPCD 501 The Psychology and Education of Exceptional Persons
 - SPCD 520 Introduction to Mental Retardation
 - SPCD 530 Introduction to Students with Emotional and Behavioral Disorders
- Or other courses with program approval

6. Assessment Methods and Use of Data (3 credits required)

- EDPY 572: Classroom Assessment _____
- EDPY 515 Survey & Questionnaire Design & Analysis _____
- EDPY 574: Introduction to Educational and Psychological Measurement _____
Or other courses with program approval

7. Ethical and Legal Issues in Counselor Education and Supervision (3 credits required)

- COUN 615 Leadership, Advocacy, and Professional Issues _____

8. Consultation (3 credits required)

- COUN 620 Seminar in Counseling/Consultation _____

9. Clinical experiences (15 credits required)

- COUN 650 Advanced Group _____
- COUN 630 Advanced Practicum (clinical) _____
- COUN 696 Internship (clinical) _____
- COUN 696 Internship (supervision) _____
- COUN 696 Internship (teaching) _____

10. Supporting Area (24 credits required)

The 24 credit supporting area consists of 12 credits of quantitative and qualitative research (as defined below), and 12 credits in another discipline. Supporting area disciplines are typically selected from the following examples: Educational Administration, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Training & Learning Technologies, and Sociology. Students should note that some programs are very specific about the course work required for a supporting area in that discipline.

Quantitative and Qualitative Research (12 credits required)

- EDPY 603 Statistical Design and Analysis _____
- EDPY 604 Multiple Regression _____
- LLSS 502 Intro. to Qualitative Research _____
- Either an additional quantitative or qualitative research course (3 credits) _____
 - Quantitative Options including:
 - EDPY 504 Statistical Software Applications for Educational _____

- Research
 - EDPY 606 Applied Multivariate Statistics,
 - EDPY 607 Structural Equation Modeling,
 - EDPY 651 Advanced Seminar in Quantitative Educational Research

Or other courses with program approval

- Qualitative Options including:
 - LEAD/LLSS 605 Qualitative Research in Education or
 - LLSS 623 Ethnographic Research
- Or other courses with program approval

11. Dissertation Seminar (1 credit required)

- options including:
 - EDPY 650 Dissertation Seminar
 - LLSS 650 Dissertation Seminar
- Or other courses with program approval

12. Dissertation (18 credits required)

COUN 699 Dissertation

13. Other program electives to reach 97credits

- COUN 576 Diagnosis of Mental Disorders
- COUN 541 Counseling Children and Adolescents
- COUN 560 Family Counseling
- COUN 581 Sexuality in Counseling and Psychotherapy
- COUN 516 Disaster, Trauma and Crisis Counseling
- COUN 577 Substance Use and Abuse

Electives:

Total credits _____

Total Credits (97)_____

PROJECTED SCHEDULE OF COURSES

FALL		
Course #	Title	CR
(36 max) TOTAL TRANSFER CREDITS		

SPRING		
Course #	Title	CR
TOTAL TRANSFER CREDITS		

SUMMER		
Course #	Title	CR
TOTAL CREDITS		

FALL		
Course #	Title	CR
TOTAL CREDITS		

SPRING		
Course #	Title	CR
TOTAL CREDITS		

SUMMER		
Course #	Title	CR
TOTAL CREDITS		

FALL		
Course #	Title	CR
TOTAL CREDITS		

SPRING		
Course #	Title	CR
TOTAL CREDITS		

SUMMER		
Course #	Title	CR
TOTAL CREDITS		

FALL		
Course #	Title	CR
TOTAL CREDITS		

SPRING		
Course #	Title	CR
TOTAL CREDITS		

SUMMER		
Course #	Title	CR
TOTAL CREDITS		

Master's in Counseling Student Manual

Effective Spring 2012

Revised Fall 2011

Subject to Revision

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The University of New Mexico

Counselor Education Program

I. Introduction

The Master's degree in Counseling, offered by the Counselor Education Program at the University of New Mexico, is accredited by the Council for The Accreditation of Counseling and Related Educational Programs (CACREP) for both Community/Agency Counseling and School Counseling. The Master's degree program currently meets the preparatory standards for eligibility for 1) New Mexico Counseling and Therapy Practice Board state licensure as a counselor in New Mexico and 2) State Board of Education certification as a school counselor.

This Master's Student Manual answers many of the questions students may have about the Counselor Education Program and how to complete their Master's degree in Counseling. This Manual explains the requirements of the program, some of the challenges students may encounter, and some of the procedures they must follow. However, this guide is not intended to be a complete and authoritative compilation of the rules and policies governing graduate studies at the University of New Mexico. These are found in the *University Catalog* and the *UNM Pathfinder*. You should retain a copy of these publications and become familiar with these documents. The Manual cannot replace the relationship and guidance that can be achieved by establishing a student mentor relationship with a faculty advisor. The faculty will review and revise any policy when they deem it necessary.

II. Mission Statement (CACREP Standard L-2a)

The Counselor Education Program prepares students to address the counseling and human development needs of a pluralistic society. The program recruits and retains students who reflect the broad range of diversity found in New Mexico. Students graduate with knowledge and skills in core competency areas that include: professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation.

The Counselor Education Program features an integration of theory, research, practice, and interdisciplinary collaboration. It is intended to prepare counselors who are informed, who will be sensitive to the diversity and uniqueness of individuals, families, and communities, and who will value and promote the dignity, potential and well-being of all people. The program prepares professional counselors and counselor educators to respond to a world with challenging and pressing social problems.

Faculty members are committed to integrating teaching, scholarship, research, clinical practice, and service, while promoting a climate of social justice, systemic change and advocacy. The faculty's goal is to infuse multicultural and diversity training in all aspects of academic and clinical coursework in order to prepare multiculturally competent counselors and counselor educators. From the beginning of the graduate course of study, classroom education is combined with on-site training. These experiences provide the opportunity for students to work in and with various education and community settings.

III. Program Objectives (CACREP Standard L-2.a)

1. The student will demonstrate a knowledge and understanding of human development as it relates to personality and counseling theory, and as it applies to self-awareness, interpersonal interactions and counselor-client dynamics.
2. The student will demonstrate a knowledge and ability to apply personality and counseling theory as it relates to the role of the professional counselor in a variety of professional settings.
3. The student will demonstrate an ability to effectively synthesize, integrate and apply the major counseling and developmental theories into a coherent personal philosophy which can be applied in school and community agencies, as demonstrated in the final comprehensive examination, practicum and internship experiences.
4. The student will demonstrate an ability to synthesize, integrate and apply knowledge of human development, counseling theory, and ethical and legal principles to the effective practice of counseling as demonstrated in the practicum and internship experiences.
5. The student will have general knowledge of and respect for the influences of culture/ethnicity, gender, race, religion, sexual orientation, and socioeconomic class, and have experience in working with a broad array of clientele representing such diversity.
6. The student will demonstrate an understanding of current issues and concerns confronting counselors in schools and agency settings.
7. The student will be able to identify resources within the community for continued education and consultation for specialized counseling concerns.
8. The student will demonstrate knowledge and understanding of assessment and diagnosis, its application and ethical considerations.
9. The student will demonstrate knowledge and understanding of the ethical standards and guidelines presented by the American Counseling Association.
10. The student will be able to provide an analytical critique of research published in a current professional journal, and develop a research design for a research project.
11. The student will demonstrate an awareness and understanding of professional organizations applicable to agency counseling and school counseling as evidenced by student membership.
12. The student will demonstrate self-awareness, self-understanding, and continued personal and professional growth, evidenced by class performance, small group activities, the comprehensive examination, and practicum and internship experiences.
13. The student will demonstrate a commitment to multicultural counseling competency as well as addressing social justice and advocacy.

14. The student will engage in both classroom education and on-site experiential training from the beginning of the graduate course of study.

IV. Program Overview

A. Components Overview

The Counselor Education Program includes three components: coursework, service learning, and practica/internship. These three components prepare the student for a future in counseling, whether in a clinical mental health setting or school setting.

Admission into the Counseling/Counselor Education program in no way guarantees placements (e.g., Traverse, practica, internship), licensure, and/or employment. Additionally, fingerprinting and background checks may be required.

1. Coursework

A variety of required and elective courses are offered. The Master's degree in Counseling requires a minimum of 60 semester credit hours of course work, although many of our students take more than the required 60 hours. Our core courses are those courses that comprise the basic skills and professional knowledge necessary to function as a professional counselor.

2. Traverse Outreach Program

Students will participate in Traverse Outreach Program opportunities, in conjunction with their classes that are designed to enhance the students' awareness and understanding of school and clinical settings. (See "Section V., C." of this manual for further information.)

3. Practica Opportunities

Upon completion of required coursework, students will participate in four skill-based classes. Students, under the supervision of a faculty member, will complete communications skills, practicum, group internship and internship.

B. Standardized Examinations

1. Comprehensive Examination (CACREP Standard L-2d)

The Counselor Education comprehensive examination consists taking the Counselor Preparation Comprehensive Examination (CPCE) and earning a score no less than one (1) standard deviation below the national mean for that administration of the examination. Master's students are limited to two attempts at passing comprehensive examinations. Following two failures (not scoring at or above the cutoff score), the student is dismissed from the program. Comprehensive examination dates are announced via email by the examination coordinator. Students take the CPCE while enrolled in Internship (COUN 595).

2. *National Counseling Examination*

The National Counseling Examination (NCE) identifies the student as a National Certified Counselor. It is administered by the National Board of Certified Counselors (NBCC) and is recognized by most, if not all, state licensing authorities. The UNM Counseling Program is an authorized NBCC site. We offer the examination each **October** and **April** for students graduating from our CACREP-accredited program. It is not necessary to pass this examination in order to graduate, but it will be necessary to pass in order to apply for licensure. (See “Section VI, I” of this manual for further information.)

C. **Credentialing Levels (CACREP Standard L-2c)**

1. *Mental Health Counselor*

There are two credential levels in New Mexico and there are qualifications needed to acquire each.

Licensed Mental Health Counselor (LMHC)	must pass the NCE (See “Section IV, B, 2” of this manual for more information)
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Licensed Professional Clinical Counselor (LPCC)	must have LMHC, must have 3000 hours of supervised client contact hours and 100 hours of supervision.
---	---

*** Please be advised that licensure requirements are always subject to revision by the New Mexico State Licensure Board. Consult the board website for current information.**

Continuing Education Units

After completion of your Counseling degree, there will be an ongoing number of hours of continuing education units (CEU) required by the National Board of Certified Counselors (NBCC) and the state licensure board. The number of CEUs is subject to change based. CEUs must also be completed within a certain timeframe in order to maintain licensure.

Further information about licensure requirements and criteria may be obtained from the New Mexico Counseling and Therapy Practice Board’s web-site at <http://www.rld.state.nm.us/b&c/Counseling/index.htm>.

Students seeking verification of their degree prior to it posting on the transcript will complete the OGS “Verification of Degree” form.

2. *School Counselor*

Upon completion of the Master's degree in Counseling and Internship (COUN 595) in a school setting, a student is eligible for certification as a New Mexico School Counselor for grades K-12. Transcripts and documentation of internship in a school must be sent to the New Mexico Public Education Department. Further information is available at their website:
<http://www.ped.state.nm.us/div/ais/lic/index.html>.

V. Program Components

A. Coursework

Foundational Core Courses

These core courses are *prerequisites for the remainder of the program courses* and are offered on a rotating basis.

COUN 510 Professional Orientation and Ethics

COUN 517 Theories of Counseling and Human Behavior

COUN 584 Multicultural Issues in the Helping Professions

COUN 518 Group Counseling

Additional Required Courses:

COUN 576 Diagnosis of Mental Disorders

COUN 513 Career Counseling

COUN 515 Testing and Assessment in Counseling

COUN 516 Crisis, Disaster and Trauma Counseling

COUN 577 Substance Use and Abuse

COUN 522 Communication Skills in Counseling

This course is taken before COUN 590. The call number for the course can be obtained online. However, prior permission **MUST** be obtained from the instructor **BEFORE** registering for the course. The deadline for notifying the instructor of your intent to enroll in communication skills is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.

COUN 590 Practicum in Counseling

This course should be taken the semester before Internship. The call number for the course can be obtained online. However, prior permission **MUST** be obtained from the instructor **BEFORE** registering for the course. The deadline for notifying the instructor of your intent to enroll in practicum is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.

COUN 519 Group Counseling Internship

This course is taken after COUN 590. The call number for the course can be obtained online. However, prior permission **MUST** be obtained from the instructor **BEFORE** registering for the course. The deadline for notifying the instructor of your intent to enroll in internship courses is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.

COUN 595 Internship (6 credits)

This course is taken after COUN 590. The call number for the course can be obtained online. However, prior permission **MUST** be obtained from the instructor **BEFORE** registering for the course. The deadline for notifying the instructor of your intent to enroll in internship courses is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.

EDPY 503 Principles of Human Development or
FS 503 Seminar in Human Growth and Development

EDPY 500 Survey of Research Methods in Education or
EDPY 505 Conducting Quantitative Educational Research

EDPY 502 Survey of Statistics in Education or
EDPY 511 Introductory Educational Statistics

School Counseling Focus:

COUN 545 School Counseling

COUN 541 Counseling Children and Adolescents

COUN 581 Sexuality in Counseling and Psychotherapy

Clinical Mental Health Counseling Focus:

COUN 521 Clinical Mental Health Counseling

COUN 581 Sexuality in Counseling and Psychotherapy

COUN 560 Family Counseling

Please Note: Students are not permitted to apply any other course for credit toward their Master's degree in Counseling other than those listed above. If a student wishes to substitute a different course for one of the above listed courses, the student must petition the faculty and receive approval from the program faculty.

B. Counselor Education Program Tracks

The Counselor Education program offers two professional tracks: a) the Clinical Mental Health Counseling (formerly Community Agency Counseling) track and b) the School Counseling track. Each track requires a courses specific to that specialty. COUN521, *Clinical Mental Health Counseling*, must be completed for students pursuing the Community/Agency Counseling track. COUN545, *School Counseling*, must be completed for students pursuing the School Counseling track. **COUN521 and/or COUN545 must be completed prior to a student enrolling in COUN595, Internship.**

Clinical Mental Health Counseling: The clinical mental health counseling program prepares students for counseling positions in various community agencies such as mental health centers, private counseling agencies, child protective services, child counseling clinics, residential therapy facilities, and family counseling centers. The program area provides the opportunity to counsel a broad range of clientele. This program meets academic specifications for New Mexico licensure as a LMHC.

School Counseling: This program area prepares students to become school counselors in New Mexico. Students become familiar with school counseling and guidance services, and develop the competencies of school counseling and guidance specialists. This program meets New Mexico requirements for certification as a School Counselor.

C. Course Sequence

Nine hours is considered full-time in the master's program. The master's in counseling is a three-year program, including summers, if a student takes approximately nine hours during fall and spring semesters. Courses are offered throughout the day and early evening. Students accepting enrollment into the program are expected to be able to attend classes at various times. **The following is the sequence of courses recommended by the faculty. You must work closely with your advisor to determine how you will meet the degree requirements. You are required to complete all prerequisites for a class prior to registration. It is required that you meet with your advisor every semester to review your progress. Students are expected to take no more than 9 credits per semester without a petition and faculty approval.**

Sequence of Courses

MASTERS STUDENTS ADMITTED FOR FALL & Spring

Students Admitted for Fall

	Fall	Spring	Summer*
Year 1	Theories 517 Prof Orient 510 EDPY 503	Multicultural 584 Group 518 EDPY 500/505	Family 560 Sexuality 581
Year 2	EDPY 502/511(or Spring) School 545 or Diagnosis 576(or Spring) Comm Skills 522	Career 513 (or summer) CMHC 521 or EDPY 502/211	Testing 515 (or Fall)
Year 3	Manzanita 590 Substance 577 (or Spring) Crisis, Disaster, Trauma 516 (or Spring)	Internship 595 Group Internship 519	Internship 595 or Fall Children & Adol 541

Students Admitted for Spring

	Spring	Summer*	Fall
Year 1	Prof Orient 510 Theories 517 EDPY 503	Group 518 Sexuality 581	Multicultural 584 EDPY 500/505
Year 2	CMHC 521 Career 513 (or summer) Comm skills 522	Child/Adol 541 Family 560	EDPY 502/511 School 545
Year 3	Crisis, Dis., Trauma 516 Manzanita 590 Substance 577	Internship 595 (or Spring Year 4) Group Intern 519	Internship 595 Testing 515

*Summer schedules vary and are subject to faculty availability and administrative approval. Many courses are offered alternate summers. Consult with your faculty advisor for the summer schedule in late fall or early spring in order to include summer courses in your schedule. If the summer course is not offered, you will need to adjust your Fall/Spring schedule.

D. Traverse Outreach Program

Some courses involve an experiential component through our Traverse Outreach Program. Traverse is a service-learning program in which traditional course content and theory are enhanced by gaining on-site experience in schools and community agencies. Students are advised that the hours spent in Traverse are observational hours and are outside of normal classroom time. During these hours, students **will not** be providing counseling. Information regarding approved sites will be provide the first week of class. Traverse faculty facilitate placement, evaluation, site visits and process groups for these classes.

While several courses may include a service-learning component, the following require it:
 COUN521 *Clinical Mental Health Counseling* (30 hours)
 COUN545 *School Counseling* (30 hours)

E. Practica and Internships

The practicum and internship experiences are the culmination of experiential learning. The COUN590, *Practicum in Counseling*, is a course in which students, under the supervision of a faculty member, conduct counseling for a minimum of 40 direct client contact hours. COUN590 is completed on campus in the Manzanita Counseling Center.

After successfully completing the COUN590, *Practicum in Counseling*, students qualify to take COUN519 Group Counseling Internship and COUN 595 Internship. COUN 519 and COUN 595 will be completed at a site to be determined by the student and the faculty supervisors.

FOR ALL CLINICAL COURSES:

No more than two (2) absences are allowed in a practica/internship class without remediation. If you miss more than two classes/clinics, you will need to meet with your professor to develop a remediation plan.

Call numbers for all clinical courses can be obtained on-line. However, prior permission must be obtained from the instructor BEFORE registering for a clinical course (Communication Skills, Practicum, Group Counseling Internship and Internship).

Liability insurance is requirement for ALL clinical classes. Please see section V.E. for more information on obtaining insurance.

Students are required to log and document all direct, indirect and supervision hours. Students obtain signatures on their logs from two faculty and on-site supervisors. Log sheets are handed out in clinical classes and available on the website. Keep a copy of your logs for your own reference and future licensure/certification. No logging of self-care is permitted. Supervision is indirect hours. CACREP defines direct service as, "interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working directly with clients." CACREP 2009 Standards. No grades are posted for any clinical course without completed, signed and approved logs.

1. *Manzanita Counseling Center*

The Manzanita Counseling Center serves as the official clinical training facility for the Counselor Education Program. The facility operates as a part-time community agency that is open during the fall and spring semesters. Manzanita is closed during the summer months. Individual, couple and family counseling services are offered by graduate students enrolled in the Counselor Education Program. **The deadline for notifying the instructor of your intent to enroll is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.**

All Master's level students spend a *minimum* of one full semester enrolled in COUN590, *Practicum in Counseling*. This course must be completed in its entirety at the Manzanita Counseling Center. Throughout the practicum semester, students provide one-on-one clinical mental health counseling to a small caseload of clients. The students are monitored via two-way mirrors and videotaping, and receive supervisory feedback directly following their sessions. Master's level students should plan on spending a *minimum* of eight hours per week at the clinic during the semester they enroll in COUN590, *Practicum in Counseling*. Most students spend between 10 and 15 hours at the clinic each week that they are enrolled in the practicum class.

2. *Group Counseling Internship*

Group Counseling Internship provides the opportunity for students to complete an internship experience in group counseling. Upon completion of COUN 590, students are eligible to enroll in COUN519, *Group Counseling Internship*. Students must co-facilitate with a licensed counselor at either a school or community/agency setting. Students are responsible, with

assistance from the group internship director, for finding their own site and supervisor for group internship. Group Internship requires advance planning. Students should have groups starting no later than the third week of the semester to ensure the completion of ten group sessions. A 10-week written plan is part of the course requirements.

The deadline for notifying the instructor of your intent to enroll is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment. The list of Traverse and Internship sites (located on the Counselor Education website) can be used to identify sites for group internship. Students planning to complete practicum in the schools will also have to be fingerprinted and submit to a background check. Those who are planning to complete Internship within the public schools must contact the Director of Support Service with APS or Rio Rancho District Offices to arrange a school site

3. *Internship*

Internship requires advanced planning. Begin planning for Internship by speaking with the Internship Director. **The deadline for notifying the instructor of your intent to enroll is the last Friday of September for Spring enrollment and the last Friday in February for Fall enrollment.** The Internship Manual, which contains a listing and description of possible Internship sites, is housed on the program website. The program has agreements with numerous Internship sites throughout the Greater Albuquerque area. It may take several weeks to interview with prospective Internship sites. Students planning to complete Internship in the schools will also have to be fingerprinted and submit to a background check. Those who are planning to complete Internship within the public schools must contact the Director of Support Service with APS or Rio Rancho District Services to arrange a school site

Internship requires 600 hours of supervised counseling experience **over two semesters** in a local school and/or community agency. This equals 300 hours per semester in a school or community agency setting. Each semester includes 120 direct client contact hours for a total of 240 direct client contact hours over the two semesters. During the fall and spring semesters, this amounts to approximately 20 hours per week and during the summer semester it is approximately 30 hours per week. Students may choose to complete these two Internship semesters at one site, or at two different sites. Students completing the dual track will need to complete one semester at a school site and one semester at a community/agency site.

F. **Liability Insurance**

One of the requirements when taking the Practicum, Group Counseling Internship and Internship, where you will be working with clients, is the purchase of professional liability insurance. Upon registration for ALL clinical classes, you will be required to provide proof of Liability Insurance. The most affordable Student Liability Insurance can be obtained through the American Counseling Association (ACA). Currently, ACA includes Liability Insurance with student membership in ACA. It is advisable that insurance be obtained no later than during the semester prior to intended enrollment in the Practicum course. Visit the ACA website for more details www.counseling.org.

G. Comprehensive Examination

All students must successfully pass the Master's Comprehensive Examination in order to graduate. Students qualify to take the comprehensive examination during their first or second semester of COUN 595 (Internship) and after they have completed all classroom-based courses. We discourage students from taking the comprehensive examination the same semester they are taking courses that reflect the content of the comprehensive examination.

The Comprehensive Examination is a standardized national comprehensive examination called the Counselor Preparation Comprehensive Examination (CPCE). This is a 160-item multiple choice test that covers human growth and development, multicultural issues, helping relationships, group counseling, career counseling, appraisal, research, and professional issues. This examination will also assist in preparation for the National Counselor Examination (NCE). The examination is offered each spring and fall. The application fee of approximately \$40 for the examination is subject to change.

All students must pass the CPCE prior to receiving their degree. Pass/fail scores will be determined each semester using the national mean score provided by the Center for Credentialing & Education. To pass the CPCE, students must obtain no less than one (1) standard deviation (SD) below the national mean score for that administration of the examination. If the student does not reach the required score the first time he/she takes the CPCE, it is recorded as a 'failed' comprehensive examination to OGS. The student then has one additional attempt to pass. Failure to reach the cutoff score on the second attempt results in dismissal from the program.

Students are eligible to earn a Pass with Distinction (PWD) on the CPCE when they score 1.5 standard deviations (SD) above the national mean on at least four sections of the CPCE. Only scores of PASS, FAIL or PASS With Distinction will be awarded to students who take the CPCE.

Remember, graduation from the Counselor Education Program is contingent upon successful completion of the Comprehensive Examination. The examination is offered each spring and fall, and is normally taken during a student's first or second semester of COUN 595, *Internship*. (See "Section VI., G" of this manual for further information). The date of the examination is emailed to students in advance of the examination.

VI. Policies and Procedures

A. Non-Degree and Transfer Credits

Up to four courses (12 credits), from approved Counselor Education coursework, may be taken as a non-degree student at UNM and applied toward a student's Master's degree as long as the student received a grade of "B" or better. The program faculty in unusual circumstances accepts courses taken at other institutions as transfer credit. Course syllabi and a rationale for transferring the course must be provided. If the other institution is CACREP accredited, the faculty typically accepts the course for transfer credit. If the course was taken at a non-CACREP institution, the

faculty will ask to examine the course syllabus before deciding if the course will be accepted for transfer credit. Generally, courses taken more than five years ago are not accepted for transfer credit.

The acceptance of courses is not an automatic process. It is the responsibility of the student to petition, in writing, to the Program Coordinator to have courses applied toward a degree, even if these courses were taken at UNM. The Program Coordinator presents the petition to the faculty. The faculty then makes a decision on the petition.

B. Your Advisor

Students **must** meet with their assigned advisor admission into the program and each semester thereafter. The student's advisor can assist in planning coursework, alert the student to developments in the program or profession, and provide the student with support and encouragement. (See Appendix for "Counseling Advisement Chart.")

When students are first admitted into the Program, a faculty member is assigned to serve as an advisor. This initial assignment is a random assignment to ensure that every student has a designated faculty member. Students may retain this initially assigned faculty member as their advisor, or may change advisors to a faculty member of their choice. Changing advisors is a simple procedure. First, make sure the faculty member you wish to change to is amenable to taking you on as an advisee. Ordinarily this poses no problem, but sometimes a faculty member knows he or she will be going on a sabbatical or engaging in a research project that may make him or her less available for additional advisees. Second, write a brief memo to your previous advisor telling him or her of the change and send a copy of this memo to the program coordinator and the front office staff in Simpson so they can keep records up to date.

C. Scholarships

These include the New Mexico Graduate Scholars Award (3% Scholarship) (must be a NM resident to qualify), the Presidential Scholarship and Graduate Fellowship. Additional information about these and other funding options can be found at the Office of Graduate Studies (OGS) web site: <http://www.unm.edu/~grad/funding/funding.html>.

The New Mexico Graduate Scholars Award is an award in the amount equivalent to full-time graduate tuition and fees for which a student is registered during the fall and spring semesters. The purpose of the award is to provide financial support and to promote progress toward completion of the graduate degree. Each graduate unit may nominate up to three students for this award.

To apply for The New Mexico Graduate Scholars Award (3% Scholarship), submit a letter to the Program Coordinator by email **no later than March 1 for the next academic year**. Include the following information in your letter:

Name
Student ID number
Current mailing address
New Mexico resident since _____ (month) _____ (year)
New Mexico High School graduate ____ yes ____ no
Financial need ____ yes ____ no

Your current status in the program
Your current grade point average (GPA)

D. Grades and Incompletes (CACREP Standard L-2d)

1. **COUN Courses:** Students are required to report any course grade of C+ or lower (including WF, NC, and/or IF) in any COUN course to their faculty advisor immediately. Students (both admitted and non-degreed) are required to earn B- or higher in all COUN courses to remain in the Program (if admitted) or take additional courses.

Upon earning one C+ or lower grade (including WF, NC, and/or IFs), the student is dismissed from the program. In an extenuating circumstance the student may petition the faculty to retake a single course with a C+ or lower (including WF, NC, and/or IF)

In no circumstance will a student be allowed to retake more than one COUN course. Upon earning two C+ or lower grades (including two WF, NC, and/or IFs, or any combination thereof) regardless of whether one course was repeated or replaced with a higher grade, the student is dismissed from the program. The faculty will review this policy when the faculty deems it necessary.

EDPY and all other non-COUN Courses: Students are required to report any course grade of C- or lower (including WF, NC, and/or IF) in any non-COUN course to their faculty advisor immediately. Students (both admitted and non-degreed) are required to earn a C or higher in all non-COUN courses to remain in the Program or take courses. Upon earning a C- or lower grade (including WF, NC, and/or IFs), the student is dismissed from the program. In an extenuating circumstance the student may petition the faculty to retake a single course with a C- or lower (including WF, NC, and/or IF).

In no circumstance will a student be allowed to retake more than one non-COUN course. Upon earning two C- or lower grades (including two WF, NC, and/or IFs) or any combination thereof, regardless of whether one course was repeated or replaced with a higher grade, the student is dismissed from the program. The faculty will review this policy when the faculty deems it necessary.

GPA Requirements: Any student who believes he or she will, or who does, receive a cumulative GPA below 3.0 in any given semester must speak with their faculty advisor immediately. To remain in good academic standing students must maintain a cumulative GPA of at least 3.0. If a student's cumulative GPA falls below 3.0, the student must improve the cumulative GPA to a 3.0 or higher in his/her next semester of enrollment. If the cumulative GPA does not reach 3.0 or higher in the subsequent semester, the student is dismissed from the Program. The faculty will review this policy when the faculty deems it necessary.

2. Incompletes

Occasionally, students encounter circumstances beyond their control that prevent them from completing the requirements of a course. When this happens, a student may ask the course instructor for permission to take a grade of "Incomplete" for the course. The student is then responsible for making whatever arrangements are necessary with the instructor for completing the course requirements. For incompletes after Summer 2005, if the incomplete course is not completed by the end of twelve months, the grade of "Incomplete" becomes a grade of "F". Remember, that while the university limit is one year, faculty members may require you to complete it much sooner. The faculty is unlikely to remind a student of his or her responsibility to complete a course. Moreover, we recommend that students request a grade of "Incomplete" only when there are no other available options. A complete description of academic probation and suspension policies can be found in the *University Catalog*.

E. Syllabi and Assignments

Copies of the syllabi for all courses are kept in the Counselor Education Department office and are available to students. **It is required that you to save a copy of the course syllabi for each class you complete in your graduate program for your records. These syllabi may be required for state licensure. It is also strongly recommended you save all assignments from all your courses as you progress through the program.**

F. Mid-point Review (CACREP Standard L-2d)

The purpose of the midpoint review is to focus on the student's progress throughout the counseling program. The three areas being reviewed are: 1) academic achievement, 2) clinical skills, and 3) personal characteristics. The review is conducted during the semester the student is enrolled in COUN 522, *Communication Skills in Counseling*, by the program faculty. Student's strengths and weaknesses are reviewed and a remediation plan developed, if necessary. The student's Program of Studies will be turned in to the faculty at the mid-point review. Additionally, the student will complete the mid-point self-evaluation and distribute copies of it to the faculty during the meeting. (See below for information on completing the Program of Studies.)

G. Submitting a Program of Studies (POS)

As students near the completion of their course work (during COUN522) they are required to complete a document referred to as the Program of Studies (POS). The form is downloaded from the OGS website. Students provide demographic information, the name of the degree they are completing, and a complete listing of the courses they have taken or will take and intend to have applied toward their Master's degree. There are spaces for courses taken during their tenure as a Master's student, courses taken as non-degree graduate students, and any courses transferred from another institution of higher learning. **OGS is stringent about how this form is completed.** *Students must complete the form neatly and legibly, list their courses in the order in which they were taken, beginning with the oldest courses and ending with the most recent courses, and note both the first and last names of the instructor of the course.* Students must also list courses they have not yet taken, but anticipate completing during their final semesters. If plans change or the program changes the instructor for a course, the student simply files an addendum to his or her

POS updating his or her original document. (See “Program of Studies” in Appendix.) The POS form asks for a “major code,” which is ‘MA-COUN.’

During the mid-point review, the student and faculty members will review the courses the student has taken, as well as the student’s plans for completing his or her coursework via the POS. The student’s advisor will sign the document when he or she is satisfied that the student has a plan for completing the required courses and corrections noted in the midpoint are completed. Once this is achieved, the program coordinator will present the form to the department chair for approval. The document is then sent to OGS for its review and approval. The completed POS, with all its approvals, represents an agreement between the student and the University, documenting that, upon completion of course work, the student will have fulfilled the course requirements for the Master’s degree. **The POS must be submitted to the Counselor Education Faculty during the midpoint and in accordance with OGS deadlines.**

H. The Master’s Comprehensive Examination

All students must successfully pass the comprehensive examination in order to graduate. Students qualify to take the comprehensive examination during their first or second semester of COUN595, *Internship*, and after they have completed all classroom-based courses. **We discourage students from taking the comprehensive examination the same semester they are taking courses that reflect the content of the comprehensive examination.**

The Comprehensive Examination is described in detail in section IV b. Students must register for comprehensives. Exact registration deadline and examination dates will vary from year to year. The comprehensive coordinator emails information regarding the dates.

There are two forms that need to be completed before the end of the registration period:

1. *Approved Program of Studies* (This is submitted during your mid-point review)
2. *Announcement of Examination* (Must be submitted to the department three weeks prior to examination along with examination registration.)

Sometimes students have unique physical or learning conditions that necessitate modification of comprehensive examination procedures. Students with a disability or condition that could require accommodation are responsible for contacting accessibility services and providing the necessary documentation to that office well in advance of comprehensive. Note, accommodations are not retroactive, thus early contact with accessibility services is critical. Accommodations are not provided without documentation to the faculty from accessibility services.

I. Intent to Graduate

It is your responsibility to inform the Counselor Education Program the semester prior to the one in which you plan to graduate. Please see Cynthia Salas, Department Administrator, at least two weeks prior to the OGS deadlines. Consult OGS for deadlines, generally over a semester prior to the graduation date.

J. National Counseling Examination (NCE)

Although, not a degree requirement, one of the advantages of earning a degree from a CACREP-accredited program is the opportunity to sit for the National Counseling Examination (NCE) as you near your graduation. The NCE is administered by the National Board of Certified Counselors (NBCC) and is recognized by most, if not all, state licensing authorities. The UNM Counseling Program is an authorized NBCC site. We offer the examination each **October and April** (typically the third Saturday) for students graduating from our CACREP-accredited program. You can receive more information about this examination from Dr. Olguin, the faculty member who serves as the NBCC liaison, or by contacting the NBCC directly. Their website is www.nbcc.org. The fee for this examination approximately \$300, and is subject to change in the future.

The following are important dates to remember:

NCE Examination Schedule

Fall

Registration Deadline:	July *
Examination Date:	October* (2 nd or 3 rd Saturday usually)

Spring

Registration Deadline:	December*
Examination Date:	April*(2 nd or 3 rd Saturday usually)

- * Exact registration deadline and examination dates will vary from year to year.
- Examinations will always be on a Saturday.
- Contact: Dr. David Olguin, NBCC liaison, UNM Counselor Education Department, or See the Counselor Education Bulletin Board in Simpson Hall for information.
- **Provide a Money Order payable to NBCC. (NO CASH or CHECKS)**

K. Degree Progress, Time Limits for Completing the Degree and Leaves of Absence (CACREP Standard L-2d)

Students admitted into the Counselor Education Program have **seven years** to complete the degree requirements. To be a student in good standing and remain enrolled in UNM's Graduate School, a student must register for and complete at least one course every three semesters (including summer session). In other words, if a student goes more than two semesters without completing a course, he/she is disenrolled from the Graduate School. Effective January 1, 2012, masters and doctoral students must make progress toward their degree requirements. Students will

be disenrolled from the counseling masters and counselor education doctoral programs after 3 semesters (including summers) of not completing a course that is a degree requirement for the degree they are pursuing. Students can only be reinstated by applying for readmission. A student who is unable to continue his or her studies, due to exceptional circumstances, may apply for a leave of absence. A leave of absence can only be granted for one semester at a time and is not counted in the time limit for completion of the degree.

L. Professional Identity and Conduct

By accepting admission into UNM's Counselor Education Program, you have committed yourself to comply with the ethical standards of the Counseling profession as outlined in the *American Counseling Association's (ACA) Code of Ethics & Standards of Practice*. Any failure to comply with these codes will require an immediate evaluation of your status as a student within the program by the entire program faculty. This document details the professional standards that you will be required to follow, including issues of confidentiality, promoting the welfare of others, being aware of your own values, and respecting diversity and the values of others.

You are also expected to comply with the standards of conduct for students as outlined in the *UNM Pathfinder* and *University Catalog*. The faculty of the Counselor Education Program endeavor to establish and maintain a community of mutual trust with students. The faculty expects students to respect and contribute to this community by maintaining their honesty and integrity in all academic and professional matters. The faculty wants all members of the academic community -- faculty, students, and clients -- to feel safe and respected so that individuals can learn from one another. Students are expected to do their part in all classes, academic and professional work by keeping an open mind, communicating considerately, and maintaining an attitude of tolerance.

Per the UNM Pathfinder and ACA Code of Ethics, student who plagiarize are subject to sanctions up to and including dismissal from the program and or the university.

The faculty is responsible for evaluating students' professional and academic conduct. If the faculty has reason to believe that a student is not measuring up to professional or academic standards of conduct, a course instructor or advisor may address the issue with the student. On occasion, the faculty invites students to meet with the entire counseling faculty to speak about and resolve particular concerns. In cases involving serious ethical violations, professional standards or academic dishonesty, students may be dismissed from the program in accordance with the procedures detailed in the *UNM Pathfinder* and *University Catalog*.

M. Professional Organizations (CACREP Standard L-2b)

We strongly recommend that our students become members of local, regional and national professional organizations. For example, student membership in the ACA is inexpensive and offers a variety of benefits including liability insurance, a monthly newsletter and a journal subscription that provide up-to-date information on professional issues, reduced registration fees for conferences, and a copy of the *ACA Code of Ethics & Standard of Practice*.

1. *National Organizations*

Students are encouraged to join national organizations. Some of the national organizations available and actively participated in by UNM counseling students are:

American Counseling Association (ACA) www.counseling.org

– includes 19 divisions, including:

American School Counselors Association (ASCA)

Association of Counselor Education & Supervision (ACES)

Association for Specialists in Group Work (ASGW)

Association for Play Therapy (APT) www.a4pt.org

2. *State of New Mexico*

Students are encouraged to join the New Mexico Counseling Association (NMCA), which includes many divisions in which students may participate. Student rates are available and membership in one division is included with the NMCA membership. Opportunities to interact with professional counselors in New Mexico are available, including participation in the fall conference, which hosts a variety of professional workshops. Students may also choose to serve on committees or prepare for leadership roles. You may access NMCA and the following divisions at www.nmca-nm.org/. A resource page is included on the website with links to licensure and ethics boards, national associations, state agencies, and much more.

Divisions of NMCA

Licensed Professional Counselors Association New Mexico (LPCA/NM)

New Mexico Association of Counselor Education and Supervision (NMACES)

New Mexico Association of Spiritual, Ethical and Religious Values in Counseling (NMASERVIC)

New Mexico Career Development Association (NMCDA)

New Mexico School Counselors Association (NMSCA)

New Mexico Advocates for Social Justice (NMASJ)

3. *UNM Organizations*

a. *Chi Sigma Iota/Upsilon Nu Mu*

Chi Sigma Iota (CSI) is the international honor society for students, professional counselors and counselor educators. CSI's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The UNM Chapter name is Upsilon Nu Mu.

Membership in CSI, as specified in the national bylaws, is by chapter invitation to both students and graduates of counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a *counselor education degree program*, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter. Further information about the national chapter can be found at www.csi-net.org/. Information about the Upsilon Nu Mu

chapter can be found at www.edu.unm/~chisigma . If students do not receive an invitation by mail, they can complete the online application via the national CSI website.

- b. Counseling Education Social Group Listserv – This is a student listserv and not part of the counseling program. Use this listserv to organize fun events with other Counseling Education students. For example: Pot lucks, Happy Hour, weekend hikes, sell your text books, find a roommate

To sign up:

1. Go to <https://list.unm.edu>
2. Click on the link: Subscribe to a list (left-hand column, second option)
3. Enter this list name into the box: **coun_social_group-L**
4. Enter your name and email
5. Check your email address for a confirmation email
6. Compose messages to: **coun_social_group-L@unm.edu**

To send emails to the group:

Once you have joined the listserv you can send messages to all of the students on the list. The listserv is an open forum. Anyone can send messages to the group. Follow these steps:

1. Compose messages to: **coun_social_group-L@unm.edu**
2. Send as a normal email message, but keep in mind that *the whole group will see the message*.
3. Reply to messages by hitting “reply.” Keep in mind that *the whole group will see your response*.

N. Petitions and Grievances (CACREP Standard L-2e)

Students are permitted to petition for a change in any University policy. The *University Catalog* provides the specific details of how to go about requesting a change. Similarly, if students are disappointed with some aspect of the program, they have the right to register a complaint. The grievance procedure is also detailed in the *University Catalog*. The first step in both of these procedures is to discuss their concerns with the program faculty. Similarly, the *ACA's Code of Ethics & Standards of Practice* stipulates that professional counselors attempt to personally and informally resolve ethical issues and professional concerns before registering formal complaints. An initial conversation with your advisor or another faculty member is strongly encouraged. Talking to the faculty or your advisor may be helpful by providing the rationale for a policy or faculty decision, assisting students in composing their request, or informally resolving their concern. Additional information can be located in *The Pathfinder*.

O. Disability Accommodation Policy

The Counselor Education Program follows the University standards and non-discrimination policies regarding persons with disabilities. Any student with special needs or an identified disability that makes it difficult for the student to participate fully in any aspect of the program

should notify the Accessibility Office of this condition. The faculty will make every effort to accommodate a student's individual needs and to assist him or her in securing the assistance to which he or she is legally entitled. Accommodations are not retroactive. A complete definition and description can be found in *The Pathfinder*. The Accessibility Services office is located at 2021 Mesa Vista Hall. Further information may be obtained at their website, www.unm.edu/~as/, or by calling 277-3506.

P. Counselor Education Bulletin Board and Email

Email is the primary means of communicating program and university information. This information is sent via the counseling listserv. Students are required to subscribe to the listserv at <https://list.unm.edu/cgi-bin/wa?SUBED1=macounseling-l&A=1> . Enter your UNM e mail address and your name, then click submit.

You can also go to <https://list.unm.edu/cgi-bin/wa>, click subscribe, enter 'macounseling-L' as the list you want to subscribe to.

The Counselor Education bulletin board, labeled "Counseling," is located Simpson Hall near the restrooms. Copies of program information are located on it and students are responsible being aware of the information posted. Organizational membership forms, job postings, conferences, and other pertinent information will be posted on the bulletin board.

Not joining the listserv or reading the bulletin board is not a valid excuse for missing program information.

Q. Future Opportunities for Counseling Graduates

With a Master's degree in Counseling, there are many avenues open to you. While working on your degree, it is important to begin research on different types of counseling. Along with the basic courses needed for your degree, you may find out that you will need additional education to reach a specific goal you may have in mind. For example, if you decide to become a substance abuse counselor, you will need to know what additional requirements are necessary for certification. Take time to research career opportunities through the library or on the Internet, or by utilizing UNM Career Services (located on the second floor of the Student Services Building) to help you with choosing your career path. You may also check out their website at www.career.unm.edu/index.php.

VII. Miscellaneous Information

A. Websites

University of New Mexico Websites include:

University of New Mexico: www.unm.edu

- Career Services: www.career.unm.edu/index.php
- College of Education: <http://coe.unm.edu>
- Department of Individual, Family and Community Education:
<http://coe.unm.edu/departments/ifce.html> or via a link in the College of Education website
- Counselor Education: <http://coe.unm.edu/departments/ifce/counselor-education.html>
- Accessibility Services (277-3506) www.unm.edu/~as/
- Office of Graduate Studies www.unm.edu/~grad
- Pathfinder www.unm.edu/~sac

Office of Graduate Studies (OGS) -- see "University of New Mexico"

Chi Sigma Iota -- National www.csi-net.org/

Upsilon Nu Mu chapter - www.edu.unm/~chisigma

Other New Mexico Websites

New Mexico Counseling Association (NMCA) www.nmca-nm.org/

New Mexico Counseling and Therapy Practice Board

<http://www.rld.state.nm.us/b&c/Counseling/index.htm>

New Mexico Public Education Department <http://www.ped.state.nm.us/div/ais/lic/index.html>

Other Useful Websites

American Counseling Association www.counseling.org

American Counseling Association's Code of Ethics & Standard of Practice

Association for Play Therapy (APT) www.a4pt.org

Council for The Accreditation of Counseling and Related Educational Programs (CACREP)

www.cacrep.org

National Board of Certified Counselors www.nbcc.org

Occupational Information Network: O*NET OnLine: <http://online.onetcenter.org/>

B. Six Steps to Completing Your Master's Degree in Counseling



Upon admission to the Counselor Education Program, it is very important to keep in mind the following steps when working toward completion of your degree:

STEP 1: ORIENTATION:

Orientation is mandatory for all students admitted to the Counselor Education Program. It is further recommended that at orientation you set up an appointment to meet with your advisor. The first meeting is for you and your advisor to establish a tentative program of studies (POS) in order to keep you on track for completing your graduation requirements. During each semester, it is important to meet with your advisor to make sure you continue on track and are aware of any changes in class schedules and policies and procedures.

STEP 2: REQUIRED COURSEWORK AND TRAVERSE EXPERIENCES

COURSEWORK - Coursework is ongoing throughout the remainder of the timeline. Make sure you take the four foundational courses, COUN520, *Foundations of Counseling*, COUN530 *Dynamics of Human Behavior*, COUN517 *Theories of Counseling*, and COUN518 *Group Counseling* first.

TRAVERSE - The Traverse Outreach Program is a service-learning component of the Counselor Education Program in which traditional course content and theory are enhanced by gaining on-site experience in schools and community agencies. Students are advised that the hours spent in Traverse are observational hours and are outside of normal classroom time. Information regarding approved sites will be provided within the first week of class.

STEP 3: PROGRAM OF STUDIES AND ANNOUNCEMENT OF EXAMINATION

1. **Program of Study (POS):** This document lists all the courses you have taken or will take to complete the program. This document must be turned in during your midpoint review.
2. **Announcement of Examination:** This document must be submitted three weeks prior to the schedule date of the comprehensive examination; otherwise you will not be able to take your comprehensive examinations.

<p style="text-align: center;">STEP 4: PRACTICA AND MID-POINT REVIEW</p>
--

Before taking any of the practica courses, it is important to make sure you have completed all the required coursework needed for COUN590, *Practicum in Counseling*, COUN519, *Practicum in Group Counseling*, and COUN595, *Internship*. Refer to your student manual and talk to your advisor to confirm the required courses.

PRACTICA – This is the skill-based component of the Counselor Education Program. COUN590, *Practicum in Counseling*, is conducted on site at the Manzanita Center. COUN519, *Group Counseling Internship*, and COUN595, *Internship*, are completed off-site at a location of your choice. Take the time, early on in your program, to investigate possibilities of places to conduct your off-site practicum. **Be sure to schedule a meeting with the course instructor the semester prior to taking any practicum class.**

MID-POINT REVIEW – The semester you take COUN522, *Communication Skills in Counseling*, you will be evaluated through the policy and procedure known as the Mid-point Review. **At this time, have your Program of Studies completed as it will be reviewed and turned in during your mid-point review.**

STEP 5: EXAMINATIONS

Examinations: After turning in the Program of Studies and Announcement of Examination, you will be able to register for your Master's Comprehensive Examination and National Counselor Examination (NCE). The oral portion of the MA Comprehensive examination is typically the third week of September and third week of February. NCE is also typically the third week on a Saturday

Masters Comprehensive examination Schedule

Fall

Registration Deadline: July*
Examination Date: September*

Spring

Registration Deadline: December*
Examination Date: February*

*Examination dates will vary from year to year.

NCE Examination Schedule

Fall

Registration Deadline: July *
Examination Date: October*

Spring

Registration Deadline: December*
Examination Date: April*

*Examinations will always be on a Saturday, exact dates will vary from year to year.

STEP 6: GRADUATION





Tips from Your Fellow Students



1. Planning Your Degree

- Attend orientation and ask lots of questions.
- Choose an advisor with whom you feel comfortable. You may need your advisor to advocate for you.
- Meet with your advisor at the beginning of each semester to plan your course sequence.
- Ask students who have been in the program longer than you lots of questions.
- Nine credit hours = Full time.
- Take the foundation courses prior to other courses.
- Find out when courses are offered - some courses rotate each semester.
- If you have an interest in a certain field of counseling for which there is not currently a class, you may be able to “create your own minor” by choosing to write papers and do research on how that topic interfaces in different classes. (For example, there is not a class on feminist counseling, but you could put a feminist counseling skew on research/papers in many other classes, thereby developing a very good body of work on the subject.)
- Electives taken outside of the Counselor Education Program can, in some cases, count for licensure. **They do not count toward your degree.** Gain approval from the licensure board before taking extra courses you plan to apply toward your license. The New Mexico Counseling and Therapist Board website is <http://www.rld.state.nm.us/b&c/Counseling/index.htm>
- **Keep all syllabi.** You may need to present your syllabi to the licensing board for licensure.
- Plan ahead when you are going to take the NCE and Master’s Comprehensive Examination.

2. Practica

- There is a difference between practicum and Internship. Practicum takes place in the Manzanita Counseling Center on campus, and Internship takes place at a site of your choice.
- Plan ahead for Internship. Choose your internship sites carefully. Talk to other students about their experiences in internship. Visit places on your own.
- To take practica/internship classes, you must speak with the instructor to get permission to take the class.
- Plan ahead for practica- (See “Internship Advice,” pg. 25 for more information.)
- Step outside of your comfort zone and work with populations you don’t know much about.
- Consider taking Group Internship the same semester you are taking Internship as you will already have a site where you could possibly conduct your group.

3. Organizations

Get involved in organizations

- Chi Sigma Iota (CSI)
- New Mexico Counseling Association (NMCA)
- American Counseling Association (ACA)

Internship Advice

Amy Macmannis, Counseling Today, May 2004, retrieved online from:
http://www.counseling.org/Content/NavigationMenu/PUBLICATIONS/COUNSELINGTODAYONLINE/MAY2004/Free_labor_not_alway.htm)

- Begin the process several months prior to deadline. It took several days on average to actually connect with the intended person and another week to meet in face-to-face.
- Start by networking with friends, family, work and school contacts. My best leads came from people I knew and from people who knew me. Classmates were invaluable because many worked in settings conducive to an internship.
- Keep a diary of contacts made. It was helpful to me when needing to refer to dates, times and contacts for future communications such as, "I called last Tuesday and spoke to your assistant Marge." The diary also helped to reflect on key points of conversations in order to formulate strategies for follow-up contacts.
- Prepare a resume and cover letter in advance. Be ready to e-mail an electronic version of credentials immediately upon request. My resume hadn't been revised in two years and needed to be targeted toward internship objectives. Polishing up credentials takes time, so don't do it under last-minute pressures.
- Research sites before contacting (many are online). Be familiar with the mission and philosophy as well as the history of an institution in order to have an informed conversation about how you could be an asset to them. Most prospects asked what their school had to offer me, what I could offer them and why they were chosen as a potential site.
- Prepare a script for telephone calls. Think about the impression you want to make during this initial contact. I wanted to present myself as organized and conscientious, so I sketched out a sequence of questions and an approach to obtaining an appointment. Many contacts have limited time to converse, and the script helped me to be efficient, although I needed to make sure I sounded natural.
- Make calls in the late morning or early afternoon (before or after lunch hour). I tried to be considerate and put myself in the shoes of those being called. No one likes getting calls during breaks and before you have a chance to hang up your coat.
- Wear business dress for the interview. Treat the internship interview as you would a paid position interview because students often get future job offers related to their sites. Dress appropriately for the site. Years of experience in sales and training taught me that dressing professionally portrays credibility to the interviewer and makes the wearer feel more confident.
- Inform the supervisor of program requirements in advance. Offer to e-mail or fax a copy of any requirements outlined by your graduate program or department. This saved time and helped begin a dialogue prior to meeting. It saved me some trips because I learned that many colleges in my area did not offer the activities needed.
- Send typed thank-you notes to all contacts who helped in any way (avoid e-mailing a thank you). The extra effort to buy a stamp shows greater appreciation than an e-mail. I actually received follow-up calls from a few classmates and an e-mail from Ms. K. expressing gratitude for the thank-you note. It may be a dying art, but it's well worth the 39 cents.

VIII.	APPENDICES	Page
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Appendix 2	Program of Studies (POS) (sample form).....	30
	Announcement of Examination (sample form).....	32
	(Due 3 weeks prior to examination)	
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Problems Course Agreement

Counseling 591

STUDENT'S NAME: _____

SEMESTER OF PROPOSED PROBLEMS COURSE: _____

TITLE OF PROPOSED PROBLEMS COURSE¹ _____

DESCRIPTION OF THE PROPOSED PROBLEMS COURSE (e.g., the content of the proposed course, the scope or depth and breadth of the proposed course, the goals of the proposed problems course):

REQUIREMENTS OF THE PROPOSED PROBLEMS COURSE (e.g., what readings will be assigned, what is the frequency of contact between student and instructor, will any text be required):

GRADING CRITERIA (state how grade will be assigned for the proposed problems course):

Student's Signature

Supervising Faculty Signature

¹ A problems course cannot be offered if the content of the proposed problems course is covered in a regularly scheduled course offered by the program.

² University standards indicate that for every hour in class a student is expected to spend 2 hours in preparation out of class per week. Consequently, a 3 credit problems should require approximately 120 hours of effort.

SS# _____

THE UNIVERSITY OF NEW MEXICO
The Office of Graduate Studies
PROGRAM OF STUDIES FOR THE MASTER'S DEGREE

Submit one completed form to OGS. The original is retained by OGS; a copy is returned by OGS to the graduate unit after approval.
 Please print legibly or type this form completely. Leaving any question blank will result in a delay of approval.
 Courses used for a master's degree may not be more than 7 years old at the time of graduation; departments may impose stricter limits.
DEADLINES: March 1 for Summer, July 1 for Fall, and October 1 for Spring.
 Early submission to your department or graduate unit is strongly recommended, as your faculty will need time to approve the form.
 Failure to submit this form on time will delay your graduation.
 This form must be approved by OGS before a student may take the master's examination.

1. Personal Information

Social Security Number: _____ Date: _____

Name (as it appears on UNM record): _____
First LastOther Names used at UNM: _____
First Middle LastLocal Address: _____
Street City TelephonePermanent Address: _____
Street City State ZIP Telephone

E-mail Address: _____

2. Department or Graduate Unit: _____**3. List all degrees you currently hold (include both undergraduate and graduate degrees, institution, and date conferred for each):**

Degree	Major	Institution	Date Conferred
Degree	Minor	Institution	Date Conferred
Degree		Institution	Date Conferred

4. Indicate the UNM master's degree you seek (list exactly as shown in Graduate Bulletin/University Catalog; e.g., M.A. in Sociology). If seeking dual degrees, list both:

Degree Abbreviation	Major	Major Code
Degree Abbreviation	Major	Major Code

5. Subdivision: _____ **6. Transcribed Minor (if any):** _____
 (concentration, emphasis, etc., if any) If declaring a formal minor, additional paperwork is required.**7. Plan I (with thesis)** ☐ **8. Semester and year that you expect to complete all requirements for this degree:** _____
Plan II (without thesis) ☒ Semester Year**9. You must choose a UNM Catalog/Graduate Bulletin. You must meet all program degree requirements specified in a UNM catalog/bulletin in effect since your admission/readmission (see POS Guidelines for details and restrictions).**Which publication have you selected? ☐ 1995-1997 ☐ 1997-1999 ☐ 1999-2001 ☐ 2001-2003 ☐ 2003-2005 ☐ 2005-2006**FOR OGS USE ONLY**

Time limit for completion of degree: _____

SS# _____

12. Applied Credit: List courses used to fulfill graduate degree requirements while in non-degree, extension or undergraduate status at UNM. Please see the section on APPLIED GRADUATE CREDIT in the *University Catalog*.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem / Year	Instructor

13. Transfer Courses: List courses completed at _____ but used to fulfill requirements for this degree. Official transcripts required.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem / Year	Institution

14. Language and/or Skill Requirements: (this section to be completed by Faculty Graduate Director only)

If your program requires a language and/or skill, has this student met the requirement? Yes ☐ No ☐ n/a ☐

Signature of Faculty Graduate Director

Please Note:

• Credits used to fulfill requirements for any other degree may not be applied toward this degree.

• You are responsible for knowing all UNM graduate regulations and requirements as well as those specific to your graduate program. You are encouraged to obtain a *University Catalog* and obtain copies of your program's particular graduate requirements.

15. APPROVALS:

Signature of Student Date

Signature of Major Advisor Date

Major Advisor (printed or typed name) Date

Signature of Faculty Graduate Director or Graduate Unit Chair Date

The University of New Mexico - Office of Graduate Studies
 107 Humanities Bldg, Albuquerque, NM 87131-1041, PH: (505)277-2711, FAX: (505) 277-7405

ANNOUNCEMENT OF EXAMINATION

This form must be submitted to the Office of Graduate Studies at least two weeks prior to the date of the examination.

GRADUATE UNIT: _____ DATE: _____

GRADUATE UNIT CONTACT NAME AND PHONE: _____

STUDENT NAME: _____ ID NUMBER: _____

<input type="checkbox"/> Master's Exam <input type="checkbox"/> Ph.D. Comprehensive Exam <input type="checkbox"/> Ed.D. Comprehensive Exam <input type="checkbox"/> M.F.A. Comprehensive Exam <input type="checkbox"/> Final Exam for Thesis (Thesis Defense) <input type="checkbox"/> Final Exam for Doctorate (Dissertation Defense)	<p>Students wishing to take any of the exams listed must be in active graduate status and must not be on any type of probation.</p> <p>Students seeking a master's degree (other than MFA) must have a Program of Studies approved by the Dean of Graduate Studies on file with OGS to be eligible to take the master's exam. The above named student's Program of Studies was approved by the Dean of Graduate Studies on the following date: _____.</p> <p>Doctoral/MFA Students: It is strongly recommended that the Qualification for Candidacy be completed and approved by the graduate unit before the student takes the Comprehensive Examination.</p>
Date, Time and Place of Examination: _____	
Title of Thesis or Dissertation: _____ _____ _____ _____	

In consultation with the student, we propose the following examination committee:

Full Name (please print or type)	Graduate Unit
Examination Committee Chair:	

Signature of Graduate Unit Chair

To: Examination Committee Chair
 From: Dean of Graduate Studies

The proposed committee is authorized to conduct the examination announced above, and the student is eligible to take the exam. **Within two weeks of the examination**, please complete the reverse side of this form and return it to the Office of Graduate Studies.

Signature of the Dean of Graduate Studies

Date

MASTER'S STUDENT MID-POINT REVIEW

Student _____ Date _____

Please rate the student named above on the following:

- 5 = Outstanding: Exhibits extraordinary skill and personal attributes
 4 = Above Average: Performs at an above average level
 3 = Average: Meets expectations and performs at an appropriate level
 2 = Below Average: Needs some improvement to meet professional standards
 and remediation required
 1 = Far Below Expectations: A concern that needs much improvement,
 and remediation required.

Academics

Core Coursework	<div style="display: flex; justify-content: space-around; font-weight: bold;"> 12345 </div> <div style="display: flex; justify-content: space-around; font-weight: bold;"> Far BelowBelowAverageAboveOutstanding </div> <p>Comments:</p>
Research, Test and Assessment, and Related Courses	<div style="display: flex; justify-content: space-around; font-weight: bold;"> 12345 </div> <div style="display: flex; justify-content: space-around; font-weight: bold;"> Far BelowBelowAverageAboveOutstanding </div> <p>Comments:</p>
Writing, Completion of Paperwork	<div style="display: flex; justify-content: space-around; font-weight: bold;"> 12345 </div> <div style="display: flex; justify-content: space-around; font-weight: bold;"> Far BelowBelowAverageAboveOutstanding </div> <p>Comments:</p>
Presentation Skills	<div style="display: flex; justify-content: space-around; font-weight: bold;"> 12345 </div> <div style="display: flex; justify-content: space-around; font-weight: bold;"> Far BelowBelowAverageAboveOutstanding </div> <p>Comments:</p>

Clinical Skills

Traverse Assignments (Assessed by Traverse)	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
COUN 522, Communication Skills	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
COUN 590, Practicum (if appropriate)	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Multicultural/Diversity Competencies	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Ethical Behavior	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				

Personal Characteristics

Openness	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Flexibility	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Positive Attitude	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Cooperativeness	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Interpersonal Communication	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Ability to Accept and Use Feedback	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				

Accept Personal Responsibility	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
Comments:					
Ability to Manage Conflict	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
Comments:					
Awareness of Impact on Others	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
Comments:					

_____	_____	_____
Student (Print)	(Signature)	Date
_____	_____	_____
(1)Committee Member Chair (Print)	(Signature)	Date
_____	_____	_____
(2)Committee Members (Print)	(Signature)	Date
_____	_____	_____
(3)Committee Members (Print)	(Signature)	Date
_____	_____	_____
(4)Committee Members (Print)	(Signature)	Date
_____	_____	_____
(5)Committee Members (Print)	(Signature)	Date
_____	_____	_____
(6)Committee Members (Print)	(Signature)	Date
_____	_____	_____
(7)Committee Members (Print)	(Signature)	Date

COUNSELING ADVISEMENT CHART

STUDENTS MATRICULATING SPRING 2012 AND LATER

	Class	Hours	Prerequisites	Scheduled	Grade
	<i>Core Classes</i>				
1	Professional Orientation and Ethics (510)	3			
2	Theories of Counseling and Human Behavior (517)	3			
3	Group Counseling (518)	3			
4	Multicultural Issues in Helping Professions (584)	3			
	<i>Counseling Classes</i>				
5	Diagnosis of Mental Disorders (576)	3	2 of 1, 2, 3, & 4		
6	Crisis, Disaster and Trauma Counseling (516)	3	2 of 1, 2, 3, & 4		
7	Substance Use and Abuse (577)	3	1, 2, 3, 4, & 5		
8	Career Counseling (513)	3	1, 2, 3, & 4		
9	Tests and Assessments (515)	3	1, 2, 3, 4, 12, 13		
10	School Track				
	School Counseling (545)	3	1, 2, 3, & 4		
	Counseling Children and Adolescents (541)	3	1, 2, 3, & 4		
	Sexuality in Counseling and Psychotherapy (581)	3	1, 2, 3, & 4		
	OR				
	Clinical Mental Health Counseling Track				
	Clinical Mental Health Counseling (521)	3	1, 2, 3, & 4		
	Family Counseling (560)	3	1, 2, 3, & 4		
	Sexuality in Counseling and Psychotherapy (581)	3	1, 2, 3, & 4		
	<i>EDPY Classes</i>				
11	Human Growth (FS 503) or Human Development (EDPY 503)	3			
12	Research Methods (EDPY 500) or Quantitative Research (EDPY 505)	3			
13	Stats Survey (EDPY 502) or Educ Stats (EDPY 511)	3	12		
	<i>Clinical and Skills Courses</i>				
14	Communication Skills in Counseling (522)	3	1, 2, 3, & 4		
15	Practicum (590)	3	1, 2, 3, 4, & 14		
16	Group Counseling Internship (519)	3	1, 2, 3, 4, 14, & 15		
18	Internship (595) [need 6 hours total] minimum of 3 credits per track selected	3	1, 2, 3, 4, 14, & 15		
19	Internship (595) [need 6 hours total] minimum of 3 credits per track selected	3	1, 2, 3, 4, 14, & 15		
	Total	60			

ADVISEE TRACKING RUBRIC

Please Fill-In Each Line With Date (or tentative date)

Name: _____ Banner ID: _____
Home Phone: _____
Cell Phone: _____
Semester Admitted: _____
Tentative Plan of Study Completed: _____
Practicum Semester (Complete Midpoint Review): _____
Internship Semesters: _____
Program of Studies to Graduate Studies (last 2-3 semesters): _____
Announcement of Examination (2 weeks prior to date of comps): _____
Master's Comprehensive Exam: _____
National Counselor Exam (NCE): _____
Intent to Graduate (Office of Graduate Studies): _____
Intent **MUST** be submitted to Cynthia before:
July 1 (Fall Graduation)
December 1 (Spring Graduation)
May 1 (Summer Graduation)

DEBORAH RIFENBARY
UNM College of Education
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
Email: riffer@unm.edu
Office: 505-277-8933

PROFESSIONAL QUALIFICATIONS

Over thirty years teaching experience • Twenty two years at UNM as a highly experienced and tenured faculty member with extensive administrative experience • Managed national accreditation for graduate level counseling program for two accreditation cycles based on strategic planning approaches • Collaborative professional relationships within UNM, the Albuquerque community, national and international organizations • Administration of diversity and international initiatives while practicing, teaching and advocating for the critical importance of diversity within faculty and student populations

EDUCATION

Ed.D., Counselor Education and Supervision, University of Virginia, Charlottesville, VA, 1989

M.Ed., Counseling and Human Development, Vanderbilt University, Nashville, TN, 1980

M.A.T., English, Fairleigh-Dickinson University, Teaneck, NJ, 1972

B.A., English, Rosemont College, Rosemont, PA, 1971

PROFESSIONAL LICENSES AND CERTIFICATION

Clinical Mental Health Counselor (LPCC) State of New Mexico (retired status)

Certified Mediator, UNM Law School

PROFESSIONAL EXPERIENCE

Liaison and Coordinator	AAECA-COE Summer Academy and STARS Assistant Program	2011 - present
Associate Dean	Academic Affairs and Faculty Development, COE University of New Mexico	2010 - present
Department Chair	Individual, Family and Community Education (IFCE), COE, University of New Mexico	2004-2010
Program Coordinator	Counselor Education Program, COE, University of New Mexico	2000-2003

Rifenbary Vita

Associate Professor	Counselor Education Program, COE, University of New Mexico	1996-present
Assistant Professor	Counselor Education Program, COE, University of New Mexico	1990-1996
Training Coordinator	"Educating New Faculty and Teaching Assistants About Teaching a More Diverse Population," University of Virginia, Charlottesville, VA	1988-1990
Coordinator	Multicultural Awareness for Incoming Freshman, University of Virginia, Charlottesville, VA	1989
Instructor	Multicultural Awareness for Student Teachers, Curry School of Education, University of Virginia, Charlottesville, VA	1988-1989
Instructor	Department of Counselor Education, Curry School of Education, University of Virginia, Charlottesville, VA	1988
Various High School positions	New York, Germany, New Jersey	1971-1986

COURSES TAUGHT

- COUNS 514 Supervision of Counseling Services
- COUNS 520 Foundations of Counseling
- COUNS 540 Counseling in the Elementary School
- COUNS 542 Counseling in the Secondary School
- COUNS 590 Practicum in Counseling
- COUNS 593 Multicultural Issues in the Helping Professions
- COUNS 595 Internship in Counseling
- COUNS 610 Consultation

Kristopher M. Goodrich

Email: kgoodric@unm.edu

EDUCATION

Ph.D., Counselor Education and Supervision, May 2009 (CACREP-Accredited)
Syracuse University, Syracuse, New York
Cognates: Higher Education and Community Counseling

M.S., Student Affairs Counseling, May 2005 (CACREP-Accredited)
Syracuse University, Syracuse, NY

PUBLICATIONS IN REFERRED JOURNALS

Goodrich, K. M., & Shin, R. Q. (in press). A Culturally Responsive Intervention for Addressing Problematic Behaviors in Counseling Students. *Counselor Education and Supervision*.

Goodrich, K. M., & Luke, M. (in press). Problematic student in the experiential group: Professional and ethical challenges for Counselor Educators. *Journal for Specialists in Group Work*.

Luke, M. & **Goodrich, K. M.** (in press). LGBTQ responsive school counseling supervision. *The Clinical Supervisor*, 31(1).

Luke, M., **Goodrich, K. M.**, & Gilbride, D. D. (in press). Intercultural Model of Ethical Decision Making: Addressing Worldview Dilemmas in School Counseling. *Counseling and Values*.

Goodrich, K. M. (in press, October 2012). The lived experiences of college-aged transsexual individuals. *Journal of College Counseling*.

Goodrich, K. M., Selig, J. P., & Trahan, Jr., D. P. (2012). The Self-Report Family Inventory (SFI): An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*, 45(4), 245-256.

Buser, J. K., **Goodrich, K. M.**, Luke, M., & Buser, T. J. (2011). A Narratology of Lesbian, Gay, Bisexual, and Transgender Clients' Experiences Addressing Religious and Spiritual Issues in Counseling. *Journal of LGBT Issues in Counseling*, 5(3-4), 282-303.

Goodrich, K. M. (2011). Methamphetamine treatment issues and considerations among men who have sex with men (MSM). *Journal of Addictions and Offender Counseling*, 32(1-2), 43-57.

Goodrich, K. M., Shin, R. Q., & Smith, L. C. (2011). The doctorate in Counselor Education. *International Journal for the Advancement of Counselling*, 33, 184-195.

Luke, M., **Goodrich, K. M.**, & Scarborough, J. L. (2011). Integration of the K-12 LGBTQ student population in school counselor education curricula: The current state of affairs. *Journal of LGBT Issues in Counseling*, 5(2), 80-101.

Shin, R. Q., Smith, L. C., **Goodrich, K. M.**, & LaRosa, N. (2011). Attending to diversity representation among CACREP master's programs: A pilot study. *International Journal for the Advancement of Counseling*, 33, 113-126.

Goodrich, K. M., & Luke, M. (2011). The LGBTQ Responsive Model for Supervision of Group Work. *Journal for Specialists in Group Work*, 36(1), 22-40.

BOOK CONTRIBUTIONS

Goodrich, K. M., & Luke, M. (2011). The experiences of school counselors-in training in group work with LGBTQ adolescents. In C. Salazar and A. Singh (Eds.), *Social Justice in Group Work: Practical Interventions for Change* (pp.138-154), New York, NY: Routledge/Taylor and Francis.

PROFESSIONAL PRESENTATIONS (selected/national and international)

Scarborough, J. L., Luke, M., & **Goodrich, K. M.** (2013, accepted). School Counselors and LGBTQ Youth: A Nationwide Study of School Counselor Educational Needs and Experiences. *American Counseling Association*, Cincinnati, OH.

Goodrich, K. M., Harper, A., Luke, M., & Singh, A. (2012). Resources in action: Making schools safe for our LGBTQQA students. *American Counseling Association*. San Francisco, CA.

Scarborough, J. L., **Goodrich, K. M.**, & Luke, M. (2012). School counselor educational needs and experiences in working with LGBTQ youth: A nationwide study. *American Counseling Association*, San Francisco, CA.

Lee, C., Vontress, C., Ebener, D., Pebdani, R., Na, G., & **Goodrich, K. M.** (2012). The Challenges of Diagnosing Cross Culturally with the DSM-V. *American Counseling Association*, San Francisco, CA.

Luke, M., **Goodrich, K. M.**, & Gilbride, D. (2012) Application of the Intercultural Model of Ethical Decision Making (IMED) in school counseling to group work. Association for Specialists in Group Work. Albuquerque, NM.

Goodrich, K. M., & **Luke, M.** (2012) Addressing the Problematic Student in the Experiential Group. Association for Specialists in Group Work. Albuquerque, NM.

Goodrich, K.M., & Luke, M. (2012) Investigating the LGBTQ Responsive Model of Group Supervision: A Pilot Study. Association for Specialists in Group Work. Albuquerque, NM.

Luke, M., **Goodrich, K. M.**, & Gilbride, D. D. (2011). Introduction and application of Intercultural Model of Ethical Decision Making in school counseling. Association for Counselor Educators and Supervisors, Nashville, TN.

Harper, A., **Goodrich, K. M.**, Luke, M., Scarborough, J. L., & Singh, A. A. (2011). Developing safer school environments for LGBTQ youth-Research to Practice: The critical role of counselors. *American Counseling Association Conference*. New Orleans, LA.

George C. Hunter Ph.D. (Chip)

11201 Hannett Ave. NE
Albuquerque, NM 87112
941-779-3416
chiphunter@unm.edu

Education:

1991 - 1996 University of Wisconsin - Madison. Ph.D. in Counseling Psychology granted August 1996, M.S. in Counseling granted December, 1994. Dissertation Topic: Ambiguity tolerance as a mediator in adolescent delinquents' "imaginary audience" preoccupation.

1995 - 1996 North Chicago Veterans Affairs Medical Center. APA approved, pre-doctoral clinical psychology internship in the Psychology Services division of a large (2500 bed) JCAHO accredited psychiatric, surgical and general medicine hospital. Primary rotations in general psychiatry, neuropsychology and substance abuse treatment.

1994 Purdue University, Visiting Scholar, Committee for Institutional Cooperation Consortium. Attended graduate neuroscience, psychology, and statistics courses.

1973 - 1979 University of North Carolina - Charlotte. Bachelor of Creative Arts degree in ceramics/sculpture, minor in ceramic engineering.

Employment:

2012 – Present University of New Mexico, Department of Counselor Education, Lecturer III.

2012 – Present (Part Time) New Mexico Women's Correctional Facility, Clinical Director.

2010 – Present (periodic) Medecins Sans Frontieres (MSF, Doctors Without Borders) Swiss Operational Section, Mental Health Coordinator, Field Coordinator.

2010 University of Miami, Coral Gables, FL, Department of Counseling Psychology,

2010 (Locum Tenens) Charlotte Correctional Institution, Punta Gorda, FL.

2007 – 2010 University of Wisconsin – Madison. Associate Faculty, Department of Counseling Psychology.

2006 – 2008 Medavante Inc., Madison, WI, Research Psychologist

2004 - 2006 University of the South Pacific, Suva, Fiji Islands, Senior Lecturer (equivalent to American Associate Professor), Applied Psychology, Chair, Psychology Area

1998 – 2004 University of New Mexico, Albuquerque, NM, Assistant Professor, Counselor Education; Coordinator, Community Mental Health Program, Coordinator, PhD Program.

1990 - 1991 Hurricane Island Outward Bound School, Yulee, FL. Senior Counselor, Project S.T.E.P.

Professional Licensure & Certification:

Licensed Psychologist Florida #PY7939
 New Mexico #1176

National Register of Health Service Providers in Psychology, Registrant

Other:

Languages: English and French, both written and oral.

2012 – Present Member, American Counseling Association

2011 – Present Governing Association Member, Doctors Without Borders USA.

2010 – Present Governing Association Member, Medecins Sans Frontiers Suisse
(Doctors Without Borders Swiss Operational Section, Geneva Switzerland)

1996 – Present Member, American Psychological Association.
 Division 45, Society for the Study of Ethnic Minority Issues
 Division 18, Psychologists in Public Service
 Division 17, Counseling Psychology

2008 - Present Ad Hoc Reviewer, Journal of Counseling Psychology

1998 - 2002 Ad Hoc Reviewer, Journal of Multicultural Counseling and Development.

Selected Presentations:

Hunter, G.C., Davis, D., Kobak, K., & Wampold, B. (Submitted for Presentation) *Rater vs. Self-Report Efficacy in Clinical Trials for Depression; A Meta-Analysis.*

Davis, D., Hunter, G.C., Kobak, K. & Wampold, B. (2009). *Trends in Placebo Response and Effect Size in Schizophrenia: a Meta-Analysis.* Presented at the International Society for CNS Clinical Trials and Methodology Autumn Conference, October 2009, San Diego, CA.

JEANMARIE KEIM, PH.D., ABPP

EDUCATION

Doctor of Philosophy, Counseling Psychology, Arizona State University, 1992

Accredited by the American Psychological Association

Master of Counseling, Arizona State University, 1989

Bachelor of Science, Business Management, Magna Cum Laude, Arizona State University, 1985

PROFESSIONAL EXPERIENCE

Program Coordinator, Associate Professor, Counselor Education (Masters and Doctoral CACREP accredited), College of Education, University of New Mexico, Albuquerque, New Mexico, tenured 2010, 2006- present.

Program Director, Family Studies and Human Development Program, and Bachelor of Applied Sciences Programs, University of Arizona South, Sierra Vista, Arizona, 2001- 2006

Associate Professor, Counselor Education Program (Masters and Doctoral, CACREP Accreditation) Counseling Psychology Program (Doctoral, APA Accreditation), University of Memphis, Memphis, Tennessee, tenured 1999, 1997-2001

Assistant Professor, Tenure-track, Professional Psychology, M.A. and Psy.D. Counseling and Counseling Psychology Programs (National Register accredited), University of St. Thomas, St. Paul, MN, 1993-1997

SCHOLARLY WORK

BOOK

Keim, J. with Wells, K. (2009, November) *Case Studies in Ethics, Diagnosis and Treatment: Images of Clients' Lives*. PESI, Inc: WI. 2nd place Book of the Year, Midwest Publishers Association.

CHAPTER

Keim, J. & Olguin, D. L. (2011). Group counseling across the life span: A psychosocial perspective. In R. K. Conyne (Ed.), *The Oxford Handbook of Group Counseling*. 416-435. New York: Oxford University Press.

REFEREED PUBLICATIONS

Keim, J., von Destinon, M., Stroud, D., & Roberts, D. (2010). Gender and ethnicity: The relationship between Adlerian themes. *Community College Journal of Research and Practice*, 34, 957-965.

Keim, J., McDermott, J. C., & Gerard, M. R. (2010). Bridge program: Using a group format to promote transitions for Hispanic education students. *Community College Journal of Research and Practice* 34(10), 769-783.

Keim, J., & McDermott, J. C. (2010). Mobbing: Workplace violence in the academy. *The Educational Forum*, 74, 167-173.

Keim, J., Strauser, D., & Olguin, D. L. (2009). Enhancing employment outcomes for survivors of intimate partner violence: A developmental work personality perspective. *Journal of Employment Counseling*, 136-144.

Olguin, D. L. & Keim, J. (2009). Using stakeholders as career bridges to promote academic performance: How would you like your stake? *Journal of School Counseling*, 7, 1-22.

Ishii, H., Olguin, D. L., & Keim, J. (2009). Career assessment with international students: International student card sort. *Compelling Counseling Interventions: VISTAS 2009*, 1-10.

Olguin, D., Keim, J., Arzate, J., & Torres, C. (2008). Multicultural career development considerations for students in 8th-12th grades. *Compelling Counseling Interventions: Celebrating VISTAS 5th Anniversary*, 103-114.

Keim, J., & von Destinon, M. (2008). Web-enhanced behavioral sciences courses: Ethnicity and

perceptions of community college students. *Community College Journal of Research and Practice*, 32, 559-567.

Bissell, B. L., & Keim, J. (2008). Organizational diagnosis: The role of contagion groups. *Management Decision*, 16(1/2), 7-17.

Keim, J., Olguin, D., Marley, S., & Thieman, A. (2008). Trauma and burnout: Counselors in training. *Compelling Counseling Interventions: Celebrating VISTAS' Fifth Anniversary*, 293-303.

Other Publications

Keim, J., & Stroud, D. (2009). Key figures in group counseling, 239-240. In Erford, B. T., *Encyclopedia of Counseling*. Washington, DC: American Counseling Association (ACA). (reviewed by American Counseling Association members)

Keim, J., & Dahlsten, M. (2008). Facilitative conditions, 159-161. In Leong, F. T., *Encyclopedia of Counseling*. CA: Sage Publications. (reviewed by American Psychological Association reviewers)

SERVICE

SERVICE TO THE PROFESSION

Trustee and incoming Treasurer, American Board of Professional Psychology (ABPP), Group Specialty Board of Trustees, 2012-present

Past-President (Elected), American Psychological Association, Group Psychology and Group Psychotherapy, Division 49. President-Elect (January, 2010), President (January, 2011), Past-President (January, 2012)

New Faculty Mentor, Association for Counselor Educators and Supervisors, 2010-present

Member, Association for Specialists in Group Work Conference Planning Committee, 2010

Past-Chair, Program Committee, American Psychological Association Annual Conference, Group Psychology and Group Psychotherapy, Division 49, 2009-11

Chair, Program Committee, American Psychological Association Annual Conference, Group Psychology and Group Psychotherapy, Division 49, 2007-2009

Chair, Convention Event Committee, Association for Specialists in Group Work, American Counseling Association Annual Convention 2007-2009

Editorial Review

Reviewer, *Journal for Specialists in Group Work*, 2001-present

Reviewer, *Group Dynamics*, 2007-present

LICENSES AND CERTIFICATION

Diplomate, Board Certified in Group Psychology, American Board of Professional Psychologists (ABPP), September, 2009

Licensed Psychologist, New Mexico, 2007-present

Licensed Psychologist (inactive), Arizona, 1993-present

PROFESSIONAL AFFILIATIONS

American Counseling Association, 1988-present

Association for Specialists in Group Work, ACA, 2000-present

American Psychological Association, 1989-present

Group Psychology and Group Psychotherapy, Division 49, APA, 1999-present

AWARDS AND HONORS

Leader Award, American Psychological Foundation, APA 49, Society for Group Psychology and Group Psychotherapy

Past-Presidents Award for Service, Society of Group Psychology and Group Psychotherapy

American Indian Student Services - Outstanding Faculty & Staff Recognition, 2010

President's Award for Outstanding Service to Division 49, APA, 2009

American Indian Student Services - Outstanding Faculty & Staff Recognition, 2009

Matthew Eugene Lemberger-Truelove

Academic Background

Doctor of Philosophy: University of South Carolina, Counselor Education, 2006

Professional Experience

University Of New Mexico – Albuquerque, NM

Assistant Professor of Counseling (*September 2010 – Present*)

University Of Missouri, Saint Louis – Saint Louis, MO

Assistant Professor of Counseling and Family Therapy (*June 2006 – September 2010*)

Referred Publications (2007 – 2012)

Since 2007, 14 referred journal articles published or in press and 4 book chapters.

Representative publications include the following:

Lemberger, M. E. (in press). A return to the human in Humanism: A response to Hansen's Humanistic vision. *Journal of Humanistic Counseling*.

Lemberger, M. E., & Krauss, S. (in press). Individual Psychology and factors associated with the development of elementary and secondary aged students. *Journal of Individual Psychology* 68(3).

Lemberger, M. E., & Clemens, E. V. (2012). Connectedness and self-regulation as constructs of the Student Success Skills program in inner-city African-American elementary students. *Journal of Counseling and Development*, 90(4), 450 – 458. doi: 10.1002/j.1556-6676.2012.00056.x

Brigman, G., Lemberger, M. E., & Moore, M. M. (2012). Striving to evince educational excellence: Measures for Adlerian counselors to demonstrate an impact on school-age youth. *Journal of Individual Psychology*, 68(2), 148 - 163.

Villares, E., Lemberger, M. E., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. *Journal of Humanistic Counseling*, 50(1), 42 – 55. doi: 10.1002/j.2161-1939.2011.tb00105.x

Choi, S. & Lemberger, M. E. (2010). Influence of a supervised mentoring program on the achievement of low-income South Korean students. *Mentoring and Tutoring: Partnership in Learning*, 18(3), 233 – 248. doi: 10.1080/13611267.2010.492939

Lemberger, M. E. (2010). Advocating Student-within-Environment: A humanistic theory for school counseling. *The Journal of Humanistic Counseling, Education and Development*, 49(2), 131 - 146. doi: 10.1002/j.2161-1939.2010.tb00093.x

Professional Presentations (2007 – 2012)

Since 2007, 13 referred national conference presentations and 8 community presentations.

Representative presentations include the following:

Lemberger, M. E. (February 2012). *Group leader skills that promote K-12 student self-regulation and connectedness to school*. Association for Specialist in Group Work National Convention: Albuquerque, NM.

Lemberger, M. E. (2011, February). *Towards schooling sapience: How school counselors can enhance executive functioning, feelings of connectedness, and academic achievement behaviors in elementary and secondary school students*. New

- Mexico School Counselor Association's Annual Conference. Albuquerque, NM.
- Watts, R., Lemberger, M. E., & McCurdy, K. (2009, October). *Reflecting "As If" in the supervision relationship*. Association of Counselor Education and Supervision Conference: San Diego, CA.
- Lemberger, M. E., & Moustafa, S. (2009, June). *Transcultural Adlerian Client Conceptualization & Therapy (TACCT): Individual Psychology's Relevance to the Helping Professions from a Cultural Perspective*. North American Society of Adlerian Psychology, Annual Conference: Tucson, AZ.
- Lemberger, M. E. & Lee, D. R. (2009, March). *A School Counseling Curriculum Using Metacognition to Promote Sapience and Academic Achievement*. American Counseling Association Annual Conference: Charlotte, NC.
- Lee, D., Lemberger, M., & Huang, H. (2008, August). *Protective and risk factors of immigrant adolescents' psychological well-being: Longitudinal analysis*. American Psychological Association Conference, Boston, MA.

Funded Grants and Contracts (2007 – 2012)

Since 2007, 6 funded grants or contracts, including the following:

- Principal Investigator (2009 – 2010). *Advocating student excellence*. Ferguson Florissant Public Schools: \$15,000.
- Principal Investigator (2009). *Advocating student excellence*. Ferguson Florissant Public Schools: \$10,000.
- Principal Investigator (2008 – 2009). *Advocating student excellence*. Safe and Drug Free Schools St. Louis Public Schools: \$50,000.
- Principal Investigator (2007). *Counseling for positive change*. Safe and Drug Free Schools St. Louis Public Schools: \$5,000.
- Principal Investigator (2007). *School counselor ongoing partnership and education* (SCOPE) Matching funds, St. Louis Public School District: \$2,000.
- Principal Investigator (2007). *School counselor ongoing partnership and education* (SCOPE) Urban Extension Grant Program, University of Missouri - St. Louis: \$2,000.

Noteworthy Service (2007 – 2012)

Representative Service activities include the following:

- President-elect, *Association of Humanistic Counseling*, term starts 2013.
- Editor (July 2012 - Present), Associate Editor & Editorial Board (Sept 2009 – July 2012), *Journal of Humanistic Counseling* (formerly the Journal of Humanistic Counseling, Education and Development).
- Editorial Board, *Journal of Counseling and Development*, March 2009 – Present.
- Contributing Editor. *The Journal of Individual Psychology*, September 2006 – Present.
- Faculty Senate, University of New Mexico, Term period from Fall of 2011 – Present; elected until 2013.
- Faculty Senate, College of Education At-Large Representative, University of Missouri – Saint Louis, Term period from Fall 2009 – Fall 2010.

DAVID LEE OLGUIN

1312 57TH STREET NW
ALBUQUERQUE, NM 87105
DOLGUIN1@UNM.EDU

ACADEMIC BACKGROUND

Ph.D., Counselor Education

May 2004

University of New Orleans (CACREP-accredited), New Orleans, Louisiana

Minors: Child and Adolescent Counseling & School Counseling

Dissertation: *Determinants of Preparation Through Perceptions of
Counseling and Teaching Self-Efficacy among Prospective
Counselor Educators*

M.Ed., Counseling,

December 1999

University of New Orleans (CACREP-accredited), New Orleans, Louisiana

Minors: Mental Health Counseling & School Counseling

B.A., Psychology,

July 1994

University of New Mexico, Albuquerque, New Mexico

Minor: Sociology

PROFESSIONAL EXPERIENCE

Assistant Professor, The University of New Mexico, Counselor Education

Career Counseling (COUN 513), Spring 2005-2008

Counseling Theories (COUN 517), Fall 2004, Spring 2005, Summer 2008 & 2010

Group Counseling (COUN 518), Fall 2004, Summer 2005, 2007, 2009

Communication Skills in Counseling (COUN 522), Fall 2005-2009

Child and Adolescent Counseling (COUN 541), Summer 2006

School Counseling (COUN 545), Fall 2005-2008

Multicultural Counseling (COUN 584), Fall 2005-2008, Spring 2011

Counseling Practicum (COUN 590), Fall 2011

Independent Study (COUN 591), Summer 2005-Spring 2009

Field Practicum (COUN 595), Fall 2009-2011, Spring 2009-2011

Advanced Theories (COUN 621), Spring 2006

Advanced Practicum (COUN 630), Fall 2005-2008, Spring 2006-2008

Doctoral Internship (COUN 696), Fall/Spring 2005-2009; Summer 2006-2009

Doctoral Dissertation (COUN 699), Fall/Spring 2005-2009; Summer 2007-2009

Instructor, The University of New Orleans, Teacher Education

Careers for Educators (EDUC 1000), Summer 2003, Fall 2003

Counseling Techniques (EDGC 6430), Fall 2003

Group Work (EDGC 6450), Spring 2003

Instructor, The University of Northern Colorado, College Student Personnel and Administration

Career Theory & Employment Trends (CSPA 173), Fall 2000, Spring 2001

RESEARCH EXPERIENCE

- I received an internal grant (UNM OFAC Travel Grant) for \$600 to continue research (International Student Card Sort) and present at the 2009 American Counseling Association Annual Conference. Ongoing qualitative investigation with Dr. Ishii to begin conducting focus groups with international students to define the 69 school transition characteristics identified will continue. A manuscript was produced and published as a result of this collaboration.
- Ongoing qualitative investigation utilizing a cross-cultural training model in graduate-level Career Counseling classes. Doctoral students are involved in this research process. Preliminary findings have been presented at professional conferences and one manuscript was submitted in February 2009. One more manuscript will be generated from the data.
- Researching which career-related grants can enhance my research agenda. Thus far, I am interested in the Learn to Serve America grant that awards \$85,000 to \$500,000.00 to chosen recipients. I want to create a Career Clearinghouse for elementary, middle and high school counselors, parents and students in the Albuquerque Public Schools, and eventually, extend this service to families in the state of New Mexico. A component to this grant will include serving Mexican immigrants who are completing their GED through the High School Equivalency Program (HEP) at the University of New Mexico (UNM).
- Ongoing quantitative investigations with Dr. Keim. We are investigating career development and post traumatic stress in counselor preparation programs. A \$200 grant was already secured, professional conference presentations were executed and a publication followed. A nation-wide study will be conducted.
- Invited writer for play therapy techniques (electronic and print versions).
- Reviewed case scenarios for culturally-based language and conducted literature review for the Herlihy, B., & Remley, T. (2005) textbook; *Ethical and Legal Issues in Counseling*.
- Reviewer for *Current Issues in Education*.

PUBLICATIONS

Refereed Compendium Journals

- Ishii, H., Olguin, D. L., Keim, J. (2009). Career Assessment Tool with International Students: International Student Career Card Sort. *Compelling Counseling Images: The Best of VISTAS 2009*, 1-10.
- Olguin, D. L., Keim, J., Arzate, J., & Torres, C. (2008). Multicultural Career Development Considerations for Students in 8th-12th Grades. *Compelling Counseling Images: The Best of VISTAS 2008*, 103-114.
- Keim, J., Olguin, D. L., Marley, S. C., Thieman, A. (2008). Trauma and Burnout: Counselors in Training. *Compelling Counseling Images: The Best of VISTAS 2008*, 293-303.

COUN510: Professional Orientation and Ethics
Professional Orientation and Ethical Practice

CACREP Standard	UNM Description	Evaluation Method
History and philosophy of the counseling profession	This material is covered in the first three weeks of class. Students are evaluated using the midterm examination, as well as responses to weekly journal prompts specific to these issues.	Midterm Examination (multiple choice, short answer, and essay); Journal Entries 2, 3
Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	This material is covered during the professional identity section in the first three weeks of class. Later, we speak about specific professionals within counseling in week 6, 7 and 10. Students are evaluated using the midterm examination, as well as responses to journals they submit weekly, with prompts specific to these issues. Finally, they are to submit a counseling interest paper, in which they explore a particular specialty and human service organization in greater depth.	Midterm Examination (essay question); Multiple Journal Entries (Journal 2, 7, 8, 9); Counseling Interest Paper
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	This material is covered in the seventh week of class, when we talk about the roles and responsibilities of a clinical mental health counselor. That week's journal prompt also relates to this issue, as well as multiple-choice questions on the examination.	Midterm Examination (multiple choice question); Journal 9
Self-care strategies appropriate to the counselor role	They are asked to self-analyze their experience in a paper and with a number of	Midterm Examination (multiple choice and short-answer question); Journal 1, 3,

	weekly journal prompts. It is also evaluated in the midterm examination.	10, 13; Self-Analysis Paper
Counseling supervision models, practices, and processes	This material is discussed in the second half of the semester. In addition, they read a book chapter related to supervision and must respond to a journal prompt in week 13.	Journal 13; Counseling Practice during class; Self-Analysis of Counseling Paper
Professional organizations, including membership benefits, activities, services to members, and current issues	This material is covered in the first three weeks of class. In addition, specific professional identities are covered in weeks 6, 7, and 10. Students are evaluated using the midterm examination, as well as responses to journals they submit weekly, with prompts specific to these issues.	Midterm Examination (multiple choice and short-answer questions); Journal 2, 8, 9
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	This material is covered in the first three weeks of class. In addition, specific professional identities are covered in weeks 6, 7, and 10. Students are evaluated using the midterm examination, as well as responses to journals they submit weekly, with prompts specific to these issues.	Midterm Examination (multiple choice question, short-answer, and essay); Journal 2, 7, 8, 9
The role and process of the professional counselor advocating on behalf of the profession	This material is covered in the first three weeks of class. Students are evaluated using the midterm examination, as well as responses to journals they submit weekly, with prompts specific to these issues.	Midterm Examination (short-answer question); Journal 2, 4, 7, 8, 9
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	This material is covered in class lecture throughout the course. Students are evaluated using the midterm examination, as well as responses to personal journals	Midterm Examination (multiple choice and short-answer question); Journal 5

	they submit weekly, with prompts specific to these issues, including the fifth week's prompt on multicultural counseling.	
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	This material is covered in class discussion. Students are evaluated using the midterm examination, as well as responses to journals they submit weekly, with prompts specific to these issues, including an ethics specific prompt in week 4.	Midterm Examination (multiple choice and short-answer question); Journal 2, 4,

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:

The University of New Mexico (UNM) fulfills this standard in COUN 584: Multiculturalism in Counseling

2009 CACREP Standard	UNM Description/ Microlabs & Evaluation *	Microlabs & Evaluation *
multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally	Multicultural and pluralistic trends are addressed in the first few classes along with counselor identity development and ethical and legal practices. Racial/ethnic identity models are introduced early to set the stage for the rest of the course assignments and microlabs (small group discussion that involves integration of theoretical conceptualization into practice). Experiential community activities (two), student presentations, and movies also highlight multicultural and pluralistic trends.	Appendix D: Microlab: Movies/Process Questions Appendix F: Student Presentation & Cultural Reflection Paper
attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	As racial and ethnic identity models and the multicultural counseling competencies are learned, students must reflect and write a autobiography. Students who watch other student presentations must explore their attitudes, beliefs, and understandings of self in relation to future clientele via cultural reflection papers. Furthermore, students are challenged to immerse themselves into communities where cultural groups different from their own dominate/reside. Student attitudes, biases and stereotypes, and understandings of different cultures through movies and process questions where they practice using identity development models and counseling theories while developing their conceptual map to clinical practice in agencies and educational settings.	Appendix E: Community Activities
theories of multicultural counseling, identity development, and social justice	Multicultural counseling theory, other counseling theories, and identity development models are interwoven throughout microlabs	Appendix A: Microlab: Conceptual Map for Clinical Practice

	and course assignments. After the movie microlabs, process questions challenge students to conceptualize movie character(s) in relation to identity development models. They also explore ways to use a particular counseling theory with the identified character in discussion. Strategies for social justice, ethical considerations, and treatment modalities are discussed after each movie.	Appendix G: Microlab: Highlighting Similarities/Differences Among Theories
individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies	The microlabs provide students the medium to process diverse cultures. They assess which areas for growth exist that needs to be resolved in order to effectively work with clients from diverse backgrounds. Individual, couple, family, group, and other counseling modalities are discussed. Advocacy in relation to personal stereotype and biases are discussed. Students personally apply identity development models and identify strategies needed to move forward through each stage/phase. Characteristics in each stage are discussed as they surface after each activity and microlab.	Appendix B: Microlab: Racial/Ethnic/Religious/LGBTQQ Identity Development
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	Students begin to develop cultural awareness by writing an autobiography. Identity and psychosocial development models are used to highlight the importance of human development. Students also determine how traditional Western practices can be applied to diverse individuals; this is emphasized in community activities. Culturally supported behaviors are identified and processed after each movie; collectivism versus individualism is discussed and students explore religious, folk healing, and other spiritual practices.	Appendix E: Community Activities Appendix H: Microlab: Personal Reflection of Stereotypes and Biases
counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	At the beginning of the semester, students participate in microlab where they must reflect on the development of their personal stereotypes, biases, prejudices, and/or	Appendix C: Personal Autobiography Appendix E: Community Activities

	<p>racist/discriminatory attitudes/beliefs. They identity influences (family, school, community, religious and or spiritual influences, etc.) and use small/large group discussion to explain how biases, stereotypes, and prejudices were learned. Intentional and unintentional oppression and discrimination are targeted in microlabs, community activities, student presentations and cultural reflection papers, and professional readings/article critique.</p>	
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** Appendixes A-K are COUN 584 evaluation rubrics and microlab activities that target 2009 CACREP Social and Diversity Standards*

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:

Standard	UNM Description	Evaluation
a. theories of individual and family development and transitions across the life span;	FS 503: Discussed in week 3 through the end of the semester (new theories are introduced each week) EDPY 503: Discussed in weeks 2-14	FS 503: Exams 1 and 2 EDPY 503: Tests 1, 2, and 3
b. theories of learning and personality development, including current understandings about neurobiological behavior;	FS 503: Discussed in week 6 EDPY 503: Discussed in weeks 2-14	FS 503: Exam 1 EDPY 503: Tests 1, 2, and 3
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;	COUN 516: Discussed in weeks 2-15	COUN 516: Exams 1, 2, and 3
d. theories and models of individual, cultural, couple, family, and community resilience;	COUN 584: Discussed in week 4	COUN 584: Student Presentation
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;	COUN 515: Covered during aptitude and achievement	COUN 515: Midterm Examination
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	COUN 576: covered during developmental disorders and abnormal psychology overview	COUN 576: Quizzes 2, 3, 4, 14 and case studies 1-3
g. theories and etiology of addictions and addictive behaviors, including	COUN 577: Discussed week 3 (Course Objective 1)	COUN 577: Research Paper and Presentation

strategies for prevention, intervention, and treatment; and		
h. theories for facilitating optimal development and wellness over the life span.	COUN 517: Discussed in weeks 2-12 (Course Objective 8)	COUN 517: Exams 1, 2, and 3

CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

The University of New Mexico (UNM) fulfills this standard in COUN 513: Career Counseling

2009 CACREP Standard	UNM Description/ Microlabs & Evaluation *	Microlabs & Evaluation *
Career development theories and decision-making models;	Career development theories (includes emerging theories) and decision-making models are introduced at the beginning of the semester. Students must select one theory and conduct a group presentation for the class as a whole. Activities must be used to demonstrate the selected theory. In-class discussions involve integration of theoretical conceptualization into practice. <i>Road Trip Nation</i> is viewed in class and theories are applied to the selected episode. Multicultural and pluralistic trends are also highlighted.	Appendix A: Student Theoretical Presentations (Chapters 2, 3, & 5)
Career, avocational, educational, occupational and labor market information resources, and career information systems;	Student must become familiar with career, avocational, educational, and labor market information through directed readings (e.g., <i>NCDA Career Convergence</i>), class discussions, and through internet searches e.g., <i>Occupational Outlook Handbook</i>). Class watches <i>Road Trip Nation</i> and engages in career-related discussions while integrating curriculum vitae, cover letter, and career counseling position statements.	Appendix B: <i>Road Trip Nation</i> film.

Career development program planning, organization, implementation, administration, and evaluation;	Students are given the majority of the semester to work with UNM Career Services to take the MBTI and SII, and return for interpretation. Students must observe the physical location, its surroundings, and decorations and write a self-evaluation paper that is due at the end of the semester. In the first part of the paper, students must include information they learned about students learned about themselves; and in the second part, they must use a theory to describe their assessment/inventory results with respect to career development stages and decision-making processes. Students (in groups) then use this information to design and develop a career counseling center.	Appendix F: Self-Evaluation Paper
Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	Students engage in textbook readings to cover career development and diverse populations. This includes private agency to public and private schools. Students also assess how career counseling strategies and techniques for the 21 st century can be applied to diverse populations. Student must consider all potential cultural issues in the career counseling center proposals they develop and turn in at the end of the semester.	Appendix E: Directed Readings/Textbook (Pedersen's Triad Training Model research demonstrations).
Career and educational planning, placement, follow-up, and evaluation;	Students design a career counseling center based on a selected setting (elementary, middle, high school, higher education, private practice). They must include	Appendix G: Personal Design of a Career Counseling Center Textbook Chapters 9-13.

	career/educational planning and a placement and follow up and evaluations used for the targeted group. Regardless of setting, families and diversity must be attended. Resources are also required (e.g., legislative mandates that target career development).	
Assessment instruments and techniques relevant to career planning and decision making; and	Students must set an appointment to take the MBTI and SII and return to have their results interpreted. Directed readings also cover assessments, techniques, career planning and decision making.	Appendix C: Administration and Interpretation of Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII)
Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	Throughout the semester, students are exposed to career counseling processes, techniques, and resources. For example, students pair up to administer and process values and skills card sorts. Directed readings also cover assessment and career planning, assessment, and inventories. All of these components must be included in the design of a career center.	Appendix G: Personal Design of a Career Counseling Center

STANDARDS FOR HELPING RELATIONSHIPS

HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
II.G.5.a.	an orientation to wellness and prevention as desired counseling goals;	COUN 517	Theories of Counseling & Human Behavior	Learning Objective: 1 Course Requirement: 2 & 4
II.G.5.b.	counselor characteristics and behaviors that influence helping processes;	COUN 522	Communication Skills in Counseling	Learning Objective: 1 Course Requirement: 2
II.G.5.c.	essential interviewing and counseling skills;	COUN 522	Communication Skills in Counseling	Learning Objective: 2 Course Requirement: 3
II.G.5.d.	counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions; s Students will be exposed to models of counseling that are consistent with current professional research and practice in the field to begin to develop a personal model of counseling;	COUN 517	Theories of Counseling & Human Behavior	Learning Objective: 1 Course Requirement: 2 & 4
II.G.5.e.	a systems perspective that provides an understanding of family and other	COUN 517	Theories of Counseling & Human	Learning Objective: 11 Course Requirement: 2 & 3

	systems theories and major models of family and related interventions;		Behavior	
II.G.5.f.	a general framework for understanding and practicing consultation	COUN 522	Communication Skills in Counseling	Learning Objective: 2 Course Requirement: 3
II.G.5.g.	crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	COUN 516	Crisis Counseling	Learning Objective: 2, 3 Course Requirement: examination

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:

This standard is fulfilled with COUN 518 Group Counseling and COUN519 Group Practicum

CACREP 2009 STANDARD	DESCRIPTION	EVALUATION
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	<p>COUN 518 Group Counseling These areas are assessed with exams 1, 2</p> <p>Weekly journal reflections integrate students' understanding of material</p> <p>Students propose a 10-session group for a population of interest</p>	<p>COUN 518 Group Counseling Exam 1, 2 Reflections Group Proposal Paper</p>
b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	<p>COUN 519 Group Practicum Students co-facilitate 10 sessions in a community or school setting; during supervision of their experience they explore the impact of their facilitation characteristics and leadership style</p> <p>Students demonstrate group leadership skills in leading a group session/activity in class</p> <p>Students reflect on their group leadership styles and co-facilitation at their site</p>	<p>COUN 519 Group Practicum Co-facilitate 10 group sessions with site and self-evaluations, reflection paper and group plan</p> <p>Group Counseling Presentation</p> <p>Reflection Paper</p>
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	<p>COUN 518 Group Counseling Students study a theory of interest in-depth and complete a presentation related to that topic</p> <p>Journal reflections document how students see theories applied in group</p>	<p>COUN 518 Group Counseling Theory Presentation Journal Reflections Group Plan Paper</p>

	work Group Plan Paper include the theory students would use for the group they design	
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	<p>COUN 519 Group Practicum</p> <p>Students reflect on the group methods they implemented, their behaviors, and evaluation of effectiveness</p> <p>Group plan requires students to plan a group and incorporate group methods and leadership topics.</p>	<p>COUN 519 Group Practicum Reflection Paper</p> <p>Group Plan</p>
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.	<p>COUN 518 Group Counseling</p> <p>Students participate in a service-oriented task group</p> <p>Journal reflections document the students experience as members in a group</p>	COUN 518 Group Counseling Reflections
	<p>COUN 519 Group Practicum</p> <p>Co-facilitating 10 sessions at a site (school or community)</p> <p>Students participate in multiple reviews of their performance</p>	<p>COUN 519 Group Practicum</p> <p>Group internship placement</p> <p>Student's midterm review, supervisor's midterm review, supervisor's final evaluation</p>

ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

The University of New Mexico fulfills this standard in this course: COUN 515: Testing and Assessment in Counseling

CACREP 2009 Standard	UNM Description	Evaluation
historical perspectives concerning the nature and meaning of assessment;	In the first course meeting, historical information about assessment is provided to students in the course lecture.	Assigned readings and class discussion
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;	Basic concepts of testing are covered in the second week of the course. Students understanding of these concepts are evaluated in a number of ways.	Assigned reading and class discussion Midterm exam Final exam Testing report (rubric)
statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	Statistical Concepts of Assessment are covered in weeks 2 & 3. Students are evaluated on these concepts through in-class quizzes and exams.	Assigned reading and class discussion Midterm exam Final exam
reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	Reliability is introduced in week 3 and covered each week after (as specific assessments are discussed). Students are evaluated on these concepts through quizzes, in-class exams, and in-class activities that demonstrates knowledge, and in the group presentation, and the	Assigned reading and class discussion In-class Activities Midterm exam Final exam Group presentations (rubric) Testing report (rubric)

	testing report assignments.	
validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	Validity is in week 3 and is covered each week after (as specific assessments are discussed). Students are evaluated on these concepts through quizzes, exams, and in-class activities that demonstrate knowledge, and in the group presentation, and the testing report assignments.	Assigned Reading and Class Discussion In-Class Activity Mid-Term Exam Final Exam Group Presentations (rubric) Testing Report (rubric)
social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;	Social and cultural factors are explored from the initial lecture of the course; detailed information about this concept is addressed in the fourth week. All of the exams and assignments integrate this material.	Assigned reading and class discussion Midterm exam Final exam Group presentations (rubric) Testing report (rubric)
ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	Ethical information is explored from the initial week of the course; detailed information about this concept is addressed in the fourth week. All of the exams and assignments integrate ethical considerations.	Assigned reading and class discussion Midterm exam Final exam Group presentations (rubric) Testing report (rubric)

RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

Standard	UNM Description	Evaluation
a. the importance of research in advancing the counseling profession;	EDPY 500: Discussed in weeks one and two EDPY 505: Discussed in weeks one to three EDPY502: Discussed in week one	EDPY500: Exam 1 EDPY505: Online Quiz 1 and Final Exam EDPY502: Exam 1
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	EDPY500: Discussed in week two through the end of the semester (new methods discussed each week) EDPY505: Discussed in weeks nine to twelve EDPY502: Discussed in weeks two through fourteen	EDPY500: Exams 1, 2, and 3 EDPY505: Online Quiz 4 and Final Exam EDPY502: Exams 1, 2, and 3
c. statistical methods used in conducting research and program evaluation;	EDPY500: Discussed in weeks six and seven EDPY505: Discussed in weeks six and seven EDPY502: Discussed in weeks two through fourteen	EDPY500: Exam 2 EDPY505: Online Quizzes 3 and 4, Final Exam EDPY502: Exams 1, 2, and 3
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	EDPY505: Discussed in week twelve EDPY502: Discussed in weeks two to fourteen	EDPY505: Online Quizzes 5 and 6, Analysis Plan, Research Proposal, and Final Exam EDPY502: Exams 1, 2, and 3
e. the use of research to inform evidence-based practice;	EDPY500: Discussed in week one COUN576: Discussed in relation to mental disorders	EDPY500: Exam 1 COUN576 text
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	EDPY500: Discussed in weeks one to four EDPY505: Discussed in week three	EDPY500: Exam 1 EDPY505: Online Quizzes 1 and 2, CITI Human Subjects Assignment

STANDARDS FOR CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

Clinical Mental Health Counseling Curriculum and Student Learning Outcomes

Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
	FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING Studies in this area include but are not limited to the following:			
A	Knowledge			
A.1	Understands the history, philosophy, and trends in clinical mental health counseling	COUN 520	Professional Orientation & Ethics	Learning Outcome: 2 Course Requirement: 1
A.2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling	COUN 520	Professional Orientation & Ethics	Learning Outcome: 2 Course Requirement: 2
A.3	Understands the roles and functions of clinical mental health counselors in various practice settings and the	COUN 521	Community/Agency Counseling	Learning Outcomes: 1, 7 Course Requirement: 3

	importance of relationships between counselors and other professionals, including interdisciplinary treatment teams			
A.4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 2 Course Requirement: 2
A.5	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision educational program	COUN 521	Community/Agency Counseling	Learning Outcome: 5 Course Requirement: 4
A.6	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	COUN 577	Substance Use & Abuse	Learning Outcome: 1 Course Requirement: 4
A.7	Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems)	COUN 521	Community/Agency Counseling	Learning Outcome: 7 Course Requirement: 4
A.8	Understands the management of mental health services and programs, including areas such	COUN 521	Community/Agency Counseling	Learning Outcomes: 1, 6, 7 Course Requirement: 4

	as administration, finance, and accountability			
A.9	Understands the impact of crises, disasters, and other trauma-causing events on people	COUN 516	Crisis, Disaster & Trauma Counseling	Learning Outcome: 1 Course Requirement: Discussion question week 2
A.10	Understands the operation of an emergency management system within clinical mental health agencies and in the community	COUN 516	Crisis, Disaster & Trauma Counseling	Learning Outcome: 4 Course Requirement: Discussion question week 7
B	Skills and Practices			
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcomes: 3, 7 Course Requirement: 2
B.2	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 1, 7 Course Requirement: 4

	COUNSELING, PREVENTION, AND INTERVENTION			
Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
C	Knowledge			
C.1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	COUN 521	Community/Agency Counseling	Learning Outcomes: 3, 6 Course Requirement: 6
C.2	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 4 Course Requirement: 4
C.3	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help)	COUN 521	Community/Agency Counseling	Learning Outcome: 5 Course Requirement: 6
C.4	Knows the disease concept and etiology of addiction and co-occurring disorders	COUN 577	Substance Use & Abuse	Learning Outcome: 2 Course Requirement: 5
C.5	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network	COUN 521	Community/Agency Counseling	Learning Outcomes: 1, 7 Course Requirement: 3
C.6	Understands the principles of crisis intervention for people during crises,	COUN 516	Crisis, Disaster & Trauma Counseling	Learning Outcome: 2 Course Requirement: discussion

	disasters, and other trauma-causing events.			question week 3
C.7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	COUN 576	Diagnosis of Mental Disorders	Learning Outcomes: 4, 5 Course Requirement: 4
C.8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 3 Course Requirement: 3
C.9	Understands professional issues relevant to the practice of clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 7 Course Requirement: 5
D	Skills and Practices			
D.1	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 4, 6 Course Requirement: 6
D.2	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 5 Course Requirement: 6
D.3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 5 Course Requirement: 6
D.4	Applies effective strategies to promote	COUN 521	Community/Agency	Learning Outcomes: 1, 7

	client understanding of and access to a variety of community resources		y Counseling	Course Requirement: 6
D.5	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	COUN 521 595	Community/Agency Counseling	Learning Outcomes: 4, 5 Course Requirement: 6
D.6	Demonstrates the ability to use procedures for assessing and managing suicide risk	COUN 521	Community/Agency Counseling	Learning Outcome: 6, 7 Course Requirement: 5
D.7	Applies current record-keeping standards related to clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcomes: 6, 7 Course Requirement: 3
D.8	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	COUN 577	Substance Use & Abuse	Learning Outcome: 4 Course Requirement: 4
D.9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	COUN 521	Community/Agency Counseling	Learning Outcome: 7 Course Requirement: 4

	DIVERSITY AND ADVOCACY			
Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
E	Knowledge			
E.1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 7 Course Requirement: 6
E.2	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 7 Course Requirement: 5
E.3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 7 Course Requirement: 5
E.4	Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 7 Course Requirement: 6
E.5	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	COUN 521	Community/Agency Counseling	Learning Outcomes: 4, 7 Course Requirement: 5

E.6	Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services	COUN 521	Community/Agency Counseling	Learning Outcome: 1, 4 Course Requirement: 5
F	Skills and Practices			
F.1	Maintains information regarding community resources to make appropriate referrals	COUN 521	Community/Agency Counseling	Learning Outcomes: 1, 7 Course Requirement: 3
F.2	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	COUN 521	Community/Agency Counseling	Learning Outcome: 4 Course Requirement: 6
F.3	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	COUN 521	Community/Agency Counseling	Learning Outcome: 4 Course Requirement: 6

	ASSESSMENT			
Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
G	Knowledge			
G.1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	COUN 521	Community/Agency Counseling	Learning Outcome: 5 Course Requirement: 6
G.2	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments	COUN 515	Testing and Assessment	Learning Outcome: 2 Course Requirement: examination
G.3	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified	COUN 577	Substance Use & Abuse	Learning Outcome: 6 Course Requirement: 6
G.4	Identifies standard screening and assessment instruments for substance use disorders and process addictions	COUN 577	Substance Use & Abuse	Learning Outcome: 7 Course Requirement: 3

H	Skills and Practices			
H.1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	COUN 515 595	Testing & Assessment	Learning Outcome: 4 Course Requirement: examination
H.2	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	COUN 515	Testing & Assessment	Learning Outcomes 2, 3,4 Course Requirement: exmination
H.3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	COUN 521	Community/Agency Counseling	Learning Outcome: 3 Course Requirement: 5
H.4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	COUN 577	Substance Use & Abuse	Learning Outcome: 10 Course Requirement: 7

	RESEARCH AND EVALUATION			
Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
I	Knowledge			
I.1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6
I.2	Knows models of program evaluation for clinical mental health programs	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6
I.3	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6
J	Skills and Practices			
J.1	Applies relevant research findings to inform the practice of clinical mental health counseling	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6
J.2	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6
J.3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	COUN 521	Community/Agency Counseling	Learning Outcome: 6 Course Requirement: 6

DIAGNOSIS				
Standard Number/Letter	Standard	Course Number	Course Name	Assessment Overview
K	Knowledge			
K.1	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 1, 2 Course Requirement: 1
K.2	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 5 Course Requirement: 4
K.3	Knows the impact of co-occurring substance use disorders on medical and psychological disorders	COUN 577	Substance Use & Abuse	Learning Outcome: 11 Course Requirement: 7
K.4	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations	COUN 515	Testing & Assessment	Learning Outcome: 7 Course Requirement: examination
K.5	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event	COUN 516	Crisis, Disaster & Trauma Counseling	Learning Outcome: 3 Course Requirement: discussion question week 3

L	Skills and Practices			
L.1	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 2 Course Requirement: 4
L.2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	COUN 576	Diagnosis of Mental Disorders	Learning Outcome: 2 Course Requirement: 4
L.3	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	COUN 516	Crisis, Disaster & Trauma Counseling	Learning Outcome: 3 Course Requirement: discussion question week 3

STANDARDS FOR SCHOOL COUNSELING PROGRAMS

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the school counseling context. In addition to the common core curricular experiences outlined in Section II.G, curricular experiences and demonstrated knowledge and skill in each of the areas below are required of all students in the clinical mental health counseling program.

School Counseling Curriculum and Student Learning Outcomes

Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
	FOUNDATIONS OF SCHOOL COUNSELING Studies in this area include but are not limited to the following:			
A	Knowledge			
A.1	Knows history, philosophy, and trends in school counseling and educational systems.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 4.b
A.2	Understands ethical and legal considerations specifically related to the practice of school counseling.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 4.m
A.3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 2 & 4.d
A.4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 2 & 4.a
A.5	Understands current models of	COUN 545	School Counseling	Learning Outcome: 1

	school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.			Course Requirement: 2, 3, & 4.a & b
A.6	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 2
A.7	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 4. m. & n
B	Skills and Practices			
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 2; 3; & 4.m;
B.2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	COUN 545	School Counseling	Learning Outcome: 1 Course Requirement: 3 & 4.p
	COUNSELING, PREVENTION, AND INTERVENTION			
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview

C	Knowledge			
C.1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.e-i
C.2	Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 3 & 4.k
C.3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	COUN 541	Counseling Children & Adolescents	Learning Outcome: 6 Course Requirement: 3 & 4
C.4	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 3 & 4.h
C.5	Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.f & d
C.6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.m & n
D	Skills and Practices			

D.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.1 & p
D.2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.f & g & 5
D.3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 2 & 4.c – i
D.4	Demonstrates the ability to use procedures for assessing and managing suicide risk.	COUN 522	Communication Skills	Learning Outcome: 5 Course Requirement: 4
D.5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	COUN 545	School Counseling	Learning Outcome: 2 Course Requirement: 4.n
DIVERSITY AND ADVOCACY				
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
E	Knowledge			
E.1	Understands the cultural, ethical,	COUN 545	School Counseling	Learning Outcome: 3

	economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.			Course Requirement: 4.l
E.2	Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	COUN 545	School Counseling	Learning Outcome: 3 Course Requirement: 4.l
E.3	Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	COUN 545	School Counseling	Learning Outcome: 3 Course Requirement: 4.l
E.4	Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	COUN 545	School Counseling	Learning Outcome: 3 Course Requirement: 4.l
F	Skills and Practices			
F.1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	COUN 595	Internship	Learning Outcome: 2 Course Requirement: 2
F.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and	COUN 545	School Counseling	Learning Outcome: 3 Course Requirement: 4.p

	personal/social development of students.			
F.3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	COUN 545	School Counseling	Learning Outcome: 3 Course Requirement: 2 & 4.n
F.4	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	COUN 595	Internship	Learning Outcome: 5 Course Requirement: 2
ASSESSMENT				
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
G	Knowledge			
G.1	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	COUN 545	School Counseling	Learning Outcome: 4 Course Requirement: 4.k
G.2	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	COUN 545	School Counseling	Learning Outcome: 4 Course Requirement: 4.k
G.3	Identifies various forms of needs assessments for academic, career, and personal/social development.	COUN 545	School Counseling	Learning Outcome: 4 Course Requirement: 4.k
H	Skills and Practices			

H.1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	COUN 515	Testing & Assessment	Learning Outcome: 4 Course Requirement: 4 and 4k
H.2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	COUN 545	School Counseling	Learning Outcome: 4 Course Requirement: 3 & 4.k
H.3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	COUN 595	Internship	Learning Outcome: 6 & 7 Course Requirement: 2
H.4	Makes appropriate referrals to school and/or community resources.	COUN 595	Internship	Learning Outcome: 1 Course Requirement: 2
H.5	Assesses barriers that impede students' academic, career, and personal/social development.	COUN 595	Internship	Learning Outcome: 5 Course Requirement: 2
RESEARCH AND EVALUATION				
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
I	Knowledge			
I.1	Understands how to critically evaluate research relevant to the practice of school counseling.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 3 & 4.k
I.2	Knows models of program evaluation for school counseling	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 3 & 4.k

	programs.			
I.3	Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3 & 4.k
I.4	Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2., 3 & 4.k
I.5	Understands the outcome research data and best practices identified in the school counseling research literature.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3 & 4.k
J	Skills and Practices			
J.1	Applies relevant research findings to inform the practice of school counseling.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3, & 5
J.2	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3, & 5
J.3	Analyzes and uses data to enhance school counseling programs.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3, & 5
	ACADEMIC DEVELOPMENT			
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
K	Knowledge			
K.1	Understands the relationship of the	COUN 545	School Counseling	Learning Outcome: 5

	school counseling program to the academic mission of the school.			Course Requirement: 2. & 3
K.2	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3, & 5
K.3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	COUN 545	School Counseling	Learning Outcome: 5 Course Requirement: 2, 3, & 5
L	Skills and Practices			
L.1	Conducts programs designed to enhance student academic development.	COUN 595	Internship	Learning Outcome: 7 Course Requirement: 2
L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	COUN 595	Internship	Learning Outcome: 4 Course Requirement: 2
L.3	Conducts programs designed to enhance student academic development.	COUN 595	Internship	Learning Outcome: 5 Course Requirement: 2
	COLLABORATION & CONSULTATION			
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
M	Knowledge			

M.1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 2, 3, & 4.i
M.2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 2, 3, & 4.l
M.3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 2, 3, & 4.o, & 4.p
M.4	Understands systems theories, models, and processes of consultation in school system settings.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 4.i, 4.l, & 4.o
M.5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 2, 3, & 4.i, & 4.n
M.6	Understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 4.c & 4.f
M.7	Knows school and community collaboration models for crisis/disaster preparedness and	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 4.n

	response.			
N	Skills and Practices			
N.1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	COUN 595	Internship	Learning Outcome: 1 & 5 Course Requirement: 2
N.2	Locates resources in the community that can be used in the school to improve student achievement and success.	COUN 545	School Counseling	Learning Outcome: 6 Course Requirement: 2, 4.l, & 4.n
N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	COUN 595	Internship	Learning Outcome: 1 Course Requirement: 2
N.4	Uses peer helping strategies in the school counseling program.	COUN 595	Internship	Learning Outcome: 1 Course Requirement: 2
N.5	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	COUN 595	Internship	Learning Outcome: 1 Course Requirement: 2
	LEADERSHIP			
Standard Number/ Letter	Standard	Course Number	Course Name	Assessment Overview
O	Knowledge			
O.1	Knows the qualities, principles, skills, and styles of effective leadership.	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 4.p
O.2	Knows strategies of leadership designed to enhance the learning	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2, 3, & 4.p

	environment of schools.			
O.3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2, 3, & 4.a, b, & p
O.4	Understands the important role of the school counselor as a system change agent.	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2, 3, & 4.a, b, m, & o
O.5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2, 3, & 4.a, b, m, o, & p
P	Skills and Practices			
P.1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2; 3; 4.a & b
P.2	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	COUN 545	School Counseling	Learning Outcome: 7 Course Requirement: 2; 3; & 4.a, b, i, & o

SECTION IV DOCTORAL LEARNING OUTCOMES

Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in *all* of the following areas. Programs may choose to emphasize one or more of the following areas congruent with program mission.

Supervision

Standard	UNM Description	Evaluation
Understands the purposes of clinical supervision	COUN 514: Supervision of Counseling Services	This issue is covered in a variety of ways in the Supervision of Counseling Services course. Students are expected to create a professional disclosure statement, so they can appropriately discuss this issue with supervisees. Additionally, all students are required to complete a literature review, that deals with the purposes of clinical supervision.
Understands theoretical frameworks and models of clinical supervision.	COUN 514: Supervision of Counseling Services COUN 696: Internship (Supervision)	Theoretical models and frameworks are addressed in the Supervision of Counseling Services course. Students will discuss this issue in the seminar course and meet with the clinical supervisor (instructor for this course), COUN 696: Internship, students discuss their work with a masters' student supervisee. Through recordings and discussion, students will demonstrate their understanding of theoretical models and frameworks.
Understands the roles and relationships related to clinical supervision	COUN 514: Supervision of Counseling Services	Students are required to take on one to two supervisees during their COUN 514 semester, overseen by a core faculty member. In addition, students are required to complete additional supervision hours within the doctoral internship course. Finally, in COUN 514, all students are required to complete a literature review, that covers roles and relationships in clinical supervision. Finally, students must participate in seminar course discussion.
Understands legal, ethical, and multicultural issues associated with clinical supervision	COUN 514: Supervision of Counseling Services	Within the Supervision of Counseling Services course, all students are required formulate and work from a multicultural perspective.

Demonstrates the application of theory and skills of clinical supervision	COUN 514: Supervision of Counseling Services COUN696: Internship	Within both COUN 514 and COUN 696, doctoral students will supervise a minimum of one to two masters' students, per semester, to demonstrate their clinical supervision skills. A core faculty member supervises this experience. Students are evaluated on their application of theory and skills with their supervisee.
Develops and demonstrates a personal style of supervision	COUN 514: Supervision of Counseling Services COUN696: Internship	Within both COUN514 and COUN696, doctoral students will supervise a minimum of one to two masters' students, per semester, to demonstrate their clinical supervision skills. A core faculty member supervises this experience. Supervision of supervision includes discussion with the doctoral students about their personal style of supervision.

TEACHING

Standard	UNM Description	Evaluation
Understands the major roles, responsibilities, and activities of counselor educators	COUN 625: Teaching in Counselor Education	This is discussed in the first course session. In addition, all students must develop a teaching portfolio with teaching statements and assessments addressing these issues.
Knows instructional theory and methods relevant to counselor education	COUN 625: Teaching in Counselor Education	In sessions five and six, instructional strategies and styles are covered, as well as teaching in different settings. All students are required to keep a teaching journal in which they apply the course material to their practice. This is also a requisite part of the teaching portfolio. Additionally, they will also respond to online discussion board prompts on this topic.
Understands ethical, legal, and multicultural issues associated with counselor preparation training	COUN 625: Teaching in Counselor Education	Students are evaluated based on class discussion, as well as how they address ethical and multicultural issues within their teaching portfolio. Additionally, all students must develop a teaching monograph, that should address these issues within a single topic

		related to counselor education
Develops and demonstrates a personal philosophy of teaching and learning	COUN 625: Teaching in Counselor Education	The purpose of this course is to develop and refine students' teaching theory/personal philosophy. Students journal about their experiences within the course, and must complete a teaching portfolio. A teaching philosophy is a required component.
Demonstrates course design, delivery, and evaluation methods appropriate to course objectives	COUN 625: Teaching in Counselor Education COUN696: Internship (Teaching)	Within the COUN 625 course, all students will work with a faculty member in developing and delivering course content in a masters-level course within the program. Additionally, all doctoral students are required to complete a minimum of 200 hours in teaching. They pair with a core faculty member, and within the course of a semester assist that faculty member deliver a course. Typically, students are required to lead a number of course sessions, and assist with the evaluation of students. The core faculty member they are teaching with, as well as the internship instructor, supervise this experience for the semester. Students are encouraged to assist in a variety of courses (e.g., clinical, academic), although the courses experiences doctoral students have in the program are coordinated with their academic advisor, based on their previous experience and interests.
Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors	COUN 696: Internship (Teaching)	Within the COUN 625 course, all students work with a faculty member in developing and delivering course content in a masters-level course within the program. Also, doctoral students are required to complete a minimum of 200 hours in teaching. They pair with a core faculty member and within the course of a semester assist in delivering a course. Typically, students are required to lead a number of course sessions and assist with the evaluation of students. The core faculty member they are teaching with and the internship instructor supervise this experience. Students are encouraged to assist in a variety of courses (e.g., clinical, academic), although the courses are coordinated with their academic advisor based on previous experience and interests.

RESEARCH AND SCHOLARSHIP

Standard	UNM Description	Evaluation
Understands univariate and multivariate research designs and data analysis methods	Doctoral Research Coursework	Within courses such as EDPY 603 and EDPY 604, students are exposed to univariate and multivariate models. Each course has examinations that assess students' learning, as well as assignments in which students work on these constructs.
Understands qualitative designs and approaches to qualitative data analysis	Quantitative and Qualitative Course Requirements	Students are all required to take a minimum of two quantitative research courses, one qualitative research course, and a choice of either an additional quantitative or qualitative research course.
Knows models and methods of instrument design	EDPY 603: Statistical Design and Analysis and Assessment Methods Standards	Students are assessed via take-home assignments and course examinations that require students to conceptualize and explain their knowledge of instrument development.
Knows models and methods of program evaluation	EDPY 505: Conducting Quantitative Educational Research (old program) Qualitative/Quantitative Research and Assessment Methods sections of the doctoral requirements	Students are assessed via take home assignments and course examinations that require them to conceptualize and demonstrate their competencies in this area.
Demonstrates the ability to formulate research questions appropriate for professional research and publication	EDPY 505: Conducting Quantitative Educational Research (old program) EDPY 603: Statistical Design and Analysis and other course work in the Quantitative/Qualitative Research sequence (new program)	Students are assessed via take-home assignments and course examinations that require them to conceptualize and demonstrate their competencies in this area. Additionally, within their COUN coursework, many classes require students to formulate research questions based on the course content. One example is a one-page research methodology paper due in COUN 514: Supervision of Counseling Services, where students construct a research question/methodology based upon the literature review they complete in this course.
Demonstrates the ability to	EDPY 505: Conducting	All students must complete a research proposal in these courses for

create research designs appropriate to quantitative and qualitative research questions	Quantitative Educational Research (old program) EDPY 603: Statistical Design and Analysis (new program) LLSS605: Qualitative Research (new program)	a project they could implement. This is a final project in EDPY505 and EDPY 603. In LLSS 605, students are required to implement and complete the project.
Demonstrates professional writing skills necessary for journal and newsletter publication	EDPY 505: Conducting Quantitative Educational Research (Old Program) COUN 621: Advanced Theories EDPY 603: Statistical Design and Analysis (New Program) LLSS 605: Qualitative Research (New Program)	In these courses, students are required to write their final paper as if they were writing a submission to a professional journal. Within COUN514 and COUN621, students are required to submit this manuscript to a professional journal.
Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences	EDPY 505: Conducting Quantitative Educational Research (Old Program) COUN 514: Supervision of Counseling Services (New Program) COUN 621: Advanced Theories	All students are required to write a literature review for COUN514 and COUN621. Within both courses students are strongly encouraged to use their abstracts to submit to professional conferences, such as ACA, ACES, Rocky Mountain ACES, and the International Interdisciplinary Conference on Clinical Supervision.
Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development	EDPY 505: Conducting Quantitative Educational Research (Old Program)	

Demonstrates the ability to create and implement a program evaluation design	EDPY 505: Conducting Quantitative Educational Research (old program)	
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COUNSELING

Standard	UNM Description	Evaluation
Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations	COUN 621: Advanced Theories	This is evaluated by students' class discussion, web posting requirements, and theories final paper.
Understands various methods for evaluating counseling effectiveness	COUN 621: Advanced Theories	This is evaluated through the course discussion and required web postings.
Understands the research base for existing counseling theories	COUN 621: Advanced Theories	This is evaluated through the course discussion and required web postings. In addition, all students must complete a final course paper in which they integrate current research.
Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events	COUN 621: Advanced Theories	This is evaluated through the course discussion and required web postings.
Demonstrates a personal theoretical counseling orientation that is based on	COUN 621: Advanced Theories	This is evaluated through the course discussion and required web postings. In addition, all students must complete a final course paper, in which they integrate current research.

a critical review of existing counseling theories		
Demonstrates effective application of multiple counseling theories	COUN621: Advanced Theories COUN 630: Advanced Practicum COUN 696: Internship (Clinical)	This is evaluated in COUN 621 through the course discussion and required web postings. Within COUN 630 and COUN 696, they must discuss their personal theory of counseling, and how it applies to their work with clients in both individual supervision, as well as the practicum and internship seminar courses.
Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings	COUN 630: Advanced Practicum COUN 696: Internship (Clinical)	All students are required to complete a number of case conceptualizations for the clients that they see within both advanced practicum and internship (clinical) semesters.

LEADERSHIP AND ADVOCACY

Standard	UNM Description	Evaluation
Understands theories and skills of leadership	COUN 615: Leadership, Advocacy, and Professional Issues	Assessed via small-group project and reflection paper.
Understands advocacy models	COUN 615: Leadership, Advocacy, and Professional Issues	Assessed via large-group project and summary paper.
Identifies current multicultural issues as they relate to social change theories	Diversity Studies Sequence	All students are required to take a diversity studies sequence at the doctoral level. This is planned with their academic advisor, based on the clientele and expertise the students wish to obtain. A list of course options can be found in the doctoral sequence of courses.
Understands models, leadership roles, and strategies for responding to	COUN 621: Advanced Theories	This is evaluated through the course discussion and required web postings.

community, national, and international crises and disasters		
Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession	COUN 615: Leadership, Advocacy and Professional Issues	Assessed via journal article summaries.
Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs	COUN 615: Leadership, Advocacy and Professional Issues	Assessed via small-group leadership project for a professional organization or program.
Demonstrates the ability to advocate for the profession and its clientele	COUN 615: Leadership, Advocacy and Professional Issues	Assessed via large-group project and summary paper.

The Master's Degree in Counseling

Counselor Education offers a 60 credit Master's degree in Counseling with areas of focus in School Counseling or Community Agency. These areas of focus are accredited by CACREP. Per new CACREP standards Community Agency will become Clinical Mental Health Counseling following the next accreditation visit (2012). Applicants to the Counselor Education program are encouraged to complete 18 hours of upper division behavioral science courses (e.g., education, psychology, family studies, sociology, anthropology) prior to admission. Additional information and application forms are available online.

Masters Degree Required Core Courses

COUN 510 Professional Orientation and Ethics**
COUN 517 Theories of Counseling and Human Behavior**
COUN 584 Multicultural Issues in the Helping Professions
COUN 518 Group Counseling
COUN 576 Diagnosis of Mental Disorders
COUN 513 Career Counseling
COUN 515 Testing and Assessment in Counseling
COUN 516 Crisis, Disaster and Trauma Counseling
COUN 577 Substance Use and Abuse
COUN 522 Communication Skills in Counseling
COUN 590 Practicum in Counseling
COUN 519 Practicum in Group Counseling
COUN 595 Internship (6 credits)
EDPY 503 Principles of Human Development or
FS 503 Seminar in Human Growth and Development
EDPY 500 Survey of Research Methods in Education or
EDPY 505 Conducting Quantitative Educational Research
EDPY 502 Survey of Statistics in Education or
EDPY 511 Introductory Educational Statistics

School Counseling Focus:

COUN 545 School Counseling
COUN 541 Counseling Children and Adolescents
COUN 581 Sexuality in Counseling and Psychotherapy

Clinical Mental Health Counseling (formerly Community Agency) Focus:

COUN 521 Clinical Mental Health Counseling
COUN 581 Sexuality in Counseling and Psychotherapy
COUN 560 Family Counseling

**These two core courses may be taken by non-degree graduate students. An override must be obtained by nondegree students to register.

The Doctorate in Counselor Education

The Doctor of Philosophy degree in Counselor Education is designed for those who have completed a Master's degree in Counseling or an allied field and who are licensed or are eligible for professional licensure in Counseling or a closely related profession. The doctoral program is accredited by CACREP. A minimum of 97 credits are required to successfully complete the program including a 24-hour supporting area and a dissertation. The Counselor Education program will accept up to 36 hours of graduate transfer credit to be applied to the Ph.D. program. All students are required to have the following courses at the masters level: Group Counseling, Theories of Counseling, Multicultural Issues, Ethics, and Research Design. Those applicants without these courses are eligible for a 'conditional' admission pending completion of the courses in the first year of study at UNM. All substitutions of courses must be approved by the Counselor Education program faculty before a substitute course can be used to fulfill a requirement. A course may be used to fulfill requirements in more than one area, but the student's program of studies must still include 97 credit hours.

The program requires that students develop competency in teaching, research, supervision and consultation. These competencies, added to the professional expertise in counseling demonstrated at the point of admission into the doctoral program, enable the doctoral graduate to successfully carry out a wide range of supervisory, consultative, teaching, research and counseling activities in a variety of professional settings. Graduates are well suited to: college or university faculty positions in counselor preparation programs; research, policy and program evaluation; supervisory roles in counseling services, mental health clinics, hospitals, schools and private practice settings; mental health consultation with individuals, groups and organizations, and direct preventive or remedial mental health services. The program is not a psychology program and does not prepare students for psychology licensure.

Admission

Admission to the program is based on scholarship, academic background, work experience, letters of reference, a writing sample, a statement of intent, culturally diverse experience and scores on the Graduate Record Examination. Final selection of candidates is made after an interview of finalists. For additional information on the program and application procedures, contact the Counselor Education Program. Admission to the program is for fall semester of each academic year only. Admission into the Counselor Education program in no way guarantees placements (e.g., practica, internship), licensure, and/or employment. Additionally, fingerprinting and background checks may be required

Degree Requirements

Masters Program Credits (15 credits required)

- Group Counseling
- Theories of Counseling
- Multicultural Issues
- Counseling Ethics
- Research Design

Theories (3 credits required)

- COUN 621 Advanced Theories

Supervision (3 credits required)

COUN 514 Supervision of Counseling Services

Instructional theory and methods in Counselor Education (3 credits required)

COUN 625 Teaching in Counseling

Multicultural and Diversity Studies (3 credits required)

Students will select a course in consultation with their advisor that fits their expertise and/or area of interest. Options include:

ANTH 537 Seminar: Southwestern Ethnology

CJ 514 Seminar in Intercultural Communication

LLSS 523 Education and Anthropology

LLSS 587 Education and Gender Equity

MGMT 560 Seminar in Cross-Cultural Organizational Behavior

SOC 520 Racial and Ethnic Relations

SPCD 501 The Psychology and Education of Exceptional Persons

SPCD 520 Introduction to Mental Retardation

SPCD 530 Introduction to Students with Emotional and Behavioral Disorders

Or other courses with program approval

Assessment Methods and Use of Data (3 credits required)

EDPY 572: Classroom Assessment

EDPY 574: Introduction to Educational and Psychological Measurement

EDPY 515: Survey and Questionnaire Design and Analysis

Or other courses with program approval

Ethical and Legal Issues in Counselor Education and Supervision (3 credits required)

COUN 615 Leadership, Advocacy, and Professional Issues

Consultation (3 credits required)

COUN 620 Seminar in Counseling

Clinical experiences (15 credits required)

COUN 650 Advanced Group Counseling and Psychotherapy

COUN 630 Advanced Practicum (clinical)

COUN 696 Internship (clinical)

COUN 696 Internship (supervision)

COUN 696 Internship (teaching)

Supporting Area (24 credits required)

The 24 credit supporting area consists of 12 credits of quantitative and qualitative research (as defined below), and 12 credits in another discipline. Supporting area disciplines are typically selected from the following examples: Educational Administration, Educational Psychology, Family Studies, Health Education, Management, Psychology, Public Administration, Public Health, Training & Learning Technologies, and Sociology. Students should note that some programs are very specific about the course work required for a supporting area in that discipline.

The following courses are required toward the 12 credits of quantitative and qualitative research:

EDPY 603 Applied Statistical Design and Analysis

EDPY 604 Multiple Regression: Techniques as Applied to Education

LLSS 502 Introduction to Qualitative Research

Either an additional quantitative or qualitative research course

Quantitative Options including:

EDPY 504 Statistical Software Applications for Educational Research

EDPY 606 Applied Multivariate Statistics

EDPY 607 Structural Equation Modeling

EDPY 651 Advanced Seminar in Quantitative Educational Research

Or other courses with program approval

Qualitative Options including:

LEAD/LLSS 605 Advanced Qualitative Research Methods (3)

LLSS 623 Ethnographic Research (3)

Or other courses with program approval

Dissertation Seminar (1 credit required)

Options including:

EDPY 650 Dissertation Seminar

LLSS 650 Dissertation Seminar

Or other courses with program approval

Dissertation (18 credits required)

COUN 699 Dissertation

Other program electives to reach 97 credits

COUN 576 Diagnosis of Mental Disorders

COUN 541 Counseling Children and Adolescents

COUN 560 Family Counseling

COUN 581 Sexuality in Counseling and Psychotherapy

COUN 516 Disaster, Trauma and Crisis Counseling

COUN 577 Substance Use and Abuse

Or other courses with program approval

At times, other relevant courses become available or students will have unique educational needs or interests. ALL substitutions of courses must be approved by the Counseling Program faculty before a substitute course can be used to fulfill a requirement. A course potentially may be used to fulfill requirements in more than one area, but the student's program of studies still must meet the Counseling Program doctoral degree requirement of 97 credit hours.

American Counseling Association

- Aaron Smith
- Alissa Ganje (2011-Present)
- Amanda Eubanks (2010-Present)
- Andres M. Duran (2010-Present)
- Angela Porter (2010-Present)
- Asa J. Warren (2010-Present)
- Brittany Howell (2010-Present)
- Bryan Knox (2010-Present)
- Catherine Leon (2010-Present)
- Christina Ripp (2011-Present)
- Crystal Armijo (2011-Present)
- Don Trahan, Jr. (2011-Present)
- Elizabeth Dorado (2010-Present)
- Emilia Vigil (2011-Present)
- Felicia Johnson (2010-Present)
- Gail Robertson
- Gwen Kasero (2011-Present)
- Angela Romero
- Juniper Decker
- Kim Parra (2009-Present)
- Kristin Kennedy
- Linda Debuck (2009-Present)
- Lisa Kalberg (2011-Present)
- Mandy Dykman (2008-Present)
- Matthew Ver Eecke (2010-Present)
- Melanie Montoya (2009-Present)
- Misty Joy Lovgren (2010-Present)
- Monica Martinez (2010-Present)
- Jaenine Pack (2010-Present)
- Ramon Gallegos (2009-Present)
- Reba Serafin (2009-Present)
- Sarah Penn (2010-Present)
- Shadee Tavanaiepour (2009-Present)
- Sophie Sorenson
- Susanne Koestner (2011-Present)
- Tara McCune (2010-Present)
- Tirzah Alva (2010-Present)

New Mexico Counseling Association

- Andres M. Duran (2011-Present)
- Bryan Knox (2010-Present)
- Elizabeth Dorado (2010-Present)
- Mandy Dykman (2010-Present)

- Reba Serafin (2009-Present)

New Mexico School Counseling Association

- Mandy Dykman (2009-Present)

New Mexico Mental Health Counselor Association

- Andres M. Duran (2011-Present)
- Reba Serafin (2009-Present)

Association for Specialists in Group Work

- Aaron Smith
- Kim Parra (2009-Present)

American School Counseling Association

- Kim Parra (2009-Present)

Association of Spiritual, Ethical and Religious Values in Counseling

- Kim Parra (2009-Present)

International Association of Addiction and Offenders Counseling

- Kristin Kennedy

Association for Lesbian, Gay, Bisexual & Transgender Issues In Counseling

- Lisa Kalberg (2011-Present)
- Susanne Koestner (2011-Present)

Association for Creativity in Counseling

- Ramon Gallegos (2009-Present)

Association for Spiritual, Ethical and Religious Values in Counseling

- Reba Serafin (2010-Present)

Association for Multicultural Counseling and Development

- Reba Serafin (2009-Present)

International Association of Marriage and Family Counselors

- Reba Serafin (2009-Present)

Chi Sigma Iota

- Alissa Ganje (2010-Present)
- Amanda Eubanks (2010-Present)
- Angela Porter (2009-Present)
- Asa J. Warren (2010-Present)
- Christine Abassary (2003, 2011-Present)
- Crystal Armijo (2010-Present)

- Don Trahan, Jr. (2010-Present)
- Elizabeth Dorado (2010-Present)
- Felicia Johnson (2010-Present)
- Jabez John (2011-Present)
- Juniper Decker
- Kim Parra (2008-Present)
- Linda DeBuck (2010-Present)
- Mandy Dykman (2008-Present)
- Matthew Ver Eecke (2011-Present)
- Michelle Sideroff (2011-Present)
- Misty Joy Lovgren (2009-Present)
- Monica Martinez (2010-Present)
- Nancy Luna (2010-Present)
- Reba Serafin (2009-Present)
- Sarah Penn (2010-Present)
- Shadee Tavanaiepour (2009-Present)
- Sharon Mahoney (2008-2009)
- Susanne Koestner (2011-Present)
- Tara McCune (2010-Present)
- Tirzah Alva (2010-Present)
- William Blythe (2011-Present)

National Board of Certified Counselors

- Christine Abassary (2004-Present)

American Psychiatric Association

- Don Trahan, Jr. (2010-Present)

American Federation of Teachers

- Elizabeth Dorado (2005-Present)

Psychiatric Rehabilitation Association of New Mexico

- Gail Robertson

Beck Institute for Cognitive Research

- Mandy Dykman (2011-Present)

Delta Alpha Pi

- Mandy Dykman (2008-Present)

Disabled American Veteran Association

- Mandy Dykman (2004-Present)

Military Officers Association

- Mandy Dykman (2004-Present)

Phi Kappa Phi

- Misty Joy Lovgren

American Association of Christian Counselors

- Misty Joy Lovgren

Licensed Mental Health Counselor

- Christine Abassary (2008-Present)

Licensed Alcohol and Drug Abuse Counselor

- Kristin Kennedy

Domestic Violence Certification – La Casa De Las Madres – San Francisco, CA

- Christine Abassary (October 1997)

NM Returned Peace Corps Association

- Christine Abassary (2003-Present)

Who's Who Among Students

- Angela Porter (2009)

American Counseling Association 2010 Conference

- Reba Serafin

American Counseling Association 2011 Conference

- Kim Parra

CSI-UNM 2011 Resource Fair

- Alissa Ganje
- Amanda Eubanks
- Andres M. Duran
- Asa J. Warren
- Brittany Howell
- Cathryn N. Vigil
- Christine Abassary
- Claudia Pimentel
- Don Trahan, Jr.
- Elizabeth Dorado
- Gail Robertson
- Angela Romero
- Kim Parra
- Kristin Kennedy
- Linda DeBuck
- Michelle Sideroff

- Nadia Joseph
- Nancy Luna
- Ron Estrada
- Sheri Mahoney
- Susanne Koestner
- Tara McCune
- Teresa Valencia
- William Blythe

Dr. Melissa Luke Play Therapy Presentation -- Feb 2011

- Aaron Smith
- Alissa Ganje
- Angela Porter
- Asa J. Warren
- Brittany Howell
- Bryn Naranjo
- Catherine Leon
- Cathryn N. Vigil
- Claudia Pimentel
- Don Trahan, Jr.
- Elizabeth Dorado
- Emilia Vigil
- Gail Robertson
- Angela Romero
- Juniper Decker
- Kim Parra
- Kristin Kennedy
- Linda DeBuck
- Michelle Sideroff
- Monica Martinez
- Nadia Joseph
- Nancy Luna
- Naomi Marquez
- Ron Estrada
- Shannon Figueroa
- Sheri Mahoney
- Sophie Sorenson
- Susanne Koestner
- Tara McCune
- Teresa Valencia
- William Blythe

College of Education 2011 Colloquium -- March 2011

- Amanda Eubanks

- Andres M. Duran
- Bryan Knox
- Christina Ripp
- Don Trahan, Jr.
- Lesley McKinney
- Michelle Sideroff
- Monica Martinez
- Nadia Joseph
- Janene Pack
- Shannon Figueroa
- Teresa Valencia

Dr. Bolton-Oeztel Motivational Interviewing Presentation – Sept-Dec 2010

- Angela Porter
- Asa J. Warren
- Brittany Howell
- Bryn Naranjo
- Elizabeth Dorado
- Felicia Johnson
- Reba Serafin
- Shadee Tavanaiepour
- Tirzah Alva

Teenage Pregnancy Prevention Conference May 2009

- Angela Porter

LGBTQ Resource Center Safe Zone Training

- Asa J. Warren
- Brittany Howell
- Elizabeth Dorado
- Kim Parra
- Linda DeBuck
- Tara McCune
- Tirzah Alva

Five Sandoval Indian Pueblos Suicide Prevention Initiative -- Dec 2010

- Asa J. Warren

UNM Conference on Domestic Violence and Stalking

- Bryn Naranjo

Passport to Leadership Certification Program – Albuquerque, NM

- Christine Abassary (8/2009-8/2010)

Leadership Excellence Academy

- Christine Abassary (9/2007-4/2009)

School Health Education Institute – Albuquerque, NM

- Christine Abassary (11/2004-10/2005)

Working with International Students – Washington, DC, April 2004

- Christine Abassary

Communicating with Difficult Situations – Washington, DC, April 2003

- Christine Abassary

Alcohol and Substance Abuse Training Workshop – Washington, DC

- Christine Abassary (11/2002-11/2003)

Blending Addiction Science and Practice -- April, 2010

- Elizabeth Dorado

Freedom From Smoking Training – March 2010

- Jabez John

Minority Client Advocacy -- October 2010

- Jabez John

Gray/Torres Domestic Violence Symposium – September 2010

- Juniper Decker
- Linda DeBuck

Spirituality and Counseling Conference – March 2011

- Juniper Decker

Functional Behavior Assessment & Positive Behavior Support – November 2009

- Mandy Dykman

Combat Stress & PTSD in Returning War Vets – March 2009

- Mandy Dykman

Association for Creativity in Counseling Conference – September 2010

- Ramon Gallegos

New Mexico Counseling Association Fall Conference Event – September 2009

- Reba Serafin

Sand Tray Training Institute Workshop -- October 2009

- Reba Serafin

Introduction to Motivational Interviewing – April 2011

- Sophie Sorenson

National Youth Gang Symposium – 2008

- Tara McCune

Presentations

Armijo, C. (2010, April). Hispanic and African American intimate partner violence survivor counseling group proposal. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Bennett, J., Lovgren, M. (April, 2006). Challenging the external validity of the hopkins verbal learning test. *Seventy-Sixth Annual Convention of the Rocky Mountain Psychological Association*. Park City, UT.

DeBuck, L. (2010, April). Supporting Military Spouses During Times of Deployment. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Dykman, M. M. (2008, March) The Silent Combat Wound: A Pshychoeducational Group for Female Combat Veteran's Awareness of Posttraumatic Stress Disorder. *12th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Dykman, M. M. (2009, September) The Silent Combat Wound: A Pshychoeducational Group for Female Combat Veteran's Awareness of Posttraumatic Stress Disorder. *New Mexico Counseling Association 2009 Conference*. Albuquerque, NM.

Dykman, M. M. (2010, March) The Silent Combat Wound: A Pshychoeducational Group for Female Combat Veteran's Awareness of Posttraumatic Stress Disorder. *American Counseling Association 2010 Convention*. Pittsburgh, PA.

Gallegos, R. (2009, February) Psychoeducational Substance Abuse Prevention for High School Athletes. *12th Annual College of Education Graduate Student Colloquium*. Albuquerque, NM.

Ganje, A. (2010, April). A Psychoeducational and Counseling Group for Adolescents with Obesity that Encourages a Healthy Lifestyle and Positive Body Image. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Howell B. (2009, Feb). ASAP: Amputee Supportive Alliance Program. *12th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Laffitte, L.J. & Duran, A.M. (2010). Development of a Molar Leadership Command Climate Survey (LCCS). Poster presentation at Society for Industrial Organizational Psychology (SIOP) conference, Chicago, IL.

Leon, C. (2010, March). The Sandwhich Generation: Midlife Adult Caregivers Experiencing Conflicts between Needs of their Children, Needs of their Aging Parents and their Own Needs. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Montoya, M. (2009, March). Navigating the College Experience: A Ten-Session Group Intervention for Transitioning into the College Environment. *12th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Parra, K. (2008, March). Building Social Skills: Small Group Intervention for Elementary Schools. *11th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Porter, A. (2009, March) Surviving Infidelity: A Group for Teens. *12th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Sayers, J. & Abassary, C. (2008, December). Developmental Education in New Mexico. *New Mexico Department of Higher Education Governor's 2008 Summit*. Albuquerque, NM.

Sayers, J. & Abassary, C. (December, 2009). Transition to College and Health Careers grant funded Project. *New Mexico Department of Higher Education Governor's 2009 Summit*. Albuquerque, NM.

Serafin, R.J. (2009, February). Supporting Native Americans through the College Transition. *12th Annual College of Education Graduate Student Colloquium*. Albuquerque, NM.

Tavanaiepour, S. (2009, Feb.). Group Intervention for Individuals with Developmental Disabilities between the ages of 13-25. *11th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Thomas D. (2010, March). Blind Awarenesss Toward Independence. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Verney, S. P., Bennett, J., Lovgren, M., & Lee, C. (January, 2007). Local and national influences in ethnic minority experiences. *2007 National Multicultural Conference and Summit*. Seattle, WA.

Verney, S. P., Bennett, J., & Lovgren, M. (February, 2007). Ethnic experiences influence performance on a brief cognitive ability test. *Thirty-Fifth Annual Meeting of the International Neuropsychological Society*. Portland, OR.

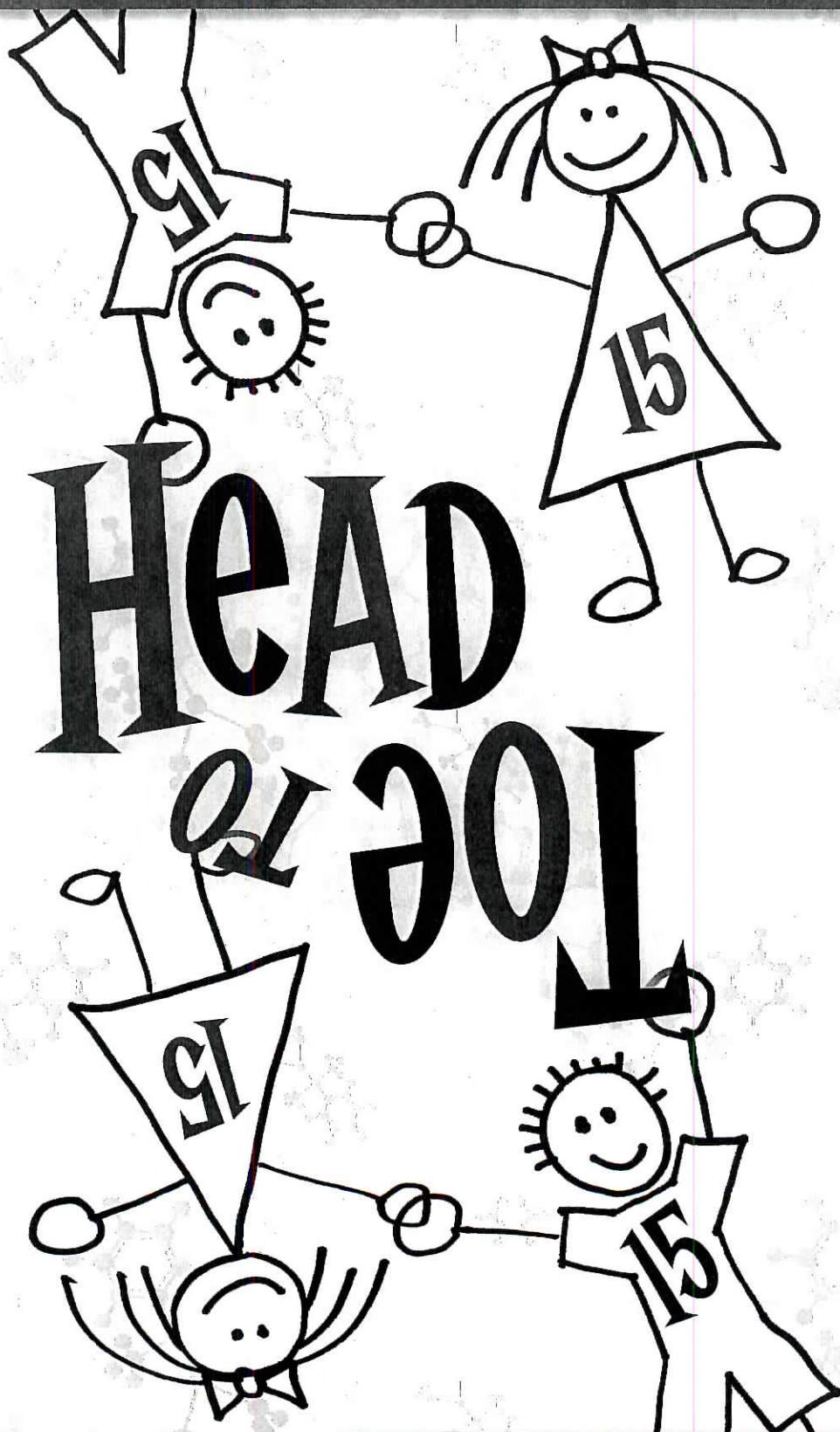
Warren, A. J. (2010, March). Mindfulness: Cultivating Salubrious Counselors. *13th Annual College of Education Graduate Colloquium*. Albuquerque, NM.

Students with Large Amounts of Info

Connie Maple
Jenna Crabb
Kristin Kennedy

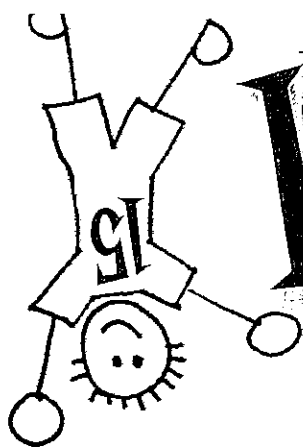
A Conference for People Working to Improve Student Health and Academic Success

April 12-14, 2011 ▶ Albuquerque Convention Center ▶ Register today at www.kessjones.com



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A Conference for People Working to Improve Student Health and Academic Success



HEAD *to* TOE



A Conference for People Working to
Improve Student Health and Academic Success

59
BREAKOUT
SESSIONS

2
DYNAMIC
KEYNOTE
PRESENTERS

NO
STRESS

It seems like everything is topsy-turvy this year as administrations change, budgets shrink, opportunities open and structures shift. **Sometimes you can't tell which end is up!** But the one thing you can count on, whether we are Head to Toe or Toe to Head, is that school nurses, counselors, social workers and others working to improve student health and academic success will have an opportunity to address critical youth and adolescent health issues, to explore best practices that can be replicated in schools and communities, and to interact with colleagues in an enthusiastic and supportive atmosphere.

We continue to push the envelope to bring you outstanding and relevant programming. At the 2011 Head to Toe Conference we will look at technology, cyberbullying and how we can create safe environments in our schools. There are sessions on **youth involvement, substance abuse and delivery of behavioral health services.** Trauma is explored in a series of sessions as well as **physical activity and nutrition.** There really is something for everyone – **59 breakout sessions** in all!

The **preconference on April 12** offers four, half day Learning Labs for those wishing to explore topics in more depth. Additionally, School-based Health Center coordinators and clinical staff can experience a full day Summit designed particularly for their needs.

We have **two dynamic keynote presenters** and have made arrangements for a very special presentation by students from United World College in Las Vegas, NM. We also welcome youth from Warehouse 508 who will introduce us to slam poetry, Head to Toe style. You'll see youth involvement in some of the breakouts and in our exhibit area we are adding poster sessions by students. Mentor Books will be back once again with a broad selection of books you'll want to add to your collection.

~~A new component to the conference is...~~
Stress Reduction sessions that we have added in recognition of national Stress Awareness Month. We're excited that we are joining health care professionals and health promotion experts across the country to increase public awareness about both the causes and cures for our modern stress epidemic.

There should be **no stress**, however, in making the decision to register for the Head to Toe conference. You'll receive an outstanding return on your investment and leave with new information, new ideas and new friends. **We look forward to seeing you at Head to Toe 15!**

Preconference Activities

Tuesday, April 12, 2011

and presenters can be found at

www.kessjones.com

SBHC SUMMIT 9:00 am - 4:30 pm

The Head to Toe preconference day provides a unique opportunity for individuals to learn new skills and reinforce existing ones. Preconference attendees are sure to walk away better equipped to fulfill their mission of improving students' physical and emotional health.

FOR SBHC COORDINATORS AND CLINICAL STAFF

9:00 - 9:15 am Welcome and Introductions

9:15 - 10:00 am Patient Centered Medical Home and School Based Health Centers

10:00 - 11:30 am Correct Coding Guidelines for E & M

11:30 - 1:00 pm LUNCH

1:00 - 2:15 pm Evidence-based Screening Tools and Beyond

2:15 - 3:15 pm SELECT ONE:

BEHAVIORAL HEALTH FOCUS:

A. Conducting Support Groups in Schools: A How-to Guide

B. Innovations in Stress Reduction/Mindfulness

PRIMARY CARE FOCUS:

C. Primary Care Providers in Schools as Advocates for Oral Health

D. The Asthma Action Plan and Beyond

3:15 - 3:30 pm Break

3:30 - 4:30 pm Positive Youth Development for SBHC Providers

MORNING LEARNING LABS 8:30 - 12:30 pm

LL#1 Managing Asthma Triggers (MAT)

LL#2 Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Using the Institute of Medicine's Recommendations in Your Community

AFTERNOON LEARNING LABS 1:00 - 4:00 pm

LL#3 Expanding the Vision: A Systems Approach to School-Based Behavioral Health

LL#4 Ethical Self Awareness: Personal Responsibility and Professional Obligation



Register today at

www.kessjones.com



Full session descriptions and
speaker biographies are available online

Wednesday, April 13, 2011

Please note, you will be asked for your breakout session preference when you register.

6:30 - 7:00 am Coffee Walk (*Departs from Doubletree Lobby*)

7:00 - 8:00 am Registration/Breakfast/Visit Exhibits & Posters

8:00 - 9:45 am OPENING and KEYNOTE PRESENTATION

The Power of One, Stephen R. Sroka, PhD, President, Health Education Consultants and Adjunct Assistant Professor, School of Medicine, Case Western Reserve University

9:45 - 10:15 am Break: *Visit Exhibits & Posters*

10:15 - 11:35 am BREAKOUT SESSIONS

#1 Attachment and the Primary School Teacher: How Community and School Counselors Can Support the Learning Environment

#2 Tools that Work for Students with Autism Spectrum Disorders

#3 The Heavy Backpack of Grief: Creative Strategies to Support Students Who are Grieving

#4 Adventures in a Caring Community: Experiential Bullying Prevention

#5 Implementing Project SUCCESS

#6 Be the Vitamin that Keeps Kids Going with *Just Be It! Healthy Fit*

#7 Using Brain Based Learning to Reach, Teach and Protect the Whole Child: 25 Free Strategies to Help You Today

#8 The Asthma Action Plan & Beyond - Asthma Education Programs

#9 Beyond the Basics: From Child Welfare to Collaborative Systems of Care for Foster Children and Youth

#10 Participatory Education and Experiential Education: Promoting Learning and Engaging Youth

#11 It Was Just a Joke: Cyberbullying, Social Networking and Web Ethics

#12 Know the Rules Before the Rules Know You

11:35 - 12:55 pm ATTENDEE LUNCH (*Convention Center*) or

NM Alliance for School-based Health Care MEMBER LUNCH (*Doubletree*)

12:55 - 2:10 pm PLENARY SESSION

Youth Speak Out: Talking About HIV/AIDS, a special presentation by students from the United World College, Las Vegas, NM

2:10 - 2:40 pm Break: *Visit Exhibits & Posters*

2:40 - 4:00 pm BREAKOUT SESSIONS

#13 Systems of Care in New Mexico

#14 The Other Side of Special Education: Working with the Gifted Student

#15 Healing Trauma through Nervous System Regulation

#16 Super Allies: How to Support LGBTQ Students

#17 Addressing Teen Dating Violence

#18 Team Nutrition: Join the Team

#19 Applying Patient Centered Medical Home Concepts to School-based Health Centers

#20 The Asthma Action Plan and Beyond - Project ECHO and Collaborative Asthma Case Management

#21 Fostering Healthy Families and Foster Care: Community's Critical Role

#22 Student-Led Conference and Advisory: Charting a Course of Student Engagement, Academic Success and College/Career Readiness

#23 Go Where the Teens Are! Using Internet and Mobile Technology

#24 Health Education Graduation Requirement: What Does It Mean to You?

Thursday, April 11, 2019

Please note, you will be asked for your breakout session preference when you register.

7:30 - 8:00 am "Celebrate Wellness Month" Walk

7:30 - 8:00 am Wake-Up to Wellness Sessions (TBD)

7:30 - 8:30 am Registration/Breakfast/Visit Exhibits & Posters

8:30 - 9:50 am BREAKOUT SESSIONS

#25 Connecting School Nursing & Behavioral Health

#26 Getting to Outcomes: A Framework for Implementing Evidence Based Strategies

#27 Overcoming Trauma: Prevention, Assessment & Treatment of PTSD in Children & Adolescents in the Schools

#28 School Climate for Sexual Minority Youth: A Survey of New Mexico School Health Professionals

#29 Early Warning Signs of Psychotic Disorders and the Importance of Early Intervention

#30 Height & Weight: Standard Measures to Accomplish an Important Goal

#31 Just Another Website? Social Marketing Insights from the Trenches

#32 The "Eyes" Have It

#33 Slaying the Dragon: Stress Reduction & Self Care for Busy People

#34 Youth Leadership in Community Coalitions

#35 Risk and Resiliency in the Schools & Communities

#36 Looking In: Kids Who are Homeless

9:50 - 10:20 am Break: Visit Exhibits & Posters

10:20 - 11:40 am BREAKOUT SESSIONS

#37 A Practical Approach to Understanding Ethical Standards for School Counselors

#38 Suicide Prevention Gatekeeper Training

#39 Dealing with Stress and Crisis both Personally and Professionally

#40 Inside Out Approach to Bullying Prevention

#41 Getting to Outcomes: A Framework for Implementing Evidence Based Strategies

#42 Let's Walk to School! Using New Mexico Safe Routes to School Strategies to Increase Physical Activity

#43 Understanding the Context of Native Youth Behaviors & Health Disparities: Historical Trauma as a Lens of Understanding

#44 The Primary Care Provider's Role in Providing Oral Health Screening

#45 School Administrators Embracing School Health Policy & Programs - How to Get Them Hooked!

#46 Peer Education: Building Lasting Change One Leader at a Time

#47 Using YRRS Data at the Local Level

#48 Family Leadership Facilitators as Our Advocates

11:40 - 12:45 pm Lunch

12:45 - 2:00 pm KEYNOTE PRESENTATION

Reaching Out to Totally Wired Teens with Anastasia Goodstein, Director of Digital Programs, Inspire USA Foundation, San Francisco

2:00 - 2:10 pm Break: Move to final sessions

2:10 - 3:30 pm BREAKOUT SESSIONS

#49 Delivering Behavioral Health Services in a Managed Care Environment

#50 Communities of Practice: A Grassroots Movement to Improve Student Outcomes

#51 The Importance of Peer Education: Media Effects on Self-Esteem

#52 Get in the Action

#53 NMAA Life of an Athlete Alcohol Education Program

#54 Sleepy Teens: Are Teenagers Today Sleep Deprived?

#55 Best Practices and Medicaid

#56 Empowering Kids to Take Charge of Their Own Life

#57 Developing Youth Programs Based on Local Data

#58 Should Your District Become a Vaccine for Children Provider?

#59 The Core Drug Endangered Children's (DEC) Training

3:30 pm CEU Distribution

Are you interested in networking with
and showcasing your products
or services to more than
600 school health professionals?

CONFERENCE SPONSORS

*Looking for the perfect opportunity to showcase
your support of professionals working to improve
the health and academic success of our children?*

A Role for Your Organization in this Important Conference

SPONSOR: Show your support for the dedicated individuals working in the "trenches" with our children. Your sponsorship helps us keep registration costs down for school districts. As budgets are cut, the first thing to go is training; but without training, these professionals will face challenges providing our students with the support they need.

ADVERTISE: Increase your visibility by reserving ad space in the conference program which is provided to conference attendees, or by placing a featurette on the conference Web site.

EXHIBIT: An exhibit booth is the perfect opportunity for face-to-face communication with school health and behavioral health professionals. Conference attendees look forward to bringing resources back to their schools to share with other educators and school health professionals.

Please join our sponsors to date:

Title Sponsor

**NEW MEXICO
DEPARTMENTS OF
HEALTH**

Supporting Sponsors



Blue Cross and Blue Shield
of New Mexico



OptumHealth
NEW MEXICO

CONTINUING EDUCATION

COUNSELORS

We have APPLIED to the National Board for Certified Counselors, for up to 10.92 contact hours for attending the two days of the conference, 3.75 contact hours for preconference Learning Labs #2, #3 and #4 and 5.5 hours for the SBHC Summit.

We have APPLIED to the NAADAC Education and Research Foundation for up to 10.92 CHEs for attending the two days of the conference, 3.75 contact hours for Learning Labs #2, #3 and #4 and 5.5 hours for the SBHC Summit. Pursuant to 16.217.16.9, approval by the NAADAC boards is considered an acceptable continuing education course by the New Mexico Counseling and Therapy Practice Board.

SOCIAL WORKERS

We have APPLIED to the National Association of Social Workers (NASW-NM) for up to 10.92 continuing education contact hours for attending the two days of the conference, 3.75 contact hours Learning Labs #2, #3 and #4 and 5.5 hours for the SBHC Summit. We have requested cultural hour approval for sessions: #1, #2, #9, #16, #21, #28, #34, #36, #40, #43, #48, #51, #56, #57 and ethics approval for Learning Lab #3 and session #37. The NASW CE approval program is endorsed by 41 state licensure boards including the New Mexico Board of Social Work Examiners.

NURSES

The conference has APPLIED for continuing education credits by ENMU-R CE Monitoring Committee #02-08 for up to 13.1 continuing education contact hours if attending the full conference and 6.6 contact hours for Learning Labs and 5.4 hours for the SBHC Summit.

Learning Lab #1 has been APPROVED for 4.1 nursing contact hours by the National Association of School Nurses.

CERTIFIED HEALTH EDUCATION SPECIALISTS (C.H.E.S.)

We have APPLIED for up to 10.92 continuing education hours for attending the two days of the conference and 3.75 contact hours preconference Learning Labs #2, #3 and #4.

TOTAL HOURS

April 12 Learning Lab #1: 4.1 hours (Nurses only)
Learning Labs #2, #3, #4: 3.75 hours (Nurses 4.5)
SBHC Summit 5.5 hours (Nurses 6.6)

April 13 5.67 hours (Nurses 6.8)

April 14 5.25 hours (Nurses 6.3)

Full Conference 10.92 hours (Nurses 13.1)

Please visit the conference web site,
www.kessjones.com
for CEU policies and procedures.

REGISTER ONLINE AT www.kessjones.com

HOW TO REGISTER

We are pleased to offer our conference attendees online registration. It's fast, safe and easy. You will have access to your registration at all times and can update the information as needed. You can print an invoice, receipt or a listing of your session selections. You will also receive important announcements from the conference office.

PAYMENT INFORMATION

Payment Methods: Payments can be made by credit card (Visa/MasterCard/American Express), by check payable to Kesselman-Jones, Inc., or by purchase order.

Special Instructions - Purchase

Orders: An original or copy of your purchase order must be received in the conference office before you are considered registered. To be eligible for the Early Bird rate, your purchase order must be in our office by March 21 (faxes accepted). Purchase orders must reference attendee name(s). Purchase order requests are not acceptable as payment. There is a \$10 purchase order handling fee that must be paid for each purchase order submitted. If multiple people from one organization are attending the conference, you are welcome to batch them on one purchase order. Once a purchase order is received at the conference office your organization will be invoiced and expected to pay, even if the individual does not attend. Kesselman-Jones, Inc.'s Tax ID number is 85-0409965.

	By midnight March 21, 2011	March 21 through April 6, 2011	At the Door
Full Conference	\$225	\$275	\$300
One Day Only	\$130	\$175	\$200
Preconference Workshop.....	\$35	\$45	\$50

Full Time Students w/ID - Discount of 50% off fees listed above

Special Instructions - Checks: If you selected check as your payment method, your registration will not be formally processed until the check has been received by the conference office. To be eligible for the Early Bird rate, your check must be in our office by March 21. Make check payable to KESSELMAN-JONES, INC. and write the name of the individual(s) registered and confirmation number on the check's memo line and mail to:

Kesselman-Jones, Inc.
PO Box 30182
Albuquerque, NM 87190

Substitutions and Name Changes:

Substitutions are acceptable at any time. Return to the online registration site, enter your e-mail address and follow the directions for making a substitution. A substitute must take your place for the entire conference; registrations may not be split.

IMPORTANT — TO QUALIFY FOR THE EARLY BIRD RATE

payment must be postmarked by March 21. If actual payment has not been received by March 24, registrants will be charged the regular registration fee. This applies to registrants submitting checks, purchase orders and credit card payments that are denied. A copy of your purchase order is considered "payment." We must have a copy of the actual purchase order (not just the number) for you to be considered "paid." Individuals who register in advance but do not submit a valid payment type by the identified deadline date will be charged the higher rate. If you register and we do not receive payment before the event, we will not prepare registration materials for you and we reserve the right to refuse admission to the event if space is not available.

POLICIES

Cancellations: Cancellations received in writing by April 6, 2011 will be refunded, less an administration charge of \$35.

Notice of cancellation must be completed either by submitting your cancellation through the online registration site or be sent in writing to H2T@Kessjones.com or Kesselman-Jones, Inc., PO Box 30182, Albuquerque, NM 87190. Should you need to cancel your registration after April 6, the registration fee remains payable in its entirety although a substitution will be accepted.

LOGISTICS

LOCATION

Albuquerque Convention Center
401 2nd Street NW
Albuquerque, NM 87102

LODGING

Doubletree Hotel Albuquerque
201 Marquette Ave. N.W.
Albuquerque, NM 87102
Phone: (505) 247-3344
Toll Free: (800) 584-5058
www.doubletreeabq.com

Participants must arrange for their own lodging. A block of rooms has been reserved at the Doubletree Hotel at a special group rate of \$81 plus tax for standard single and \$91 for double occupancy. All rooms are subject to city and state taxes; currently 13% per room, per night. Meeting rates are in effect three days before and after the meeting dates, and are for a limited number of rooms only. Room rate includes free overnight parking.

To secure your room and receive this special rate, call (505) 247-3344 or (800) 584-5058 and reference the Head to Toe conference. Rooms are available at the group rate until the block is full or the cut-off date of March 21, 2011, whichever comes first. After March 21, remaining rooms in the block will be released for sale to the general public, and attendees cannot be guaranteed the group rate or room availability after this date.

ALL
REGISTRATIONS
INCLUDE

**FREE
PARKING**

HEAD to TOE

U.S. Postage Paid
Permit #1029
Albuquerque, NM

CONTACT

Conference Management Office
Kesselman-Jones, Inc.
PO Box 30182
Albuquerque, NM 87190
(505) 266-3451
(866) 219-4582
Fax (505) 266-3461
H2T@KessJones.com

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April 12-14, 2011 ▲ Albuquerque Convention Center

This will be the only printed mail piece you will receive about the conference.

Keep or pass it on to a colleague that may be interested in attending.

We will be sending out monthly conference newsletters via e-mail; keep an eye out for them. Not on our e-mail list? Let us know by e-mailing H2T@kessjones.com and we will add you.

Detailed conference information including session descriptions, speaker biographies and logistical information can be found on www.kessjones.com

The NM Alliance for
School-Based Health Care
(NMSBHC) is holding a silent
auction to benefit the SBHCs
of NM on Wednesday, April 13,
at Head to Toe. Don't miss this
opportunity to treat yourself or
others! Remember, your dollars
are going to a good cause
...YOUR CAUSE...OUR CAUSE
...SBHCs!



HEAD to TOE



A Conference for People Working to Improve Student Health and Academic Success

Please find the following Annual Report submitted recently. Please review this report and contact us within the next five working days if there are any items which need to be changed. If we do not hear from you, the report will be accepted as accurate. Please note that this confirms one of the two annual requirements. You must also submit the Annual Plan located on our website.

Thank you and best wishes for the remainder of a busy academic term.

Kelley Rowland
Administrative Assistant
Chi Sigma Iota

The following information is from your Annual Report entry:

Timestamp:	04/30/2011 @ 10:30 PM
First Name:	Asa
Last Name:	Warren
Email:	warraj@unm.edu
Fiscal Year:	2010-2011
Chapter Name:	Upsilon Nu Mu
CACREP/CORE	Yes
Accreditation:	
Chapter Web Page	http://upsilon-nu-mu.csi-chapters.org
Address:	
Social Networking	N/A
Site:	
University:	University of New Mexico
University Address:	Department of Individual, Family, & Community Education - Counselor Education Program Simpson Hall MSC05-3040, 1 University of New Mexico, Albuquerque, New Mexico 87131-0001
Chapter Faculty	Dr. David Olguin
Advisor:	
CFA Work Phone:	505-277-4535
CFA Home Phone:	N/A
CFA Email Address:	dolguin1@unm.edu
Second Chapter	kgoodric@unm.edu
Faculty Advisor:	
Second Counselor	N/A
Educator:	
Second CFA or	505-277-4535
Counselor Educator	
Work Phone:	
Second CFA or	N/A

Counselor Educator

Home Phone:

Second CFA or kgoodric@unm.edu

Counselor Educator

Email Address:

Chapter President: Daniele Miesem

President Address: 7930 Rancho de Palomas NE Albuquerque, NM 87109

President Work 505-321-4160

Phone:

President Home N/A

Phone:

President Email N/A

Address:

Chapter Dues: 0

Other Funding \$1,000 PB funds from Graduate and Professional Student Association

Methods:

Initiations: 2 Initiations held: November 5, 2010 UNM Campus TEC 140, Initiated new CSI-UNM Members April 29, 2011 UNM Campus TEC 120, Initiated new CSI-UNM

Business Meetings: 7 Meetings held: September 23, 2010 UNM Campus TEC 240, Announcement of New Officers & Voted on Bylaws October 21, 2010 UNM Campus TEC 240, Prepare Nominations for CSI awards & Confirm LGBTQII Training Dates December 9, 2010 UNM Campus TEC 240, Discuss planning for 2011 Resource Fair January 20, 2011 UNM Campus TEC 240, Discuss 2011 Resource Fair and Guest Speaker Dr. Melissa Luke February 17, 2011 UNM Campus TEC 240, Finalize Guest Speaker details and Resource Fair details March 24, 2011 UNM Campus TEC 240, Cast Ballots and finalize NCE Review details April 21, 2011 UNM Campus TEC 240, Finalize Induction Ceremony details

Professional Advocacy N/A

Activities:

Workshops: 6 Workshops held: October 23, 2010 UNM Campus TEC 140, NCE Review prep session November 18, 2010 UNM Campus TEC 240, SafeZone Training, LGBTQII awareness February 25, 2011 UNM Campus TEC 120, Guest Speaker: Dr. Luke School, Family, & Community Partnerships February 26, 2011 UNM Campus TEC 120, Guest Speaker: Dr. Luke Play Therapy March 3, 2011 UNM Student Union Building, CSI-UNM Resource Fair - Local counselors providing workshops March 27, 2011 UNM Campus TEC 240, NCE Review prep session

Community Engagements: 3 Engagements held: October 23, 2010 Roadrunner Foodbank, supporting food collection & distribution efforts in NM December 9, 2010 UNM Campus, Winder Coat Drive February 27, 2011 1 Million Bones Project, manufactured clay bones to support enhancing genocide awareness

Social Events: N/A

Newsletter:	N/A
Involvement of Counselor Educators:	2 Events held, which involved a total of 13 counselor educators. Their involvement was recognized by thank you certificates, CSI mugs, thank you cards, and pens.
Recognizing Involvement of Counselor Educators:	Dr. Keri Bolton-Oetzel kboetzel@salude.unm.edu Dr. Keri Bolton-Oetzel helped found the CSI-UNM foundation in 2001, continues to support CSI-UNM activities and students, and most recently participated in the 1st Annual CSI-UNM Resource Fair by presenting an engaging workshop on Motivational Interviewing.
Involvement of Alumni:	N/A
Involvement of Former Members:	N/A
Other Activities:	Leadership/Fellow nomination, & Outstanding Doctoral Student nomination were both recognized at the 2011 CSI-UNM Induction Ceremony
Accomplishment:	Held the 1st Annual CSI-UNM Resource Fair which involved 14 local counselor educators providing 50 minute workshops on specialty topics for over 50 UNM counseling students, and counselors.
Years Served As CFA:	Dr. David Olguin has served as CFA for 7 years.
Chapter By-Laws Review Rubric:	Rubric_CSI_Chapter_By-Laws_Review.doc
Chapter By-Laws:	

Name _____

COUN 595 Case Presentation

Scoring Rubric

Because Coun 595 is a pass-fail course, to successfully complete the course, the student is required to successfully pass each assignment. For the Case Conceptualization assignment, the following rubric delineates what a student should exhibit to pass or fail the assignment:

FAIL

- Included no or partial description for each of the required format domains; &
- Inappropriate or incomplete verbal presentation for each of the required format domains

PASS

- Included thorough and appropriate description for each of the required format domains; &
- Included thorough and appropriate verbal presentation for each of the required format domains, including responses to peer and supervisor feedback

Name _____
COUN 584 Multicultural Counseling
Rubric
Community Activity I
(15 Points)

Student: _____

TOPICS	Rating
Location of worship	0 1
Five page limit (thoughts and feelings before and after attending)	0 1
Explained learning about self and belief system	0 1 2 3
Stated expectations (did and did not expect) to experience	0 1 2
Listed different sensory experiences	0 1 2
Listed personal biases that surfaced	0 1 2
Integrated experience with course content	0 1 2
Stated Personal Learning	0 1 2
TOTAL	

Name _____
COUN 513 Career Counseling
Rubric for Personal Design of a
Career Counseling Center

This assignment requires that a group select a targeted population in which to design a career counseling center (i.e., elementary, middle, or high school, college/university, or private practice). Once a targeted area has been selected students must implement, design and develop a career counseling center.

Program designs should include:

Mission Statement (mission statements should fit on a business card) (1%)

Theoretical and Philosophical beliefs towards career development (6%)

Name of Center (name should reflect your population, services provided, resources, and mission statement) (1%)

Client Assessment (population- who are they? and what are their needs?) (2%)

Center Assessment (3%)

- staffing, hours of operation, space and location of the career center, population(s) you will service, types of services-career counseling, types of values and interests assessments, etc., accessibility to clientele,
- materials (assessments/inventories, handouts-not older than 10 years, furniture, videos, magazines)

Budget (Create a budget of all the supplies/materials needed: are you securing school funds, donations, grants, private pay, etc.?) (3%)

Resources (catalogs, internet, bibliographies-websites, books, links to other career centers, etc.) (1%)

Special Considerations (Special needs, vocation rehabilitation, ethnicity and race, military, retirees, students and parents/families, referrals to mental health services, etc.) (3%)

Ethical considerations (3%)

Evaluation Methods you plan to use to assess services delivered and materials used (2%)

Final/Total Grade: _____

Name _____
COUN 621 Advanced Theories
Rubric for Manuscript Assignment

You will construct a complete manuscript related to one or more theories of your choice. The theory you write about may or may not be included in the content of this course. The expected product is expected to be publishable in quality and content (CACREP Competency B. 1). You will be required to submit this manuscript to a professional journal by the close of the academic semester.

This paper is to be typed in APA style (e.g., 1" margins, double-spaced, appropriate citation of references, and so on). The minimum length is 20 pages (or appropriate to the journal to which you will submit this manuscript, as approved by the course instructor). *Proofread your work before handing in; produce a graduate level paper that reads without spelling or grammatical errors.*

Your manuscript should include appropriate citations from relevant literatures, including theory and empirical work. Assessment will be evaluated using the following rubric:

Format			
0	1	2	3
APA not correct &/or poorly written	APA inconsistent &/or moderately well-written	Appropriate APA & well-written	Appropriate APA & exceptional written presentation

COMMENTS:

Literature Support		
0	1	2
No or inaccurate literature support	Minimally sufficient literature support	Exceptional literature support

COMMENTS:

Articulation of Theoretical Understanding					
0	1	2	3	4	5
No evidence of theoretical understanding	Inconsistent articulation of theory and no relevance	Inconsistent articulation of theory and some relevance	Sufficient articulation of theory and some relevance	Sufficient articulation of theory and relevance	Exceptional articulation of theory and relevance

COMMENTS:

Quality of Product (i.e., is the manuscript publishable)					
0	1	2	3	4	5
Not publishable quality (e.g., formatting, relevance)	Insufficient quality expected of doctoral work (e.g., clarity, depth)	Moderately sufficient doctoral quality work (e.g., lacking depth)	Sufficient depth demonstrated and moderate writing quality	Sufficient depth and writing quality (i.e., revise and resubmit quality work to a professional journal)	Exceptional depth and writing quality (i.e., acceptable to a professional journal)

COMMENTS:

ADDITIONAL SUMMATIVE COMMENTS:

MASTER'S STUDENT MID-POINT REVIEW

Student _____ Date _____

Please rate the student named above on the following:

- standards
- 5 = Outstanding: Exhibits extraordinary skill and personal attributes
 - 4 = Above Average: Performs at an above average level
 - 3 = Average: Meets expectations and performs at an appropriate level
 - 2 = Below Average: Needs some improvement to meet professional standards and remediation required
 - 1 = Far Below Expectations: A concern that needs much improvement, and remediation required.

Academics

Core Coursework	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Research, Test and Assessment, and Related Courses	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Writing, Completion of Paperwork	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Presentation Skills	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				

Clinical Skills

Traverse Assignments (Assessed by Traverse)	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
COUN 522, Communication Skills	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
COUN 590, Practicum (if appropriate)	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Multicultural/Diversity Competencies	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Ethical Behavior	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				

Personal Characteristics

Openness	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Flexibility	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Positive Attitude	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Cooperativeness	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				
Interpersonal Communication	1 Far Below	2 Below	3 Average	4 Above	5 Outstanding
	Comments:				

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 4/21/2012
 Number Tested: 9
 Number Passed: 5
 Minimum Criteria: 96

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	6.67	2.06	6.26	2.01	223	7.93	2.04	2950	8.01	2.01	1289
	Social & Cultural Foundations	11.00	7.44	1.33	6.04	1.70	223	7.36	1.70	2950	7.45	1.64	1289
	Helping Relationships	36.00	27.33	4.66	21.60	4.53	223	26.38	4.21	2950	26.18	4.30	1289
	Group Work	16.00	10.44	2.74	9.64	2.29	223	11.31	2.31	2950	11.33	2.30	1289
	Career & Lifestyle Development	20.00	14.00	2.40	12.81	2.59	223	14.61	2.32	2950	14.36	2.35	1289
	Appraisal	20.00	12.78	3.83	11.25	2.74	223	13.39	2.72	2950	13.49	2.62	1289
	Research & Program Evaluation	16.00	10.00	2.55	6.99	2.52	223	9.61	2.97	2950	9.48	2.96	1289
	Professional Orientation & Ethics	29.00	20.44	3.81	18.43	3.62	223	21.38	3.46	2950	21.03	3.31	1289
Counselor Work Behavior Areas	Total	160.00	109.11	20.66	93.01	16.14	223	111.98	16.37	2950	111.28	16.27	1289
	Fundamentals of Counseling	64.00	43.33	8.60	38.22	7.39	223	45.96	7.24	2950	46.10	7.17	1289
	Assessment and Career Counseling	22.00	13.11	3.30	11.23	2.76	223	13.26	2.79	2950	13.05	2.80	1289
	Group Counseling	19.00	12.78	3.42	10.62	2.50	223	13.04	2.64	2950	12.92	2.58	1289
	Professional Practice Issues	29.00	20.00	4.36	16.95	3.76	223	20.41	3.71	2950	20.07	3.65	1289
	Programmatic and Clinical Interventio	26.00	19.89	3.48	15.99	3.38	223	19.31	3.20	2950	19.19	3.18	1289
	Total	160.00	109.11	20.66	93.01	16.14	223	111.98	16.37	2950	111.28	16.27	1289

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 10/15/2011
 Number Tested: 15
 Number Passed: 14
 Minimum Criteria: 89

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	9.53	1.92	7.08	2.09	308	8.04	2.19	1507	8.05	2.18	649
	Social & Cultural Foundations	11.00	7.40	1.59	6.31	1.67	308	6.76	1.62	1507	6.73	1.68	649
	Helping Relationships	36.00	27.00	5.08	20.95	5.15	308	24.19	5.22	1507	23.84	5.38	649
	Group Work	16.00	13.80	1.52	11.85	2.26	308	13.03	2.02	1507	12.83	2.06	649
	Career & Lifestyle Development	20.00	13.07	3.71	10.33	2.66	308	11.82	2.73	1507	11.36	2.82	649
	Appraisal	20.00	15.13	3.25	11.27	3.06	308	13.10	2.84	1507	12.84	3.01	649
	Research & Program Evaluation	16.00	10.80	3.03	7.74	2.58	308	9.35	2.64	1507	9.11	2.71	649
	Professional Orientation & Ethics	29.00	23.93	3.47	20.18	3.61	308	22.16	3.37	1507	21.65	3.58	649
Counselor Work Behavior Areas	Total	160.00	120.67	20.12	95.72	16.73	308	108.45	17.37	1507	106.41	18.14	649
	Fundamentals of Counseling	64.00	50.13	6.82	40.46	6.98	308	45.39	7.39	1507	44.69	7.59	649
	Assessment and Career Counseling	22.00	15.47	4.34	12.02	3.00	308	13.99	3.12	1507	13.49	3.33	649
	Group Counseling	19.00	14.20	2.78	11.85	2.66	308	13.13	2.48	1507	12.93	2.44	649
	Professional Practice Issues	29.00	21.53	4.49	16.72	4.22	308	19.40	4.15	1507	19.02	4.42	649
	Programmatic and Clinical Interventio	26.00	19.33	3.48	14.67	3.45	308	16.54	3.27	1507	16.27	3.45	649
	Total	160.00	120.67	20.12	95.72	16.73	308	108.45	17.37	1507	106.41	18.14	649

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 4/16/2011
 Number Tested: 14
 Number Passed: 13
 Minimum Criteria: 100

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	11.00	8.07	1.38	6.34	2.01	230	7.80	1.85	2515	7.73	1.89	1156
	Social & Cultural Foundations	12.00	8.00	2.00	6.61	1.69	230	8.13	1.88	2515	7.94	1.90	1156
	Helping Relationships	36.00	27.79	3.58	22.96	4.70	230	26.85	4.10	2515	26.76	4.22	1156
	Group Work	16.00	12.43	2.14	9.13	2.74	230	11.26	2.47	2515	11.10	2.45	1156
	Career & Lifestyle Development	20.00	15.57	2.03	13.12	2.21	230	14.37	2.17	2515	14.08	2.29	1156
	Appraisal	20.00	14.86	2.38	12.94	2.95	230	15.05	2.56	2515	14.09	2.62	1156
	Research & Program Evaluation	16.00	10.64	1.98	8.50	2.43	230	10.33	2.47	2515	10.27	2.49	1156
	Professional Orientation & Ethics	29.00	22.50	3.16	19.93	3.54	230	22.64	3.18	2515	22.17	3.20	1156
Counselor Work Behavior Areas	Total	160.00	119.86	13.14	99.53	16.52	230	116.44	15.76	2515	114.94	16.15	1156
	Fundamentals of Counseling	64.00	49.36	6.02	40.90	6.77	230	47.25	6.43	2515	46.93	6.53	1156
	Assessment and Career Counseling	22.00	16.21	2.39	12.98	2.88	230	15.12	2.83	2515	14.83	2.86	1156
	Group Counseling	19.00	13.07	2.13	10.79	2.78	230	13.14	2.71	2515	12.87	2.61	1156
	Professional Practice Issues	29.00	22.00	2.86	18.54	4.03	230	22.03	3.66	2515	21.52	3.89	1156
	Programmatic and Clinical Interventio	26.00	19.21	2.36	16.32	3.33	230	18.93	3.01	2515	18.81	3.10	1156
	Total	160.00	119.86	13.14	99.53	16.52	230	116.44	15.76	2515	114.94	16.15	1156

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 10/16/2010
 Number Tested: 11
 Number Passed: 10
 Minimum Criteria: 89

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	10.45	1.37	7.72	2.34	273	8.66	1.99	1270	8.50	2.10	591
	Social & Cultural Foundations	11.00	7.18	1.99	6.23	2.03	273	6.90	1.87	1270	6.75	1.91	591
	Helping Relationships	36.00	28.55	4.76	22.81	5.18	273	25.65	4.85	1270	25.07	5.02	591
	Group Work	16.00	12.18	2.09	10.45	2.49	273	11.61	2.22	1270	11.34	2.39	591
	Career & Lifestyle Development	20.00	15.27	2.76	11.96	2.88	273	13.24	2.69	1270	12.65	2.69	591
	Appraisal	20.00	13.91	2.98	11.00	3.09	273	12.66	2.77	1270	12.29	2.89	591
	Research & Program Evaluation	16.00	10.36	1.75	7.93	2.82	273	9.34	2.56	1270	9.14	2.48	591
	Professional Orientation & Ethics	29.00	21.64	2.91	18.61	3.75	273	20.21	3.49	1270	19.67	3.42	591
Counselor Work Behavior Areas	Total	160.00	119.55	16.15	96.70	19.38	273	108.28	17.35	1270	105.41	17.54	591
	Fundamentals of Counseling	64.00	50.27	6.66	41.60	8.14	273	46.23	7.42	1270	45.30	7.47	591
	Assessment and Career Counseling	22.00	15.64	2.34	11.95	3.30	273	13.47	3.01	1270	12.68	2.97	591
	Group Counseling	19.00	14.82	1.72	11.10	2.97	273	12.85	2.65	1270	12.58	2.69	591
	Professional Practice Issues	29.00	21.36	4.11	17.31	4.34	273	19.56	3.86	1270	19.09	4.03	591
	Programmatic and Clinical Interventio	26.00	17.45	3.05	14.81	3.62	273	16.18	3.47	1270	15.76	3.40	591
	Total	160.00	119.55	16.15	96.70	19.38	273	108.28	17.35	1270	105.41	17.54	591

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 4/17/2010
 Number Tested: 9
 Number Passed: 6
 Minimum Criteria: 95

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	8.44	0.88	7.82	2.06	200	9.04	1.87	2220	9.04	1.89	1045
	Social & Cultural Foundations	11.00	6.11	1.45	6.38	1.77	200	7.29	1.72	2220	7.19	1.81	1045
	Helping Relationships	36.00	24.11	4.11	23.08	5.03	200	26.22	4.20	2220	26.01	4.29	1045
	Group Work	16.00	9.44	2.83	9.02	2.95	200	11.05	2.56	2220	10.88	2.71	1045
	Career & Lifestyle Development	20.00	12.33	2.50	11.65	2.57	200	13.12	2.47	2220	12.98	2.52	1045
	Appraisal	20.00	10.78	2.91	11.57	2.38	200	13.10	2.57	2220	12.99	2.68	1045
	Research & Program Evaluation	16.00	9.33	3.61	8.42	2.67	200	10.26	2.64	2220	10.00	2.73	1045
	Professional Orientation & Ethics	29.00	21.56	3.28	19.65	3.76	200	21.69	3.43	2220	21.48	3.55	1045
Counselor Work Behavior Areas	Total	160.00	102.11	16.27	97.60	17.66	200	111.77	16.30	2220	110.57	17.19	1045
	Fundamentals of Counseling	64.00	43.11	7.74	42.10	7.49	200	47.39	6.95	2220	47.12	7.32	1045
	Assessment and Career Counseling	22.00	11.56	2.88	11.22	2.94	200	13.31	2.94	2220	13.04	3.11	1045
	Group Counseling	19.00	11.89	3.86	10.89	3.05	200	12.89	2.79	2220	12.75	2.79	1045
	Professional Practice Issues	29.00	18.78	4.24	17.16	3.87	200	19.54	3.65	2220	19.20	3.82	1045
	Programmatic and Clinical Interventio	26.00	16.78	2.73	16.24	3.69	200	18.64	3.13	2220	18.49	3.16	1045
	Total	160.00	102.11	16.27	97.60	17.66	200	111.77	16.30	2220	110.57	17.19	1045

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 10/17/2009
 Number Tested: 10
 Number Passed: 10
 Minimum Criteria: 91

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	9.40	1.07	7.17	2.25	237	8.10	2.09	1147	7.87	2.18	532
	Social & Cultural Foundations	11.00	7.10	1.37	6.41	1.89	237	6.90	1.66	1147	6.77	1.72	532
	Helping Relationships	36.00	28.90	0.88	22.42	5.07	237	24.96	4.81	1147	24.29	5.14	532
	Group Work	16.00	13.60	1.51	11.48	2.43	237	12.61	2.18	1147	12.26	2.27	532
	Career & Lifestyle Development	20.00	13.40	2.88	11.73	2.74	237	12.89	2.68	1147	12.12	2.61	532
	Appraisal	20.00	15.10	1.97	11.06	3.15	237	12.73	2.99	1147	12.23	3.05	532
	Research & Program Evaluation	16.00	10.20	1.40	8.10	2.45	237	9.30	2.65	1147	8.85	2.63	532
	Professional Orientation & Ethics	29.00	24.50	2.80	21.25	3.17	237	22.52	3.26	1147	21.87	3.29	532
Counselor Work Behavior Areas	Total	160.00	122.20	7.93	99.62	17.55	237	110.01	16.86	1147	106.25	17.14	532
	Fundamentals of Counseling	64.00	50.70	3.47	42.07	7.77	237	46.33	7.14	1147	44.90	7.20	532
	Assessment and Career Counseling	22.00	14.90	2.38	12.49	3.28	237	13.85	2.96	1147	13.16	2.85	532
	Group Counseling	19.00	13.70	2.67	11.67	2.70	237	12.85	2.60	1147	12.39	2.67	532
	Professional Practice Issues	29.00	22.60	2.41	17.00	4.23	237	19.18	4.09	1147	18.53	4.35	532
	Programmatic and Clinical Interventio	26.00	20.30	1.34	16.41	3.08	237	17.80	3.34	1147	17.31	3.40	532
	Total	160.00	122.20	7.93	99.62	17.55	237	110.01	16.86	1147	106.25	17.14	532

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 4/18/2009
 Number Tested: 4
 Number Passed: 4
 Minimum Criteria: 94

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	9.00	0.82	6.96	1.98	157	8.51	1.79	1952	8.32	1.79	949
	Social & Cultural Foundations	11.00	8.50	1.91	5.73	2.02	157	7.19	1.95	1952	7.00	1.95	949
	Helping Relationships	36.00	26.50	5.07	21.73	4.73	157	26.01	4.23	1952	25.42	4.26	949
	Group Work	16.00	10.75	2.99	8.83	2.77	157	11.13	2.55	1952	10.75	2.72	949
	Career & Lifestyle Development	20.00	14.50	1.29	11.69	2.68	157	13.69	2.38	1952	13.44	2.47	949
	Appraisal	20.00	14.75	1.50	11.66	3.12	157	14.44	2.93	1952	13.91	3.13	949
	Research & Program Evaluation	16.00	10.00	3.16	7.87	2.95	157	10.28	2.78	1952	9.78	2.87	949
	Professional Orientation & Ethics	29.00	24.75	3.40	18.36	3.76	157	21.36	3.26	1952	20.70	3.40	949
Counselor Work Behavior Areas	Total	160.00	118.75	13.15	92.82	19.01	157	112.62	16.68	1952	109.32	17.48	949
	Fundamentals of Counseling	64.00	48.50	3.87	37.74	8.24	157	46.09	7.19	1952	44.75	7.57	949
	Assessment and Career Counseling	22.00	15.25	2.22	10.52	3.29	157	13.42	3.07	1952	12.96	3.07	949
	Group Counseling	19.00	13.50	2.89	11.40	2.90	157	13.66	2.63	1952	13.21	2.79	949
	Professional Practice Issues	29.00	22.75	3.86	17.23	4.39	157	20.96	3.92	1952	20.32	4.17	949
	Programmatic and Clinical Interventio	26.00	18.75	3.20	15.94	3.36	157	18.51	2.94	1952	18.09	2.92	949
Total		160.00	118.75	13.15	92.82	19.01	157	112.62	16.68	1952	109.32	17.48	949

Descriptive Statistics on University of New Mexico

Site Code: 9311
 Examination Date: 10/18/2008
 Number Tested: 15
 Number Passed: 12
 Minimum Criteria: 91

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	8.87	1.88	7.69	2.15	242	8.68	1.87	1093	8.22	1.99	630
	Social & Cultural Foundations	11.00	7.47	1.64	7.31	1.92	242	8.05	1.56	1093	7.60	1.61	630
	Helping Relationships	36.00	25.33	4.25	22.64	5.45	242	25.60	4.85	1093	24.22	4.89	630
	Group Work	16.00	12.33	2.82	10.07	2.83	242	11.84	2.51	1093	11.00	2.60	630
	Career & Lifestyle Development	20.00	12.40	2.67	11.94	3.07	242	13.38	2.75	1093	12.24	2.87	630
	Appraisal	20.00	13.20	3.26	12.31	2.74	242	13.51	2.62	1093	12.92	2.61	630
	Research & Program Evaluation	16.00	9.67	2.61	8.18	2.43	242	9.54	2.50	1093	8.92	2.63	630
	Professional Orientation & Ethics	29.00	20.60	2.80	19.10	3.75	242	20.95	3.31	1093	19.88	3.49	630
Counselor Work Behavior Areas	Total	160.00	109.87	18.01	99.24	19.08	242	111.55	16.57	1093	105.00	17.09	630
	Fundamentals of Counseling	64.00	47.00	6.36	42.13	8.26	242	46.80	6.95	1093	44.23	7.10	630
	Assessment and Career Counseling	22.00	14.80	2.91	12.98	3.38	242	14.99	3.01	1093	13.74	3.13	630
	Group Counseling	19.00	12.07	2.66	11.14	2.79	242	12.59	2.62	1093	11.93	2.78	630
	Professional Practice Issues	29.00	20.07	4.65	18.39	4.16	242	20.39	3.77	1093	19.73	3.90	630
	Programmatic and Clinical Interventio	26.00	15.93	3.47	14.60	3.77	242	16.78	3.43	1093	15.38	3.46	630
	Total	160.00	109.87	18.01	99.24	19.08	242	111.55	16.57	1093	105.00	17.09	630

Descriptive Statistics on The University of New Mexico

Site Code: 9311
 Examination Date: 4/12/2008
 Number Tested: 8
 Number Passed: 8
 Minimum Criteria: 97

		University Results			National Results			CACREP Results			Non-CACREP Results		
		Items	Mean	Std Dev	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev	N
CACREP Areas	Human Growth & Development	12.00	8.63	1.51	7.40	1.99	221	8.71	1.89	1881	8.71	1.90	842
	Social & Cultural Foundations	11.00	8.13	1.46	7.18	1.61	221	7.83	1.54	1881	7.77	1.51	842
	Helping Relationships	36.00	27.75	2.96	22.78	4.90	221	26.27	4.13	1881	26.17	4.28	842
	Group Work	16.00	12.25	1.49	9.83	2.70	221	11.87	2.51	1881	11.65	2.51	842
	Career & Lifestyle Development	20.00	14.25	1.75	11.66	2.64	221	13.38	2.41	1881	13.05	2.58	842
	Appraisal	20.00	13.75	1.58	11.39	2.68	221	13.26	2.84	1881	13.21	2.72	842
	Research & Program Evaluation	16.00	12.38	2.62	8.50	2.45	221	9.98	2.48	1881	9.83	2.48	842
	Professional Orientation & Ethics	29.00	23.50	1.85	21.37	3.28	221	23.14	2.89	1881	23.16	2.94	842
Counselor Work Behavior Areas	Total	160.00	120.63	7.63	100.11	16.96	221	114.44	15.55	1881	113.56	15.89	842
	Fundamentals of Counseling	64.00	51.50	3.51	41.65	7.31	221	47.89	6.85	1881	47.71	6.91	842
	Assessment and Career Counseling	22.00	14.50	2.56	12.17	3.17	221	14.35	2.91	1881	14.11	2.94	842
	Group Counseling	19.00	14.75	1.98	11.75	2.92	221	13.70	2.67	1881	13.56	2.79	842
	Professional Practice Issues	29.00	19.63	3.02	17.34	3.72	221	19.61	3.43	1881	19.51	3.36	842
	Programmatic and Clinical Intervention	26.00	20.25	1.16	17.20	3.27	221	18.89	2.80	1881	18.70	2.91	842
	Total	160.00	120.63	7.63	100.11	16.96	221	114.44	15.55	1881	113.56	15.89	842

Question area _____

Rater _____

Student Pseudonym : _____

The following rubric will be used for the purposes of evaluating each question required of your comprehensive exam. Each exam response will be considered and evaluated by two faculty members (in cases of disagreement, a third faculty member will evaluate the response).

Question

0	1	2	3	4	5
Inappropriate APA formatting, insufficient literature support, &/or little evidence of topic understanding and depth	Inappropriate APA formatting, moderate literature support, &/or little evidence of topic understanding and depth	Appropriate APA formatting, moderate literature support, &/or moderate evidence of topic understanding and depth	Appropriate APA formatting, sufficient literature support, &/or moderate evidence of topic understanding and depth	Appropriate APA formatting, exceptional literature support, &/or sufficient evidence of topic understanding and depth	Appropriate APA formatting, exceptional literature support, &/or exceptional evidence of topic understanding and depth

COMMENTS:

Individual, Family & Community Education Department	FY 2010-2011 Revised Budget	Notes
REVENUES		
Total REVENUES	\$2,045,491	
EXPENSES		
Compensation Costs		
Faculty Salary	\$1,428,267	salary for lecturers and professors
Faculty Summer Instruction	\$19,326	includes summer salary for department chair and program coordinators
Faculty Temp Part Time	\$66,113	temporary, part-time faculty hired on semester basis
Administrative Support Staff	\$126,151	Administrative Support Staff
Ga Ta Ra Pa Salaries	\$233,985	graduate students hired on semester basis
Student Salaries	\$5,210	undergraduate work study
Payroll Benefits	\$53,723	tuition waivers for GA/TA/RA/Pa graduate students
Total Compensation Costs	\$1,932,775	
Non-Salary Expenses		
Supplies	\$37,818	includes office, computer, postage, printing, parking & accreditation
Travel	\$30,778	includes in state, out of state, & foreign travel for faculty
Communication Charges	\$14,027	includes phone lines, long distance, & voice mail boxes
Services	\$6,935	includes UNM Copy Center charges, conference fees, technical services
Plant Maintenance	\$21,562	includes equipment rental & maintenance/repair of building
Banner Tax	\$596	fee charged for all transactions through UNM Banner Financial System
Other Expenses	\$1,000	one time allocation for special project requested by faculty from UNM Provost
Total Non-Salary Expenses	\$112,716	
Total EXPENSES	\$2,045,491	

Counselor Education	FY 2010-2011 Revised Budget	Notes
REVENUES		
Total REVENUES	\$322,660	
EXPENSES		
Compensation Costs		
Faculty Salary	\$241,376	salary for professors
Faculty Temp Part Time	\$12,768	temporary, part-time faculty hired on semester basis
Ga Ta Ra Pa Salaries	\$48,541	graduate students hired on semester basis
Payroll Benefits	\$19,975	tuition waivers for GA/TA/RA/Pa graduate students
Total Compensation Costs	\$322,660	
Total EXPENSES	\$322,660	

COUNSELOR EDUCATION FACULTY MEETING MINUTES

DATE Aug 23, 2011

FACULTY PRESENT: Keim, Lemberger-Truelove, Goodrich

ABSENT: Olguin

ITEM	DISCUSSION	MOTION	VOTE	ACTION
Minutes 8/17/2011		Approval of minutes with change in McCune spelling	Unanimous approval	
Agenda for 8/23		Approval with addition of midpoints and meeting start time	Unanimous approval	
Forms	Form C with doctoral program revisions	Approval with modification to 97 required credits to account for 1 credit dissertation seminar	Unanimous approval	Keim will modify and submit
	Form B leadership course COUN 615 Leadership, Advocacy, and Professional Issues	Approval without changes	Unanimous approval	Keim will submit
	Form B Teaching course COUN 625 Teaching in Counseling	Approval without changes	Unanimous approval	Goodrich will submit
	Form B Advanced Group course COUN 650 Advanced Group Counseling and Psychotherapy	Approval without changes	Unanimous approval	Keim will submit
Spring 2012 course schedule	Distributed and discussed			Faculty to review prior to next meeting
Student review	Concerns xxxxx	Unable to meet on dates faculty suggested		Keim will schedule for September 6
	Petitions None			
Grade postings				Tabled to next meeting

[illegible]

Faculty Meeting August 17, 2011, 9:00-3:00

Faculty present: Keim, Goodrich, Lemberger Truelove, Olguin

Item	Discussion	Motion	Vote	Action
Announcements	Updates provided from program coordinators meeting			
Agenda		Addition of GA assignments	Approved unanimously	
Minutes from June 20, 2011 meeting			Approved unanimously	
Climate	As faculty have continued to work together on projects such as CACREP and the doctoral program, the climate has improved			
		Elimination of doctoral coordinator	Approved unanimously	Keim as Program coordinator will assume responsibilities
		Elimination of clinical coordinator	Approved unanimously	Keim as Program coordinator will assume responsibilities
		Monthly luncheons/dinners for counseling faculty	Approved unanimously	Dates were scheduled
	Student feedback and information flow	Twice semester meetings with all doctoral students will be held	Approved unanimously	Dates were scheduled
	<ul style="list-style-type: none"> Masters listserv will be used by coordinator more than last year to keep students informed. 			
	<ul style="list-style-type: none"> Students are continuing to use the social listserv 			
	<ul style="list-style-type: none"> Student representative at faculty meetings 	xxx will be asked to attend in his role as program assistant	Approved unanimously	Keim will inform him
	Counseling faculty will focus on working at the micro level to improve climate with hopes the macro level will follow.			

Counselor Education calendar	Faculty reviewed dates with their personal calendars. Dates were modified as needed		Approved unanimously	Changes were made and copies distributed.
Program Service opportunities	Faculty discussed service needs of the program	MA admissions – Lemberger Truelove PhD admissions – Goodrich CSI – Goodrich Comps – Olguin Assessment data gathering – Olguin Minutes – Keim CACREF- all faculty Orientation – Keim Midpoints – instructor of Comm Skills	Approved unanimously	
Student Review	Concerns <ul style="list-style-type: none"> xxx – faculty discussed concerns regarding academic, and clinical/supervisory skills, and personal aspects in relation to the ACA code of ethics and program expectations. Discussed not assigning a GAship this year. 	Student will be invited to the next faculty meeting for a progress review.	Approved unanimously	Keim will contact Ms. xxx
	Petitions <ul style="list-style-type: none"> xxx – request to re-enroll in program. Faculty were concerned regarding approximately two year absence and reported unprofessional behavior with career counseling adjunct 	Request for reinstatement into the program	Denied unanimously	Keim will email Mr. xxx that he needs to reapply to rejoin the masters program

	<ul style="list-style-type: none"> xxx-request to take 6 credits of school counseling. Faculty were comfortable with the lecture-based school counseling course but not an internship placement without prior experience with student 	Permitted to enroll in school counseling pending space. Student will not be permitted to enroll in clinical courses.	Approved unanimously	Keim will email Ms. xxx
	<ul style="list-style-type: none"> xxx- request to enroll in courses while her fiancé is stationed at Ft. Bliss. Courses will transfer back to her CACREP program. Faculty are agreeable pending satisfactory recommendations from faculty at her univ. 	Faculty request two letters of recommendation from the faculty of her current program.	Approved unanimously	Keim will email Ms. xxx, mention that NMSU is much closer to her. Request 2 letters of recommendation from her faculty
	<ul style="list-style-type: none"> xxx- student requesting transfer of non-degree COUN,EDPY courses prior to acceptance into program 	Credits taken as non-degree student from UNM, with acceptable grades, that are degree requirements are approved for students who are later accepted into program.	Approved unanimously	Keim will automatically approve these petitions.
	<ul style="list-style-type: none"> xxx- facing deployment in October. Faculty discussed and made recommendations regarding his courses for this semester. 	Leave of absence while he is deployed will be approved for the duration of the deployment.	Approved unanimously	Advisor will email Mr. xxx
	GA Assignments <ul style="list-style-type: none"> xxx -- clinic coordination assistance xxx- clinic supervision xxx – comm skills supervision, clinic xxx – program coordination assistance 			
Advisees	Bolton-Oetzel advisees - reassigned			Keim will give list of re-assignments to staff
Grade postings	Students are extremely frustrated and having problems with financial aid due to grades not being posted.			Faculty agreed to post all grades in a timely manner.
McCune	Faculty discussed submitting a grant	Faculty will submit a McKune	Approved	Goodrich will coordinate

Foundation		grant as a group	unanimously	
Program Website	Updates to website and corrections need submitted to coordinator by the end of September			
Form A,B, C	Update on status provided			
Work time	Faculty worked in pairs to review doctoral admission information and masters orientation information			
Doctoral program	<ul style="list-style-type: none"> Completion of initial programs of study 	Faculty will complete these for all current student by Thanksgiving	Approved unanimously	Each advisor will complete initial plan of study for his/her students
	<ul style="list-style-type: none"> Admission date 	Doctoral admission date will be changed November 1		To be discussed at next meeting
	<ul style="list-style-type: none"> Doctoral handbook – faculty to review 			To be reviewed prior to Aug 23 faculty meeting
				To be prepared for next meeting
	<ul style="list-style-type: none"> Forms B, C - discussed 			
	<ul style="list-style-type: none"> Credit totals for doctoral program -- revised program totals to 97 credits with 1 credit dissertation seminar 	All listings of doctoral curriculum will reflect a 97 credit requirement for the degree	Approved unanimously	Keim to modify appropriate documents
Other business:	Traverse documents -- need review and updating			Neil Rigsby will be assigned this task

Faculty Meeting Minutes June 20, 2011
Faculty present: Keim, Goodrich, Lemberger Truelove.
Absent: Olguin

Agenda items

1. Concurrent enrollment in communication skills and ethics
 - a. Discussion
 - i. As COUN 610 is phased out of the masters program we need to have those students who still need it complete the course ASAP
 - ii. Concurrent enrollment needs to be limited to students who were unable to enroll in COUN610 during summer.
 - iii. All other prerequisites need to be met.
 - b. Motion
 - i. Concurrent enrollment in COUN610 and COUN522 will be permitted for Fall 2011. -Approved unanimously
 - c. Action
 - i. -Keim will approve requests as they are received.
2. Doctoral program credit requirement
 - a. Discussion
 - i. CACREP requires 96 credits for doctoral programs. Our doctoral student handbook and catalog require 94. The old CACREP standards require 96 credits. The last self-study reported the number of required credits was 96, however OGS and UNM catalogs have always stated 94 credits and according to OGS, the program was never at 96 credits. The program needs to be in compliance.
 - b. Motion
 - i. Change the doctoral degree to 96 credits -Approved unanimously.
 - c. Action
 - i. Keim will create a form C
3. Assessment and Review of doctoral program and curriculum
 - a. Discussion
 - i. Extensive discussion on improvements to the doctoral program
 - ii. Students seem to lack confidence and direction regarding programs of study and transfer credits
 - iii. Students take limited classes in counseling and need increased opportunities to develop identity, knowledge and skills as counselor educators
 - b. Motion
 - i. Students will be required, during their first year of studies, to meet with three of their committee members (two counselor education faculty and the supportive area advisor) to formulate their program of studies and articulate which credits will transfer toward the doctoral degree. In subsequent years, students with their advisors modify the program of studies as necessary. Approved unanimously.
 - ii. Revised doctoral curriculum was developed (see attached) - Approved unanimously.
 - c. Action
 - i. All faculty will work with their doctoral advisees to create programs of study for all current students during the Fall 2011 semester.
 - ii. Keim will create appropriate form As, Bs, and C to incorporate changes

Counselor Education Faculty Meeting

10/5/10 Minutes

In attendance: V. Shipman, K. Goodrich, J. Keim, M. Lemberger-Truelove, D. Oguin, K. Bolton-Oetzel

1. K. Goodrich reported he plans to do intakes for the LGBTIQ group on campus and refer clients to the counselor interns for the group. He asked if faculty saw any dual relationship with this and faculty decided they did not.
2. Student petition -- XXXX requested she be permitted to take community agency and internship together. Faculty approved the petition unanimously. V. Shipman will send a letter to the student with the approval.
3. K. Goodrich requested we begin doctoral student brown bags. Faculty discussed the possibility and came to no decision.
4. Faculty voted unanimously to have both school and clinical mental health programs increase to 60 required credits.
5. V. Shipman presented information regarding three courses listed for sunset. Experiential Counseling, Sexuality in Counseling and Psychotherapy, Family Counseling.
6. The faculty voted unanimously to have both Substance Use and Abuse (including psychopharmacology), and Crisis and Disaster Mental Health, become part of the required masters curriculum.
7. The faculty voted unanimously to delete COUN530 Dynamics of Human Behavior as a requirement for the masters degree.
8. The faculty discussed whether to eliminate a single course devoted to ethics and have ethics be a part of the foundations course. The foundations course would have a name change to incorporate an ethics portion to COUN520 Foundations to Professional Orientation and Ethics. The motion passed with 4 in favor and 1 against.
9. The faculty discussed other courses that would fulfill the remaining 6 credits in a 60 credit program. Courses under consideration were Family Counseling, Sexuality in Counseling and Psychotherapy, Counseling Children and Adolescents, Experiential Counseling, and Current Issues (consisting of faculty rotating the course and teaching an area of their interests).
10. The faculty voted unanimously to have the focus area of 'Community Counseling' renamed as 'Clinical Mental Health Counseling'

Alumni Survey 2006 Summary Results (2006 graduates and later)

1. My satisfaction with the education I received from the Counseling Program was Average score 4.45 (SD = 0.76) on a 5 point Likert-type scale
2. My satisfaction with the quality of the classes I took in the Counseling Program was Average score 4.45 (SD = 0.69) on a 5 point Likert-type scale.
3. My satisfaction with the comprehensiveness of the advising I received in the Counseling Program was Average score 4.0 (SD = 1.17) on a 5 point Likert-type scale
4. My satisfaction with the accessibility of the Faculty in the Counseling Program was Average score 4.3 (SD = 0.86) on a 5 point Likert-type scale
5. My satisfaction with the quality of the classes I took outside of the Counseling Program was Average score 3.78 (SD = 3.78) on a 5 point Likert-type scale
6. My satisfaction with the educational value of the Traverse experiences was Average score 4.45 (SD = 0.69) on a 5 point Likert-type scale
7. My satisfaction with the educational value of the Manzanita Counseling Clinic was Average score 4.75 (SD = 0.44) on a 5 point Likert-type scale
8. My satisfaction with the educational value of the Field Practicum/Internship was Average score 4.85 (SD = 0.366) on a 5 point Likert-type scale
9. My satisfaction with the support I received from the University Administration was Average score 3.50 (SD = 1.05) on a 5 point Likert-type scale
10. My satisfaction with the support I received from the Department Office Staff was Average score 4.00 (SD = 1.02) on a 5 point Likert-type scale
11. The extent to which the Comprehensive Examination represented my learning in the Counseling Program was Average score 4.15 (SD = 0.88) on a 5 point Likert-type scale
12. The resources available through UNM Libraries were Average score 4.42 (SD = 0.69) on a 5 point Likert-type scale
13. The resources available through UNM Computing were Average score 4.22 (SD = 0.73) on a 5 point Likert-type scale

14. The resources available through UNM Graduate Writing Studio were Average score 4.06 (SD = 0.77) on a 5 point Likert-type scale

Student Comments Survey Results (2006 graduates and later)

What activities or courses were not available that you wanted?

- Family Counseling Sexuality
- Infant and families studies, medical aspects of counseling, direct/experiential modalities and therapies.
- There were barely any elective courses. It would have been nice to study other things in addition to the core courses that were required for graduation.
- More on addictions, more on theory- Family therapy.
- Adolescent Counseling, Family counseling, Trauma counseling, Crisis counseling.
- Experiential educational courses.
- Family counseling.
- [No Response]
- I would have liked to had more information on the business aspects of this profession, as well as the insurance aspects.
- Art, Sand Tray, and Play Therapy. There was an excellent course in Experiential Counseling that dealt with these topics briefly, but a full course would have been very beneficial
- None
- Crisis Counseling
- Elective courses on play therapy, marriage and family, addictions, and other topics.
- Courses on: Substance Abuse Counseling Marriage and Family Counseling Children and Adolescent Counseling.
- Play therapy family counseling addictions counseling.
- Adolescent Counseling, Couples, family counseling, PTSD/Trauma counseling specific courses including drug/substance abuse, specific course on types of therapy like EMDR, play therapy etc.
- Introduction to Family counseling Interviewing and case history techniques Family counseling
- [No Response]

What did you like or find beneficial during your time in the UNM Counseling Program?

- Manzanita was powerful Theory-based orientation was vitally important Challenge to develop cross- cultural competency by Loan Phan was also vitally important.
- The instructors were involved with students in the process of developing one's own unique professional identity, the program was open and provided empathy.
- Our practicum meetings.
- Actual practice at Manzanita counseling center Experienced quality professors.

- Practicum experiences: internship, Manzanita, Comm. Skills, Traverse My Multicultural class and Community Agency class were very good as was the Foundations of Counseling class with Heidi. I also really valued learning from the experiences and wisdom of my classmates.
- The office staff was extremely helpful throughout my entire educational experience. I was able to communicate with my advisor on an ongoing base.
- The professors were excellent and accessible.
- [No Response]
- I found the Traverse program extremely beneficial, and still have contact with my mentors in the community from that program. I am also very grateful for the Manzanita experience.
- I had a wonderful experience with the faculty: Dr. Keim, Dr. Olguin, Dr. Deschamps, Dr. Rifenburg...the faculty members were what made my education so valuable. Manzanita.
- The UNM counseling program provided me with intensive training. The seminars that I had during the time of my internships was extremely beneficial to me. I had support from staff and classmates. Manzanita was also an extremely beneficial experience. Without the training from Manzanita I don't know if I would have felt as confident in my training or the skills that I acquired during that time.
- Talking and finding support with my peers. The individuals who make up the program and the instructors are what make this program great!
- I believe that the UNM Counseling Program provided me with high quality professors who went above and beyond to help students, in-depth knowledge of the material, and prepared me well for the NCE and Comprehensive Exam.
- I really enjoyed the classes I did take. I felt that my professors were very helpful and supportive.
- The Traverse Program, Manzanita and my internships were invaluable experiences. I also liked that I was able to do a dual track.
- All of the professors and/or instructors were easy to communicate with (i.e. advisement, academic assistance, appointments).
- My cohort was awesome and supportive. Faculty were very helpful and genuine when interacting with students in the classroom as well as outside class time.
- Advisor and professors support.
- Small class sizes, good rapport with counseling program staff, field experience.
- [No Response]

What did you dislike or not find beneficial during your time in the UNM Counseling Program?

- Faculty turnover was difficult to deal with and affected my advisement.
- Well, I have a lot of mistrust/distrust of the academic system itself, attending college is a trigger for me. I did not find anything too terribly challenging or difficult regarding the structure and system within this program.
- I didn't think that there was adequate preparation for what to do after graduating from the program.

- There wasn't truthful information given regarding the difficulty of obtaining your permanent license ect. poor advisement, no help with finding traverse and practicum experiences.
- Very little feedback on case conceptualizations even though that is part of the comprehensive exam.
- Virtually no training, beyond some theoretical information, in family counseling, adolescent counseling, trauma therapy or substance abuse. Theories class was mainly just talking about theories--very little hands-on learning. We rarely even got to see via video how a theory would be applied in the field. A lot of time in field seminar was spent hearing about how people's experiences were going. Would have liked more exposure to different theoretical orientations by applying these to my classmates and my experiences in the field.
- There were some problems between the Department Chair and faculty in which a few invaluable faculty members left the program.
- The way the head of the department harassed the professors.
- Program administrative politics and clashes among program staff (administration/professors) which clearly negatively impacted the effectiveness of the Program as a learning experience.
- N/A.
- Nothing :-)
- [No Response]
- The lack of elective counseling courses was one aspect of the program that I didn't like. I would have like to have taken more courses while I was still in the program.
- I would have liked to discuss my performance in the comprehensive examination with my professors. Hearing feedback on strengths and areas of weakness would have been helpful.
- The lack of financial assistance for the students in the Masters program.
- Nothing.
- The change in professors (due to relocation, or new job).
- Faculty turnover was a small issue that I experienced. The program/department did a really good job about continuing to teach required courses with lack of staff. The issue was more the feeling of abandonment or frustration with sudden/unexpected change.
- [No Response]
- Not having a consistent group of faculty.

What suggestions do you have that might strengthen the UNM Counseling Program?

- More funding for additional faculty for additional electives. Now, as a doc student, a little clearer communication about funding available, more opportunities to teach.
- I find, and this is merely an opinion, that often there is a subtle power and control structure at play in most university programs, that I find difficult to process. Being just as available to students who may not always agree with the instructors may also provide a valuable viewpoint as well. I feel it would be easier for

instructors to value differing opinions if they also felt valued by administrators and others acting on their behalf.

- I think that adding more faculty, being able to offer elective courses, and having set meetings with your counseling advisor would be beneficial to students.
- Keep high quality experienced professors.
- Make personal counseling a requirement. Create a group therapy retreat experience as part of the program so that we actually experience real group counseling. More connection between counseling and psych department. More instruction in actual approaches to therapy. Get rid of Dynamics of Human Behavior as it sort of covered the same ground as Theories of Counseling. Create a year long course that covers 4 fundamental areas in counseling, devoting a quarter to each like career, family, adolescent and substance abuse. One semester of career could be reduced to a quarter in order to make room for exposure to other fields of counseling. Change from an emphasis on counselor education to clinical counseling as I imagine most graduates go into the field to be counselors, not on to pursuing PhD's in counselor education. Be more deliberate about how you teach case conceptualizations. Provide models, give students feedback on their conceptualizations in addition to asking questions about the client. Start doing this in Comm. Skills so by the time we get to Comps, we are very confident about how to conceptualize a case. To teach different theoretical orientations, have students write cases from the pt. of view of a specific theory.
- I would suggest that the program increase the required courses to 60 hours for graduation.
- Less interference with the professors by administration
- An administration that is respectful of its professors and students.
- Give students more information about the realities of getting jobs right out of graduate school - many agencies won't hire until an independent level of licensure is obtained. That would have been helpful to know on the way out of school. Also having more business information - insurance, private practice information, etc. would have been helpful.
- Perhaps a larger selection of courses that relate to School Counseling.
- [No Response]
- Communication between faculty and staff was strength when I was in the program. A continuation of that relationship will strengthen the program.
- To have discussion about performance on comprehensive examination, having an event to signify the end of the program with insert tors and students, and to have information session or classes on how to approach licensure procedures.
- * Offer more financial support to your students in the Master's Program. *Offer specialty classes.
- [No Response}
- Consistency in professors. During my time in the program, I had to endure two professors leaving the UNM program. I believe it was a loss as I respected both professors.
- N/A
- More practice in cases and studied more in detail theoretical techniques. More elective course offerings; more stable teaching staff.

- [No Response]

Spring 2011 Site Supervisor Survey Results
Summary of Responses

N=8

Supervisor Training Experiences:

Completed Graduate Course: 3

Continuing Education Units: 7

Self-Study: 5

Supervision of Supervision: 5

Setting:

Clinical Mental Health: 7

School Settings: 5

(One site has locations within a school and within the community)

Rankings for Preparation in the CACREP 8 Core Areas:

Professional Orientation and Ethical Practice

Needs Improvement: 0

Adequate: 1

Excellent: 8

N/A: 1

Social and Cultural Diversity

Needs Improvement: 0

Adequate: 0

Excellent: 10

N/A: 0

Human Growth and Development

Needs Improvement: 0

Adequate: 2

Excellent: 8

N/A: 0

Career Development

Needs Improvement: 0

Adequate: 5

Excellent: 4

N/A: 1

Helping Relationships

Needs Improvement: 0

Adequate: 1

Excellent: 8

No Response: 1

Group Work

Needs Improvement:	0
Adequate:	3
Excellent:	7
N/A:	0

Assessment

Needs Improvement:	0
Adequate:	4
Excellent:	6
N/A:	0

Research and Program Evaluation

Needs Improvement:	0
Adequate:	3
Excellent:	6
N/A:	1

Open Responses provided from Site Supervisors (Student Strengths):

-Student interns from UNM have been much more prepared and more professional with my group participants than interns from other programs. They are willing and eager to learn more about the specific needs and issues of each group member, and handle working with diverse clients [as] well.

-The intern had good relationship and rapport building skills and was a good and empathic listener. She showed professional responsibility and related in a respectful manner with staff and clients. She was an interested learner and was open to supervision and feedback.

-Student presented with diagnostic skills and great ability to create treatment plans.

-Students are ready and open to learning and exploring the counseling relationships. It is clear that students are well read and experienced with documentation. Good knowledge of diagnostic assessments and the DSM IV-TR. Students are willing team players who integrate well with others in the agency. Good initiative on the part of students. Students possess excellent awareness of cultural competency issues. Good working knowledge and experience in Motivational Interviewing techniques. Thank you!

-Counseling Skills and case conceptualization

-The Manzanita Practicum is a great advantage to UNM Counseling Interns. As a whole, they are mature, grounded, and professional. Tonya Walker who interned here for two terms last year was exemplary.

Students who are in the community/agency track are better prepared for this site than students who are pursuing school counseling specialization. The school counseling track seems to be weaker in clinical theory and technique. This site is about providing one on one therapy to a very diverse and challenging adult student population. Assessment, diagnostic, treatment planning and intervention skills are required/developed.

-Multicultural perspectives of clients has been demonstrated due to the type of clients served at this setting. Assessment of needs and diagnostic assessments are demonstrated by the students, as well as co-leading of our group therapies at this setting have been demonstrated by the activities of the students.

-Apparently the program is quite firm in its requirements (paperwork, hours verification, etc.) for the interns (I have had only one this year as I'm in the school and would not take more than one per year b/c the time commitment) as my intern had everything I needed to turn in, ready for me to take care of, and in a timely manner. She was an organized person to be sure, but she also had specific instructions from UNM.

Open Responses from Site Supervisors (Areas for Improvement):

-More communication with regards to what was expected of the supervisor for the program and to meet the student's need.

-Little or no curriculum is devoted to school counseling. This is a huge area of need and a huge oversight on the part of UNM's Counselor Education Program. How can students interested in school counseling be prepared for working in schools - a very dynamic career opportunity?

-Perhaps more information in the area of drug and alcohol abuse/dependence.

-I believe that the qualifications that my intern exhibited, shielded me from any awareness of needs for improvement for the program. My intern was probably your best advertisement for your program.

The University of New Mexico
Master of Arts in Counseling Program
Internship Site Supervisor Survey

This survey is being conducted as one of the ways we evaluate our program in relation to our Council for Accreditation of Counseling & Related Educational Programs (CACREP) Accreditation process. *The purpose of this survey is to assess your perceptions and evaluations of major aspects of the Counseling Program.* We intend to use the information provided by you to improve our program. You may skip any questions. Data will not be used for research, will not be published, and will only be provided in anonymous, aggregate form. Your responses to this survey will not impact individual grades; they may however impact structural processes within the program. We appreciate your time.

Today's Date: _____ (MM/DD/YYYY)

Name of Site Supervisor: _____

Internship Site: _____

Type of Internship Site (Please Circle): School Community Other _____

Based on all UNM Counselor Education students who have participated in internship at your site within the past year, please rate the students' overall preparation & demonstrated knowledge in the following areas:

- 1) Professional Orientation and Ethical Practice (an understanding of all of the following aspects of professional functioning including history and philosophy; professional roles, functions, and relationships with other human service providers; self-care strategies; counseling organizations; professional credentialing & licensure; role and process of the professional counselor; advocacy processes; and ethical standards and ethical and legal considerations.

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

- 2) Social and Cultural Diversity (an understanding of the cultural context of relationships, issues, and trends in a multicultural society)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

- 3) Human Growth and Development (an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

4) Career Development (an understanding of career development and related life factors)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

5) Helping Relationships (an understanding of the counseling process in a multicultural society)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

6) Group Work (theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

7) Assessment (an understanding of individual and group approaches to assessment and evaluation in a multicultural society)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

8) Research and Program Evaluation (an understanding of research methods, statistical analysis, needs assessment, and program evaluation)

Needs Improvement		Adequate		Excellent	N/A
1	2	3	4	5	0

Please provide us with information on specific strengths of the UNM Counselor Education Program in relation to the experiences you have had with student interns this year.

Please provide us with information on specific areas for improvement of the UNM Counselor Education Program in relation to the experiences you have had with student interns this year.

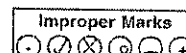
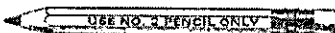
Thank you for your time. Please return this survey to:

The University of New Mexico
Counselor Education Program
Internship Supervisor
MSC05 3040
Albuquerque, NM 87131



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution:

Instructor:

Course Number:

Time and Days Class Meets:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 1. | 1 | 2 | 3 | 4 | 5 | Displayed a personal interest in students and their learning |
| 2. | 1 | 2 | 3 | 4 | 5 | Found ways to help students answer their own questions |
| 3. | 1 | 2 | 3 | 4 | 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | 1 | 2 | 3 | 4 | 5 | Demonstrated the importance and significance of the subject matter |
| 5. | 1 | 2 | 3 | 4 | 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | 1 | 2 | 3 | 4 | 5 | Made it clear how each topic fit into the course |
| 7. | 1 | 2 | 3 | 4 | 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | 1 | 2 | 3 | 4 | 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | 1 | 2 | 3 | 4 | 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | 1 | 2 | 3 | 4 | 5 | Explained course material clearly and concisely |
| 11. | 1 | 2 | 3 | 4 | 5 | Related course material to real life situations |
| 12. | 1 | 2 | 3 | 4 | 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | 1 | 2 | 3 | 4 | 5 | Introduced stimulating ideas about the subject |
| 14. | 1 | 2 | 3 | 4 | 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | 1 | 2 | 3 | 4 | 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | 1 | 2 | 3 | 4 | 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | 1 | 2 | 3 | 4 | 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | 1 | 2 | 3 | 4 | 5 | Asked students to help each other understand ideas or concepts |
| 19. | 1 | 2 | 3 | 4 | 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | 1 | 2 | 3 | 4 | 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | 1 | 2 | 3 | 4 | 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | 1 | 2 | 3 | 4 | 5 | Learning fundamental principles, generalizations, or theories |
| 23. | 1 | 2 | 3 | 4 | 5 | Learning to apply course material (to improve thinking, problem solving, and decisions) |
| 24. | 1 | 2 | 3 | 4 | 5 | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | 1 | 2 | 3 | 4 | 5 | Acquiring skills in working with others as a member of a team |
| 26. | 1 | 2 | 3 | 4 | 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | 1 | 2 | 3 | 4 | 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | 1 | 2 | 3 | 4 | 5 | Developing skill in expressing myself orally or in writing |
| 29. | 1 | 2 | 3 | 4 | 5 | Learning how to find and use resources for answering questions or solving problems |
| 30. | 1 | 2 | 3 | 4 | 5 | Developing a clearer understanding of, and commitment to, personal values |
| 31. | 1 | 2 | 3 | 4 | 5 | Learning to analyze and critically evaluate ideas, arguments, and points of view |
| 32. | 1 | 2 | 3 | 4 | 5 | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses	2=Less than Most Courses	3=About Average	4=More than Most Courses	5=Much More than Most Courses
----------------------------------	-----------------------------	-----------------	-----------------------------	----------------------------------

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True
-----------------------	---------------------------	--------------	---------------------------	----------------------

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True
-----------------------	---------------------------	--------------	---------------------------	----------------------

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

- | | |
|---------------|---------------|
| 48. ① ② ③ ④ ⑤ | 58. ① ② ③ ④ ⑤ |
| 49. ① ② ③ ④ ⑤ | 59. ① ② ③ ④ ⑤ |
| 50. ① ② ③ ④ ⑤ | 60. ① ② ③ ④ ⑤ |
| 51. ① ② ③ ④ ⑤ | 61. ① ② ③ ④ ⑤ |
| 52. ① ② ③ ④ ⑤ | 62. ① ② ③ ④ ⑤ |
| 53. ① ② ③ ④ ⑤ | 63. ① ② ③ ④ ⑤ |
| 54. ① ② ③ ④ ⑤ | 64. ① ② ③ ④ ⑤ |
| 55. ① ② ③ ④ ⑤ | 65. ① ② ③ ④ ⑤ |
| 56. ① ② ③ ④ ⑤ | 66. ① ② ③ ④ ⑤ |
| 57. ① ② ③ ④ ⑤ | 67. ① ② ③ ④ ⑤ |

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



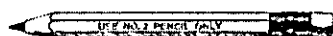
Institution:

Instructor:

Course Number:

Time and Days Class Meets:

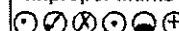
IMPORTANT!



Proper Marks



Improper Marks



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 1. ① ② ③ ④ ⑤ Gaining factual knowledge (terminology, classifications, methods, trends)
- 2. ① ② ③ ④ ⑤ Learning fundamental principles, generalizations, or theories
- 3. ① ② ③ ④ ⑤ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 4. ① ② ③ ④ ⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5. ① ② ③ ④ ⑤ Acquiring skills in working with others as a member of a team
- 6. ① ② ③ ④ ⑤ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7. ① ② ③ ④ ⑤ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8. ① ② ③ ④ ⑤ Developing skill in expressing myself orally or in writing
- 9. ① ② ③ ④ ⑤ Learning how to find and use resources for answering questions or solving problems
- 10. ① ② ③ ④ ⑤ Developing a clearer understanding of, and commitment to, personal values
- 11. ① ② ③ ④ ⑤ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 12. ① ② ③ ④ ⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

- 13. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
- 14. ① ② ③ ④ ⑤ My background prepared me well for this course's requirements.
- 15. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
- 16. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
- 17. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
- 18. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- 19. ① ② ③ ④ ⑤
- 20. ① ② ③ ④ ⑤
- 21. ① ② ③ ④ ⑤
- 22. ① ② ③ ④ ⑤
- 23. ① ② ③ ④ ⑤
- 24. ① ② ③ ④ ⑤
- 25. ① ② ③ ④ ⑤
- 26. ① ② ③ ④ ⑤
- 27. ① ② ③ ④ ⑤
- 28. ① ② ③ ④ ⑤
- 29. ① ② ③ ④ ⑤
- 30. ① ② ③ ④ ⑤
- 31. ① ② ③ ④ ⑤
- 32. ① ② ③ ④ ⑤
- 33. ① ② ③ ④ ⑤
- 34. ① ② ③ ④ ⑤
- 35. ① ② ③ ④ ⑤
- 36. ① ② ③ ④ ⑤
- 37. ① ② ③ ④ ⑤
- 38. ① ② ③ ④ ⑤

Comments:

**DO NOT
WRITE
IN THE
SHADED
AREA**

SECTION D FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION

Promotion

1. Promotion policies in the College of Education are governed by the University of New Mexico Promotion Policy.
2. Early Promotion

The College of Education often recruits faculty whose prior experience is equivalent to a portion of service in a particular rank. In such cases, the College of Education may recommend promotion in a shorter period of time than that described in the Faculty Handbook. Where early promotion is sought by a faculty member, documentation beyond that described in the Faculty Handbook should be provided which describes the nature and quality of the prior experience. In addition, it should explain how this prior experience has enhanced the faculty member's contribution to the University in comparison to the expected development through service in a particular rank for the stipulated period.

Other unusual circumstances such as special meritorious service might also lead to consideration for early promotion. Detailed documentation of such circumstances should accompany any such request.

3. Promotion, Tenure and Sabbatical Advisory Committee

An advisory committee of faculty members shall be appointed by the Dean to review promotion requests, tenure recommendations, and Mid-Probationary reviews forwarded by Department Chairs and to make recommendations to the Dean. A separate advisory committee of faculty members also shall be appointed by the Dean to review sabbatical requests forwarded by Department Chairs and to make recommendations to the Dean.

4. Salary

- a) It shall be the policy of the College of Education to reward meritorious performance financially. The merit performance evaluation procedures will be implemented each year.
- b) From whatever state salary monies are available to the College of Education for salary increases, the funds shall be allocated as follows:

SECTION D
FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)

- (1) Up to 3% shall be used by the Dean as a discretionary fund for salary considerations. It is presumed that any future salary equalization efforts will take merit performance evaluations into account.
- (2) The balance remaining shall be distributed according to the Merit Performance Rating System plan which establishes three performance-rating categories:

Merit Performance Rating 0
Merit Performance Rating 1
Merit Performance Rating 2

- c) Each department shall develop its individual Department Salary Plan. When separate programs are present within a department, that Department Salary Plan might be a compendium of its separate program salary plans. The Department Chairs shall file their Department Salary Plans with the Dean, Administrative Council, and the chairperson of the COE Faculty Committee. The deadline for filing these plans shall be set by the Dean.

Departments shall follow the Faculty Handbook criteria for teaching, research, and service, augmented by the expanded criteria found in the 1969 Salary and Promotion Policies (see Appendix A) and by Post-Tenure review guidelines for the university (see Appendix B) as the basis for evaluating performance. Department Chairs shall systematically and in a timely manner provide feedback to faculty members regarding their performance evaluations each year in accordance with the schedule outlined in the Faculty Handbook.

- d) The COE Dean will conduct annual merit evaluations of Department Chairs utilizing faculty input. Faculty members with non-traditional assignments, such as released time on grants, administrative assignments, sabbaticals, etc., will be evaluated by their immediate supervisors in addition to being evaluated by the department to which they are assigned.

SECTION D
FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)

5. Merit Performance Rating (MPR) System

a) Merit Performance Rating (MPR 0)

This rating occurs when a faculty member is not performing satisfactorily. Salary increases will be withheld from the individual whose performance is deemed less than satisfactory. The funds, which are withheld, will be set aside for the purpose of improving the future performance of that individual. In subsequent years these funds will be allocated in accordance with Section 4.B.

Procedures

- (1) The faculty member who receives this rating will receive no increase in salary. The salary of the faculty member will remain at the current salary level until such time as s/he becomes eligible for merit evaluation ratings of MPR 1 or higher.
- (2) The funds which would have been allocated for this faculty member's salary will go into a department fund earmarked for improvement in the faculty member's areas of weakness.
- (3) A written improvement plan will be developed between the Department Chairs and faculty member, subject to approval by the Dean.
- (4) If the faculty member fails to improve his/her performance, or to follow the improvement plan within a three-year period, termination proceedings will be initiated in accordance with Faculty Handbook guidelines.

b) Merit Performance Rating 1 (MPR 1)

This rating is given to faculty members who are performing competently and conscientiously in the three major areas in which performance is evaluated. Reward for this merit performance rating is maintenance of the standard of living when funds are available.

SECTION D FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION (cont'd.)

Procedures

- (1) To the extent funds are available, the faculty member will receive a percentage salary increase equal to the percentage increase in the Consumer Price Index (CPI) • for the preceding calendar year. In cases where funds available to the College for salary increases are less than the CPI increase, all available funds shall be used to give the maximum percentage salary increases possible for each faculty member who qualified for MPR 1. When funds exceed CPI, 20% of the salary increase funds above CPI shall be applied to MPR 1.
- (2) The same percentage increases shall be applied for all who qualify for MPR 1.

c) Merit Performance Rating (MPR 2)

In those years when the College receives salary appropriations which exceed the CPI for the preceding year, faculty members who performances are rated "outstanding" will be eligible for MPR 2. This rating will be assigned to a faculty member who has performed his/her job well above-and beyond what is normally expected by the University.

Department merit evaluation policies should be capable of identifying such outstanding performance.

Procedures

- (1) All faculty members who receive "outstanding" ratings will be eligible to receive MPR 2 funds.
- (2) From the funds available to the College of Education for salary increases, that portion which exceeds CPI for the previous calendar year will be allocated on an FTE (per capita) basis to each department which utilizes department approved merit evaluation procedures, to be used for MPR 2 increases.
 - average to average change in CPI-U as reported by the Bureau of Labor Statistics will be utilized

SECTION D
FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)

- (3) MPR 2 increases will be distributed on the basis of performance evaluations conducted within a department, but utilizing criteria which justify a rating of "outstanding".
- (4) Should funds not be available for MPR 2, ratings will be carried forward until such time when funds become available.

6. Compensation

The faculty charges the Dean with the responsibility of working to achieve parity compensation with other units within the University of New Mexico and with other institutions having comparable scope and functions.

7. Appeal

- a.) If a faculty member appeals a decision regarding promotion, tenure or a sabbatical request, Faculty Handbook procedures shall be followed.
- b.) If a faculty member appeals a decision regarding merit performances rating and/or salary, the appeal shall be directed to the Chair of the College of Education Faculty Salary Appeal Committee, with a copy to the COE Dean and the Department Chairs. The Faculty Salary Appeals Committee shall make a recommendation to the principals and to the appropriate Administrators(s) within fifteen (15) working days after hearing the case.
- c) Appeal procedures beyond the College of Education follow the Faculty Handbook.

Approved 12/2/75; Amended 4/6/76; 1/28/86; 3/25/86; 3/29/88 Revised 9/22/93,
10/27/98, 1/8/03 (change "Divisions Director" to "Department Chairs ONLY")

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)**

A. Criteria

Effort that is worthy of consideration is effort that extends the productivity of the individual faculty member about that expected... by the organization in those tasks assigned... by the organization. The following is intended to describe the acts or performance that represent the kind of activities that should constitute the floor for deliberation on giving merit considerations to faculty members.

B. Teaching

1. Planning for instruction is done carefully and creatively as evidenced by, for example, the development of written syllabi, course guides, current bibliographies, adaptations or alterations of approaches to instruction that are different or unusual, and objectives that are measurable and consistent with intent of the course.
2. In-class instruction is consistent with and contributory to the achievement of the objectives of the course as evidenced by, for example, the results obtained through measurement of student accomplishment in the course via paper and pencil tests, performance tests, project development, etc.
3. The evaluation of students provides for the comprehensive use of existing tools and incorporates where appropriate experimental tools as evidenced by, for example, the use of informal tests, student prepared papers or in-class reports, student performance activities, or adaptations or alterations of existing tools (i.e. an essay test in a math class) developed to use in a given class to get a cleaner measure of accomplishment of a given objective.
4. The use of present and pertinent resources reflects both an awareness of the relevance of such resources to stated objectives and an inventiveness in their use as evidenced by, for example, the use of up-to-date bibliographies, audio-visual materials, field trips, resource people where appropriate to and consistent with the fulfillment of stated objectives, or adaptations or alterations of different and unusual resources (speech by Army Psychologist used in methods class) to help achieve objectives.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd.)**

5. Overall teaching reflects general acceptance by students as evidence by, for example, positive student evaluations of teaching in such areas as organization of content, clarity of instruction, appropriateness of text (where used) on written evaluation devices.

C. Scholarship, Research, or Other Creative Works

1. Shows interest in research activity as evidenced by, for example, helping write proposals, doing the actual collection of data and its analysis, disseminating findings, or conducting applied research activity in conjunction with classes or projects to which the faculty member is assigned.
2. Shows interest in writing activities as evidence by, for example, publishing expository or research findings in journals, house organs, association meetings, or in-house communications with divisions, colleges, or the university.
3. Holds membership in, attends meetings of, and upon occasion contributes to an organization concerned with basic and/or applied research in education.
4. Has knowledge of research findings and areas in which research is needed as evidenced by, for example, the initiation of basic or applied research in major area of concern, or utilization of current research in conjunction with teaching or participation in projects or other related service activities.
5. Where appropriate, communicates with colleagues about matters of research (problems in need of research or findings) as evidenced by, for example, presentations or publications, or through discussions and participation in matters of divisional, college, or university concern.
6. Exhibits or presents creative works for international, national, regional, statewide, and local audiences.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd.)**

D. Service (community)

1. An awareness of an interest in community problems related to education as evidenced, for example, voluntary membership in an activity related to an organization devoted to community problems, or self-initiated activity related to community improvement such as organizing political action groups, etc.
2. Holds membership and participates in the activities of such organizations as evidenced by, for example, chairs held in organizational standing or ad hoc committees, meetings attended, work accomplished by groups (sub-organizational groups) of which the individual is a member.
3. Works to bridge the gap between "town and gown" through community service as evidenced by, for example, working within community organizations as the university's representative, or working on sub-organizational groups in matters designed to improve university life and welfare.
4. Communicates with community leaders regarding possible university or college cooperation in dealing with community problems as evidenced by, for example, letters written to community leaders seeking areas in which college or university might assist (letter to the school superintendent volunteering speaker service by members of the college), or attendance at public meetings vocally offering services to library board, welfare department, police, etc.

E. Service (university)

1. An awareness of and interest in university and college problems and projects as evidenced by, for example, developing informal ad hoc groups to work on problems, devising structure and ground rules for groups to work on university problems, contributions made in faculty meetings to help clarify and solidify positions and attitudes about university problems and projects.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd)**

2. Belongs to and participates in at least one standing committee which regularly conducts university and/or College of Education business. Evidence of activity here, for example, might include chairship of such a committee or development of ad hoc committees within standing committees to explore specialized problems or operationalize given programs.
3. There is a willingness to serve in whatever way and whenever possible in matters dealing with university College of Education problems and projects as evidenced by, for example, membership on ad hoc committees, or through writing and speaking on issues to town or gown groups concerned with the problems or projects.
4. Student advisement and counseling is provided as evidenced by, for example, availability to students consistently during specified office hours, numbers seen and time spent per student at times other than registration, program changes approved, professional career advice given, etc.

F. Program Development

1. Shows interest in program development as evidenced by, for example, participation in program evaluations with students, administration, and/or colleagues, or through publications or speeches given, or through points of view expressed and developed in appropriate settings, i.e., curriculum committees, division meetings, college or university faculty meetings.
2. Belongs to and participates in organizations or groups which work actively on program evaluation and improvement as evidenced by, for example, contributions and ideas developed in appropriate committee areas, or through participation in special areas, i.e., NCATE, North Central.
3. Initiative, creativity, and leadership in the development of programs or improvement of existing programs as evidenced by, for example, writing of new course proposals (both adopted and un-adopted), revisions of existing courses

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd.)**

and/or programs (adopted and un-adopted), development of sequential courses or programs (adopted or un-adopted).

4. Initiative, creativity, and leadership in the development of new programs or courses in response to changing student needs or needs of the profession as evidenced by, for example, written rationale provided for such courses, backgrounds of related basic or applied research, or similar justification and support reflecting valid and reliable bases growing out of an objective consideration of student and professional needs.

G. Student Contact

1. An interest in student problems is indicated as evidenced by, for example, advisement to student groups, speaking before student groups, meeting with and engaging in informal interactions with students in-and out-of-class settings, or soliciting in-office contacts with individuals or groups to discuss problem situations.
2. Membership in at least one group which is directly concerned with student interests and affairs is maintained, as evidenced by, for example, written notification of faculty member involvement.
3. An interest in and knowledge of student concerns and problems as they relate to the education of the student is shown as evidenced by, for example, programs or courses developed from such a rationale, special tutoring or counseling sessions provided for students, membership in and contributions (in writing) to the group having some concern with the education of the student at the institution.
4. Actively work to improve the education of the student as evidenced by, for example, counseling provided, courses built, programs developed or revised, special instructional sessions provided or special instructional considerations granted, etc.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd.)**

5. Communication with students regarding specific and general college and university matters related to their education is constantly maintained as evidenced by referrals of student ideas to college or university administration, information giving sessions provided for students in and out of class, willingness to answer student questions about policy and regulation matters in or out of class, attendance to and response to student activities of a cultural, educational, and entertainment nature on or off campus.

H. Administration

1. Provides leadership in policy making with respect to teaching, instruction, and service activities of the college as evidenced by, for example, criteria for enrollment in doctoral programs, cooperative agreements with the public schools and other outside agencies, long range development plans, and the like.
2. Shows staff leadership as evidenced by, for example, efficient and good staff selection procedures and decisions, continually promoting the professional growth of staff through individual contacts, planned meetings, properly administered promotion meetings, and tenure procedures, enabling staff to utilize their special talents and interests in the most effective manner, and the like.
3. Is prompt and efficient in the details of administrative and office management as evidenced by prompt completion of reports and other requests, effective budget preparation and proper monitoring of budget expenditures, attention to routine procedural matters, routinizing procedures where appropriate, proper delegation of tasks, and the like.
4. Communicates effectively with personnel in the administrative unit and with others in the College and University as appropriate as evidenced by, for example, memos, newsletters, minutes of meetings, and the like.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX A
EVALUATION TO ESTABLISH MERIT STATUS
(FROM 1969 COE SALARY AND PROMOTION POLICIES)
(cont'd.)**

5. Shows interest and concern for the total development of the College and University as evidenced by, for example, cooperative arrangements between this and other administrative units, cooperation in planning and implementing activities which cut across administrative units, participation in development of other administrative units, and the like.

Note from David Colton in July, 1988: A salary and promotion policy was adopted on 5/6/69 following discussions on 4/1/69 and 4/26/69. Amendments and clarifications of the 1969 policy were made on 11/3/70, 12/3/74, and 2/8/73. A substantially revised policy was adopted on 12/2/75.

SECTION D FACULTY

SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION (cont'd.)

APPENDIX B UNM FACULTY HANDBOOK

4.9 POST-TENURE-- REVIEW

(Approved by the Faculty Senate, February 13, 1996, and May 6, 1997; approved by the Regents, April 11, 1996, and May 16, 1997, and included in the Policy on AF&T in the version approved by the Faculty on December 6, 1998 and by the Board of Regents on December 8, 1998.)

4.9.1 Introduction

The Post Tenure Review Policy ensures that all tenured faculty members will receive an annual review and that those with either exceptionally good performance or deficiency in one or more areas will be identified. Special achievement shall be rewarded in a manner determined by each college/school. For a faculty member who receives two successive annual reviews with identified uncorrected deficiencies, the Post-Tenure Review policy provides a mechanism to either (a) overturn the findings of deficiency in the annual reviews or (b) establish a remedial program for correcting the deficiencies.

4.9.2 General Principles

A tenured professor who performs well should be rewarded, and one who performs inadequately should seek or accept help and improve or be subject to dismissal. The purpose of UNM's post-tenure review is to determine levels of performance efficiently, equitably, and in conformity with tenure rights expressed in the Policy on Academic Freedom and Tenure and guaranteed by the Contract Clause of the U.S. Constitution.

4.9.3 Data Collection

Biographical updates, student evaluations of teaching (supplemented by periodic but not necessarily annual peer evaluations of teaching), and (with necessary exceptions, as in the Medical School) evaluations for salary recommendations shall be required annually of all faculty, including tenured professors. Some departments and divisions may also wish to require information more detailed than in the current biographical update form. The biographical update shall include space for objectives for the coming year.

**SECTION D
FACULTY**

**SALARY AND PROMOTION POLICIES IN THE COLLEGE OF EDUCATION
(cont'd.)**

**APPENDIX B
UNM FACULTY HANDBOOK (cont'd.)**

4.9.4 Performance Criteria

Deans shall require each department or division to file a statement of criteria and procedures for annual evaluation of the performance of tenured faculty members. The criteria and procedures shall be consistent with the Faculty Handbook, reflect the standards of excellence and appropriate balance of teaching, research, or other creative activity, and service prevailing in the discipline and department or division, and have the approval of the department or division faculty and the dean. At a minimum, the procedures shall include an annual written evaluation, as described below. Sec. 1 (of this Policy) describes good teaching and good research at some length, including the importance of ones original research in imparting new ideas in the classroom and inspiring students to engage in original research. Sec. 1 also stresses the need for service in the department, the University, and ones discipline, particularly by senior members of the faculty. (Reviews from outside the University, as suggested in Sec. I, shall not normally be included in annual and more formal post-tenure reviews [Sec. 4.9.5 and 4.9.7].)

4.9.5 Annual Reviews

- (a) Each department shall conduct an annual review of each tenured faculty members teaching, scholarly work, and service. This review, which may be combined with salary review and may be performed by the chair or the chair and a committee of tenured faculty, shall be in writing (normally 50 to 100 for most faculty, more for those with special achievements or identified deficiencies) and contain a description and critique of performance during the past year and performance goals for the coming year. It shall be discussed with the faculty member if there are deficiencies. Two copies of the annual review, signed by the chair, shall be given to the faculty member, one to be as acknowledgment of receipt and returned to the chair. A faculty member who disagrees with the review may add a comment or rebuttal. The review and any such statement shall be placed in the faculty member's personnel file. The faculty member, in addition, may appeal the chairs evaluation to the dean. At any point in these or subsequent proceedings, the faculty member shall have access to aggregate information concerning the teaching evaluations, publications, grants, etc., of the department as a whole for purposes of comparison. Aggregate information shall be determined by each department and will

Counselor Education

Academic Program Review

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Note: All average values reported in these tables are means.

Table 1.
Fall Enrollment by Major and Level
Counselor Education
Fall 2002 to Fall 2011

Declared Major: 223 - Counseling (Conct)

Graduate Students										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Masters	1	1	3	2						
Special Graduate										
Doctoral	12	15	15	15						
Professional										
Post Doctoral										
Total	13	16	18	17	0	0	0	0	0	0

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 1.
Fall Enrollment by Major and Level
Counselor Education
Fall 2002 to Fall 2011

Declared Major: COED - Counselor Education

Graduate Students										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Masters							1		2	
Special Graduate										
Doctoral						1	4	7	8	9
Professional										
Post Doctoral										
Total	0	0	0	0	0	1	5	7	10	9

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 1.
Fall Enrollment by Major and Level
Counselor Education
Fall 2002 to Fall 2011

Declared Major: COUN - Counseling

Graduate Students										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Masters	66	70	71	71	75	70	71	76	93	87
Special Graduate										
Doctoral					12	12	12	10	9	7
Professional										
Post Doctoral										
Total	66	70	71	71	87	82	83	86	102	94

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 2.
Enrollment by Sex and Ethnicity of Students Admitted to Program
Counselor Education
Fall 2002 to Fall 2011

Declared Major: 223 - Counseling (Conct)

Graduate Enrollment

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Female	Hispanic	1	1	2	2						
Female	American Indian		1	1	1						
Female	Asian										
Female	Black or Afro American	1	1								
Female	Native Hawaiian										
Female	White	10	10	14	11						
Female	Two or More Races										
Female	Race/Ethnicity Unknown										
Female	International										
	Total	12	13	17	14	0	0	0	0	0	0
	Percent Minority	16.7%	23.1%	17.6%	21.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	Hispanic										
Male	American Indian										
Male	Asian										
Male	Black or Afro American				1						
Male	Native Hawaiian										
Male	White		2	1	2						
Male	Two or More Races										
Male	Race/Ethnicity Unknown										
Male	International	1	1								
	Total	1	3	1	3	0	0	0	0	0	0
	Percent Minority	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
M & F Combined	Hispanic	1	1	2	2	0	0	0	0	0	0
M & F Combined	American Indian	0	1	1	1	0	0	0	0	0	0
M & F Combined	Asian	0	0	0	0	0	0	0	0	0	0
M & F Combined	Black or Afro American	1	1	0	1	0	0	0	0	0	0
M & F Combined	Native Hawaiian	0	0	0	0	0	0	0	0	0	0
M & F Combined	White	10	12	15	13	0	0	0	0	0	0
M & F Combined	Two or More Races	0	0	0	0	0	0	0	0	0	0
M & F Combined	Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	0	0
M & F Combined	International	1	1	0	0	0	0	0	0	0	0

	Total	13	16	18	17	0	0	0	0	0	0
	Percent Minority	15.4%	18.8%	16.7%	23.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Data Source:Enrollment Management dataset based on 21-day CHE/HED Enrollment file
UNM Institutional Research: C. Bernhard

Declared Major: COED - Counselor Education

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Female	Hispanic									1	1
Female	American Indian										
Female	Asian							1	1	1	1
Female	Black or Afro American							1	1	1	1
Female	Native Hawaiian										
Female	White								3	2	2
Female	Two or More Races										
Female	Race/Ethicity Unknown										
Female	International										
	Total	0	0	0	0	0	0	2	5	5	5
	Percent Minority	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	40.0%	60.0%	60.0%

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	Hispanic										
Male	American Indian										
Male	Asian										
Male	Black or Afro American						1	1		1	1
Male	Native Hawaiian										
Male	White							2	2	4	3
Male	Two or More Races										
Male	Race/Ethicity Unknown										
Male	International										
	Total	0	0	0	0	0	1	3	2	5	4
	Percent Minority	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	0.0%	20.0%	25.0%

[illegible]

M & F Combined	International	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	1	5	7	10	9
	Percent Minority	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	60.0%	28.6%	40.0%	44.4%

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file
UNM Institutional Research: C. Bernhard

Table 2.
Enrollment by Sex and Ethnicity of Students Admitted to Program
Counselor Education
Fall 2002 to Fall 2011

Declared Major: COUN - Counseling

Graduate Enrollment

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Female	Hispanic	14	16	17	23	29	21	20	23	30	30
Female	American Indian	5	6	4	5	6	4	7	8	7	5
Female	Asian	3	2	2	3	1		1	1		
Female	Black or Afro American	1	1		1	3	1	2	1	1	1
Female	Native Hawaiian										
Female	White	27	28	27	20	26	33	33	36	39	31
Female	Two or More Races									2	2
Female	Race/Ethnicity Unknown			1	4	4	3	3	2	3	2
Female	International					1	2	2	2	1	1
	Total	50	53	51	56	70	64	68	73	83	72
	Percent Minority	46.0%	47.2%	45.1%	57.1%	55.7%	40.6%	44.1%	45.2%	48.2%	52.8%

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Male	Hispanic	5	4	5	3	2	1	4	4	8	7
Male	American Indian			2	2	2	3	2	1	1	1
Male	Asian	1	1	1					1	2	2
Male	Black or Afro American		1	2	2	2	1				1
Male	Native Hawaiian									1	1
Male	White	9	10	10	7	9	11	8	6	7	10
Male	Two or More Races										
Male	Race/Ethnicity Unknown	1	1		1	2	2	1	1		
Male	International										
	Total	16	17	20	15	17	18	15	13	19	22
	Percent Minority	37.5%	35.3%	50.0%	46.7%	35.3%	27.8%	40.0%	46.2%	63.2%	54.5%

Sex	Ethnicity	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
M & F Combined	Hispanic	19	20	22	26	31	22	24	27	38	37
M & F Combined	American Indian	5	6	6	7	8	7	9	9	8	6
M & F Combined	Asian	4	3	3	3	1	0	1	2	2	2
M & F Combined	Black or Afro American	1	2	2	3	5	2	2	1	1	2
M & F Combined	Native Hawaiian	0	0	0	0	0	0	0	0	1	1
M & F Combined	White	36	38	37	27	35	44	41	42	46	41
M & F Combined	Two or More Races	0	0	0	0	0	0	0	0	2	2
M & F Combined	Race/Ethnicity Unknown	1	1	1	5	6	5	4	3	3	2

M & F Combined	International	0	0	0	0	1	2	2	2	1	1
	Total	66	70	71	71	87	82	83	86	102	94
	Percent Minority	43.9%	44.3%	46.5%	54.9%	51.7%	37.8%	43.4%	45.3%	51.0%	53.2%

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file
UNM Institutional Research: C. Bernhard

Table 3.
Full-Time/Part-Time Enrollment by Level of Students Admitted to Program¹
Counselor Education
Fall 2002 to Fall 2011

Declared Major: 223 - Counseling (Conct)

Level	FT-PT	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Undergrad	FT										
Undergrad	PT										
Undergrad	Total	0	0	0	0	0	0	0	0	0	0
Grad	FT	9	8	8	8						
Grad	PT	4	8	10	9						
Grad	Total	13	16	18	17	0	0	0	0	0	0
Total	FT	9	8	8	8	0	0	0	0	0	0
Total	PT	4	8	10	9	0	0	0	0	0	0
Total	Total	13	16	18	17	0	0	0	0	0	0

¹ Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college.

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 3.
Full-Time/Part-Time Enrollment by Level of Students Admitted to Program¹
Counselor Education
Fall 2002 to Fall 2011

Declared Major: COED - Counselor Education

Level	FT-PT	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Undergrad	FT										
Undergrad	PT										
Undergrad	Total	0	0	0	0	0	0	0	0	0	0
Grad	FT						1	4	5	8	5
Grad	PT							1	2	2	4
Grad	Total	0	0	0	0	0	1	5	7	10	9
Total	FT	0	0	0	0	0	1	4	5	8	5
Total	PT	0	0	0	0	0	0	1	2	2	4
Total	Total	0	0	0	0	0	1	5	7	10	9

¹ Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college.

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 3.
Full-Time/Part-Time Enrollment by Level of Students Admitted to Program ¹
Counselor Education
Fall 2002 to Fall 2011

Declared Major: COUN - Counseling

Level	FT-PT	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Undergrad	FT										
Undergrad	PT										
Undergrad	Total	0	0	0	0	0	0	0	0	0	0
Grad	FT	33	23	28	28	38	39	47	52	53	57
Grad	PT	33	47	43	43	49	43	36	34	49	37
Grad	Total	66	70	71	71	87	82	83	86	102	94
Total	FT	33	23	28	28	38	39	47	52	53	57
Total	PT	33	47	43	43	49	43	36	34	49	37
Total	Total	66	70	71	71	87	82	83	86	102	94

¹ Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college.

Data Source: Enrollment Management dataset based on 21-day CHE/HED Enrollment file

UNM Institutional Research: C. Bernhard

Table 4.
Total Number of Degree Recipients
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counseling (Conct)

Major	Degree	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Counseling (Conct)	PhD	2	2	1	2	1					
Total Degrees Awarded		2	2	1	2	1	0	0	0	0	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and Privacy Act (FERPA), and any cells with less than 3 individuals need to be suppressed if the information is used for external purposes.

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 4.
Total Number of Degree Recipients
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counselor Education

Major	Degree	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Counselor Education	PhD							2		1	
Total Degrees Awarded		0	0	0	0	0	0	2	0	1	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and Privacy Act (FERPA), and any cells with less than 3 individuals need to be suppressed if the information is used for external purposes.

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 4.
Total Number of Degree Recipients
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counseling

Major	Degree	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Counseling	MA	26	25	16	19	18	30	20	26	18	22
	PhD						1				
Total Degrees Awarded		26	25	16	19	18	31	20	26	18	22

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and Privacy Act (FERPA), and any cells with less than 3 individuals need to be suppressed if the information is used for external purposes.

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 5.
Degree Recipients by Ethnicity and Sex
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counseling (Conct)

Degree - PhD											
Ethnicity	Sex	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Hispanic	F										
Hispanic	M										
Hispanic	Total	0	0	0	0	0	0	0	0	0	0
American Indian	F										
American Indian	M										
American Indian	Total	0	0	0	0	0	0	0	0	0	0
Asian	F										
Asian	M										
Asian	Total	0	0	0	0	0	0	0	0	0	0
Black or Afro American	F			1							
Black or Afro American	M										
Black or Afro American	Total	0	0	1	0	0	0	0	0	0	0
Native Hawaiian	F										
Native Hawaiian	M										
Native Hawaiian	Total	0	0	0	0	0	0	0	0	0	0
White	F	1	2		2	1					
White	M	1									
White	Total	2	2	0	2	1	0	0	0	0	0
Two or More Races	F										
Two or More Races	M										
Two or More Races	Total	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	F										
Race/Ethnicity Unknown	M										
Race/Ethnicity Unknown	Total	0	0	0	0	0	0	0	0	0	0
International	F										
International	M										
International	Total	0	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	F	1	2	1	2	1	0	0	0	0	0
All Ethnic Groups Combined	M	1	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	Total	2	2	1	2	1	0	0	0	0	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 5.
Degree Recipients by Ethnicity and Sex
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counselor Education

Degree - PhD											
Ethnicity	Sex	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Hispanic	F										
Hispanic	M										
Hispanic	Total	0	0	0	0	0	0	0	0	0	0
American Indian	F										
American Indian	M										
American Indian	Total	0	0	0	0	0	0	0	0	0	0
Asian	F										
Asian	M										
Asian	Total	0	0	0	0	0	0	0	0	0	0
Black or Afro American	F										
Black or Afro American	M									1	
Black or Afro American	Total	0	0	0	0	0	0	0	0	1	0
Native Hawaiian	F										
Native Hawaiian	M										
Native Hawaiian	Total	0	0	0	0	0	0	0	0	0	0
White	F							1			
White	M							1			
White	Total	0	0	0	0	0	0	2	0	0	0
Two or More Races	F										
Two or More Races	M										
Two or More Races	Total	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	F										
Race/Ethnicity Unknown	M										
Race/Ethnicity Unknown	Total	0	0	0	0	0	0	0	0	0	0
International	F										
International	M										
International	Total	0	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	F	0	0	0	0	0	0	1	0	1	0
All Ethnic Groups Combined	M	0	0	0	0	0	0	1	0	0	0
All Ethnic Groups Combined	Total	0	0	0	0	0	0	2	0	1	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 5.
Degree Recipients by Ethnicity and Sex
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counselor Education

Degree - PhD											
Ethnicity	Sex	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Hispanic	F										
Hispanic	M										
Hispanic	Total	0	0	0	0	0	0	0	0	0	0
American Indian	F										
American Indian	M										
American Indian	Total	0	0	0	0	0	0	0	0	0	0
Asian	F										
Asian	M										
Asian	Total	0	0	0	0	0	0	0	0	0	0
Black or Afro American	F										
Black or Afro American	M									1	
Black or Afro American	Total	0	0	0	0	0	0	0	0	1	0
Native Hawaiian	F										
Native Hawaiian	M										
Native Hawaiian	Total	0	0	0	0	0	0	0	0	0	0
White	F							1			
White	M							1			
White	Total	0	0	0	0	0	0	2	0	0	0
Two or More Races	F										
Two or More Races	M										
Two or More Races	Total	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	F										
Race/Ethnicity Unknown	M										
Race/Ethnicity Unknown	Total	0	0	0	0	0	0	0	0	0	0
International	F										
International	M										
International	Total	0	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	F	0	0	0	0	0	0	1	0	1	0
All Ethnic Groups Combined	M	0	0	0	0	0	0	1	0	0	0
All Ethnic Groups Combined	Total	0	0	0	0	0	0	2	0	1	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 5.
Degree Recipients by Ethnicity and Sex
2001-2002 to 2010-2011 Academic Years
Counselor Education/Counseling

Degree - MA											
Ethnicity	Sex	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Hispanic	F	5	8	3	4	3	9	11	7	4	5
Hispanic	M	2	2		1	2	3				2
Hispanic	Total	7	10	3	5	5	12	11	7	4	7
American Indian	F	2	1		1		4			1	3
American Indian	M						1	1		1	
American Indian	Total	2	1	0	1	0	5	1	0	2	3
Asian	F		1	1		1	2			1	
Asian	M					1					
Asian	Total	0	1	1	0	2	2	0	0	1	0
Black or Afro American	F		1	1			1		1		1
Black or Afro American	M				1						
Black or Afro American	Total	0	1	1	1	0	1	0	1	0	1
Native Hawaiian	F										
Native Hawaiian	M										
Native Hawaiian	Total	0	0	0	0	0	0	0	0	0	0
White	F	14	10	7	8	9	7	5	9	5	9
White	M	1	2	2	4	2	2	1	6	4	1
White	Total	15	12	9	12	11	9	6	15	9	10
Two or More Races	F			1						1	
Two or More Races	M										
Two or More Races	Total	0	0	1	0	0	0	0	0	1	0
Race/Ethnicity Unknown	F	1					1	1	2		
Race/Ethnicity Unknown	M	1		1					1	1	
Race/Ethnicity Unknown	Total	2	0	1	0	0	1	1	3	1	0
International	F							1			1
International	M										
International	Total	0	0	0	0	0	0	1	0	0	1
All Ethnic Groups Combined	F	22	21	13	13	13	24	18	19	12	19
All Ethnic Groups Combined	M	4	4	3	6	5	6	2	7	6	3
All Ethnic Groups Combined	Total	26	25	16	19	18	30	20	26	18	22

Degree - PhD											
Ethnicity	Sex	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011
Hispanic	F										
Hispanic	M										
Hispanic	Total	0	0	0	0	0	0	0	0	0	0
American Indian	F										
American Indian	M										
American Indian	Total	0	0	0	0	0	0	0	0	0	0
Asian	F										
Asian	M										
Asian	Total	0	0	0	0	0	0	0	0	0	0
Black or Afro American	F										
Black or Afro American	M										
Black or Afro American	Total	0	0	0	0	0	0	0	0	0	0
Native Hawaiian	F										
Native Hawaiian	M										
Native Hawaiian	Total	0	0	0	0	0	0	0	0	0	0
White	F						1				
White	M										
White	Total	0	0	0	0	0	1	0	0	0	0
Two or More Races	F										
Two or More Races	M										
Two or More Races	Total	0	0	0	0	0	0	0	0	0	0
Race/Ethnicity Unknown	F										
Race/Ethnicity Unknown	M										
Race/Ethnicity Unknown	Total	0	0	0	0	0	0	0	0	0	0
International	F										
International	M										
International	Total	0	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	F	0	0	0	0	0	1	0	0	0	0
All Ethnic Groups Combined	M	0	0	0	0	0	0	0	0	0	0
All Ethnic Groups Combined	Total	0	0	0	0	0	1	0	0	0	0

NOTE: Information is for internal use only. Ethnicity is protected information under the Family Educational Rights and

Data Source: Deggrant database maintained by the Office of Institutional Research

UNM Institutional Research: C. Bernhard

Table 6.
Total Academic Year Student Credit Hours
Restricted and Unrestricted
2001-2002 to 2010-2011 Academic Years
Counselor Education

Unrestricted Student Credit Hours

Course Level	Course Discipline	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman											
Sophomore											
Junior											
Senior											
Graduate	COUN	1,656	1642.6	1,600	1,670	1,363	1,266	1,373	1,386	1,411	1,520
Total		1,656	1,643	1,600	1,670	1,363	1,266	1,373	1,386	1,411	1,520

Restricted Student Credit Hours ¹

Course Level	Course Discipline	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman											
Sophomore											
Junior											
Senior											
Graduate	COUN	171									
Total		171	0	0	0	0	0	0	0	0	0

Total Student Credit Hours

Course Level	Course Discipline	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Freshman		0	0	0	0	0	0	0	0	0	0
Sophomore		0	0	0	0	0	0	0	0	0	0
Junior		0	0	0	0	0	0	0	0	0	0
Senior		0	0	0	0	0	0	0	0	0	0
Graduate		1827	1642.6	1,600	1,670	1,363	1,266	1,373	1,386	1,411	1,520
Total		1,827	1,643	1,600	1,670	1,363	1,266	1,373	1,386	1,411	1,520

¹ Restricted credit hours are those for which UNM receives no funding from the state. They are primarily connected to courses funded by non-I&G accounts or are credit hours delivered via the Internet to out-of-state students.

Freshmen = 100-level courses Junior = 300-level courses

Sophomore = 200-level courses Senior = 400-level courses

Graduate = 500- & 600-level courses

Data Source: CHE End-of-Semester Course File, created by the Registrar's System Team, maintained by the Office of Institutional Research
UNM Institutional Research: C. Bernhard

Table 7.
Student Credit Hours by Course Level & Student Status
Counselor Education
Fall 2002 to Fall 2011

Course Level	Student Status	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Freshman (100-level courses)	Major In Dept ¹										
	Major in Univ College ²										
	Other Major ³										
	Total Credit Hours	0	0	0	0	0	0	0	0	0	0
	% Major in Dept	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Sophomore (200-level courses)	Major In Dept ¹										
	Major in Univ College ²										
	Other Major ³										
	Total Credit Hours	0	0	0	0	0	0	0	0	0	0
	% Major in Dept	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Junior (300-level courses)	Major In Dept ¹										
	Major in Univ College ²										
	Other Major ³										
	Total Credit Hours	0	0	0	0	0	0	0	0	0	0
	% Major in Dept	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Senior (400-level courses)	Major In Dept ¹										
	Major in Univ College ²										
	Other Major ³										
	Total Credit Hours	0	0	0	0	0	0	0	0	0	0
	% Major in Dept	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Undergraduate (100- to 400-level courses)	Major In Dept ¹	0	0	0	0	0	0	0	0	0	0
	Major in Univ College ²	0	0	0	0	0	0	0	0	0	0
	Other Major ³	0	0	0	0	0	0	0	0	0	0
	Total Credit Hours	0	0	0	0	0	0	0	0	0	0
	% Major in Dept	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate (500- & 600-level courses)	Major In Dept	491	466	470	466	499	554	542	575	618	663
	Other Major	210	294	246	183	111	90	75	71	45	60
	Total Credit Hours	701	760	716	649	610	644	617	646	663	723
	% Major in Dept	70.0%	61.3%	65.6%	71.8%	81.8%	86.0%	87.8%	89.0%	93.2%	91.7%

¹ Student with major in department & admitted to major college

² Student with declared major in department, but not yet admitted to major college (still in UC).

³ "Other Major" are enrollments for those admitted to other academic programs and UC students with declared majors in other disciplines.

Data Source: 21-day CHE/HED Course File (created by the Registrar's System Team, maintained by the Office of Institutional Research) matched to Enrollment Management
 UNM Institutional Research: C. Bernhard

Table 8.
Fall Student Credit Hours (SCH) by Course Level & Type of Instructor
Fall 2002 to Fall 2011
COUN - Course Discipline Code

Graduate		Percents						Total
Year	Total SCH	Ten/Tenttrack in Dept	Non-Ten in Dept	Fac/Staff Other Dept	Contingent Faculty	Teaching Asst	Not Identified	
2002	703.9	0.54	0.18		0.27		0.01	1
2003	754	0.51	0.39		0.09			1
2004	718	0.36	0.45		0.08	0.11		1
2005	649	0.39	0.61					1
2006	610	0.52	0.23		0.25			1
2007	661	0.79	0.19				0.03	1
2008	617	0.74	0.26					1
2009	656	0.56	0.13	0.09	0.17	0.05		1
2010	663	0.72			0.15	0.13		1
2011	723	0.68			0.23	0.09		1

Freshmen = 100-level courses

Sophomore = 200-level courses

Junior = 300-level courses

Senior = 400-level courses

Graduate = 500- & 600-level courses

Data Source: 21-day Course Extract database and Empcount database maintained by the Office of Institutional

UNM Institutional Research: C. Bernhard

Table 9.
Assistantships by Job Title^{1, 2}
For Assistantships Funded by the Dept/Program
As of October 31st
Counselor Education

Job Title	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Headcount of Graduate Student Assistantships Funded by the Dept/Program										
Graduate Assistant	4	5	5	4	4	2	4	3	4	3
Project Assistant			1							
Research Assistant										
Teaching Assistant								3	2	
Teaching Associate			1							1
Total	4	5	7	4	4	2	4	6	6	4

¹ While graduate students may have multiple assignments, job classification is based on primary assignment

² Given that the data reported here are for assistantships paid for by the dept/program, some of these assistantships may be for students enrolled in other programs. For assistantships granted to students within the program, see the following table.

Table 10.
Assistantships by Job Title^{1, 2}
for Graduate Students Enrolled in Department/Program
As of October 31st
Counselor Education

Job Title	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Assistantship Headcount										
Graduate Assistant	6	6	4	6	6	5	6	6	7	6
Project Assistant	2		4	2	3	4	3	1	1	2
Research Assistant	1		1		1	1				2
Teaching Assistant		1	1	1				3	4	1
Teaching Associate			1							1
Total	9	7	11	9	10	10	9	10	12	12

¹ While graduate students may have multiple assignments, job classification based on primary assignment

² Assistantships reported here are for graduate students in dept/program. These assistantships may be paid by another unit.

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

WORKING NOTE: Make sure exclude assignments with zero FTE

Table 9.
Assistantships by Job Title^{1, 2}
For Assistantships Funded by the Dept/Program
As of October 31st
Counselor Education

Job Title	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Headcount of Graduate Student Assistantships Funded by the Dept/Program										
Graduate Assistant	4	5	5	4	4	2	4	3	4	3
Project Assistant			1							
Research Assistant										
Teaching Assistant								3	2	
Teaching Associate			1							1
Total	4	5	7	4	4	2	4	6	6	4

¹ While graduate students may have multiple assignments, job classification is based on primary assignment

² Given that the data reported here are for assistantships paid for by the dept/program, some of these assistantships may be for students enrolled in other programs. For assistantships granted to students within the program, see the following table.

Table 10.
Assistantships by Job Title^{1, 2}
for Graduate Students Enrolled in Department/Program
As of October 31st
Counselor Education

Job Title	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Assistantship Headcount										
Graduate Assistant	6	6	4	6	6	5	6	6	7	6
Project Assistant	2		4	2	3	4	3	1	1	2
Research Assistant	1		1		1	1				2
Teaching Assistant		1	1	1				3	4	1
Teaching Associate			1							1
Total	9	7	11	9	10	10	9	10	12	12

¹ While graduate students may have multiple assignments, job classification based on primary assignment

² Assistantships reported here are for graduate students in dept/program. These assistantships may be paid by another unit.

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

WORKING NOTE: Make sure exclude assignments with zero FTE

Table 11.
UNM Faculty¹
as of October 31
Counselor Education

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Tenure, Tenure-Track Faculty by Rank										
Professor			1							
Associate Professor	2	2	1	1	1	1	1	1	2	2
Assistant Professor	3	2	2	1	3	4	3	2	3	2
Non-Tenure Track Faculty by Primary Job Category										
Instructional Faculty				1	1	2	2			
Visiting Faculty	1	2	2	2	1			1		
Clinician Educators										
Research Faculty										
Other Faculty										
Temporary Faculty	2	2	1		4			2	1	1
Post-Doctoral Fellows										
Total Faculty	8	8	7	5	10	7	6	6	6	5

¹ Faculty by department based on tenure department. For non-tenure track faculty, temporary faculty, and post-docs, department based on assignment.

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

Table 12.
Tenure/Tenure-Track Faculty by Sex & Ethnicity
As of October 31st
Counselor Education

Ethnicity	Sex	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Hispanic	F										
Hispanic	M			1	1	1	1	1	1	1	1
American Indian	F										
American Indian	M										
Asian	F	1	1								
Asian	M										
Black or Afro American	F										
Black or Afro American	M										
White, non-Hispanic	F										
White, non-Hispanic	M										
Native Hawaiian	F										
Native Hawaiian	M										
White	F	1	1	1	1	2	2	1	1	1	
White	M	3	2	2						2	2
Two or More Races	F										
Two or More Races	M										
Race/Ethnicity Unknown	F					1	1	1	1	1	1
Race/Ethnicity Unknown	M										
International	F						1	1			
International	M										

Table 13
Tenure-Track Faculty
As of October 31st
Counselor Education

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Number Tenure, Tenure-Track Faculty	5	4	4	2	4	5	4	3	5	4
Number Tenured	2	2	2	1	1	1	1	1	1	2
% Tenured	40	50	50	50	25	20	25	33	20	50
Number Full-Time	5	4	4	2	4	5	4	3	5	4
% Full-Time	100	100	100	100	100	100	100	100	100	100

Data source: Empcount database maintained by Institutional Research
UNM Institutional Research: C. Bernhard

Table 14.
Tenure/Tenure Track Faculty by Highest Degree Earned
As of October 31st
Counselor Education

Degree	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Masters						1				
Ed Specialist										
MFA										
Doctorate	5	4	4	2	4	4	4	3	5	4
Professional Doctorate										
Total	5	4	4	2	4	5	4	3	5	4

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

Table 14.
Tenure/Tenure Track Faculty by Highest Degree Earned
As of October 31st
Counselor Education

Degree	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Masters						1				
Ed Specialist										
MFA										
Doctorate	5	4	4	2	4	4	4	3	5	4
Professional Doctorate										
Total	5	4	4	2	4	5	4	3	5	4

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

Table 15.
Faculty Names by Contract Type and Category
As of October 31, 2011
Counselor Education

Faculty Category	Faculty Contract Type	Name	Jobtitle
Tenure, Tenure Track Faculty by Rank	Associate Professor	Keim, Jeanmarie	Associate Professor
	Associate Professor	Olguin, David L.	Associate Professor
	Assistant Professor	Goodrich, Kristopher M.	Assistant Professor
	Assistant Professor	Lemberger-Truelove, Matthew E.	Assistant Professor
Other Faculty	Temporary Faculty	Brennan, Carol	Temp Parttime Faculty

Data source: Empcount database maintained by Institutional Research
 UNM Institutional Research: C. Bernhard

Table 16.
Total Staff by EEO-6 Category
As of October 31st
Counselor Education¹

EEO-6 Code	EEO-6 Category	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1	Executive/Administrative/Managerial										
3	Professional										
4	Clerical/Secretarial										
5	Technical/ParaProfessional										
6	Other										
	Total	0	0	0	0	0	0	0	0	0	0

¹ No dedicated staff to report for program

Data source: Empcount database maintained by Institutional Research

UNM Institutional Research: C. Bernhard

Table 17.
Graduate Student Applications and Admissions
Fall Semesters
Counselor Education (PHD-COED)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Masters*										
Applied										
Admitted										
Enrolled										
Ed Specialist										
Applied										
Admitted										
Enrolled										
Doctoral**										
Applied						0	1	11	13	19
Admitted						0	0	4	3	5
Enrolled						0	0	4	3	4
Professional***										
Applied										
Admitted										
Enrolled										
Total										
Applied	0	0	0	0	0	0	1	11	13	19
Admitted	0	0	0	0	0	0	0	4	3	5
Enrolled	0	0	0	0	0	0	0	4	3	4

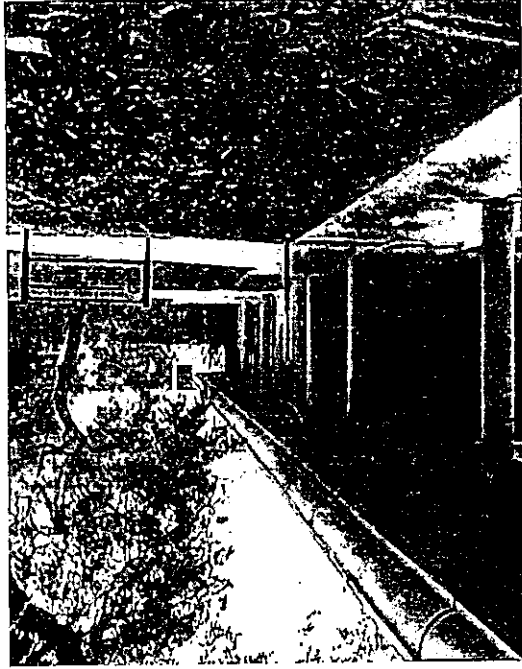
* Masters numbers are only for Graduate Programs - no Anderson School.

**Doctoral numbers include PHD and EDD - no DPT.

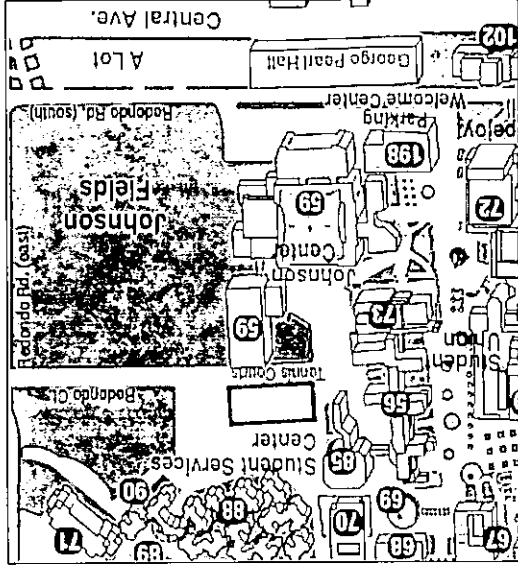
***OGS does not track Professional program applications and admissions.

OGS/Anne C. Landgraf

MANZANITA COUNSELING CENTER AT THE UNIVERSITY OF NEW MEXICO



MANAZITA COUNSELING CENTER
Manzanita Hall (#70 Below)
University of New Mexico
T: (505) 277-7311
W: www.unm.edu/manzanita



Dealing with:

Anxiety?

Grief?

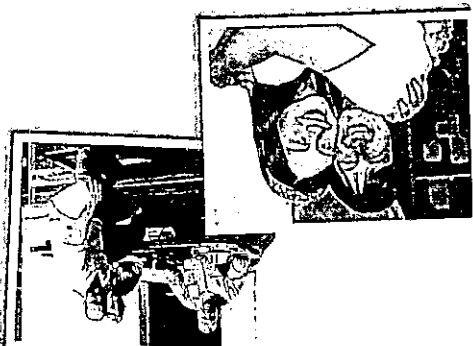
Stress?

Anger?

Need someone to talk to?
We can listen.

We offer free, confidential
counseling services.

(505) 277-7311



We Specialize In:

- Life Transitions
- Adjusting to Changes
- Relationship Issues
- Stress Management
- Family Conflict
- Anxiety & Depression
- Dealing With Loss
- Anger Management

MANZANITA COUNSELING CENTER

The Manzanita Counseling Center is a mental health agency staffed by advanced UNM counseling Masters and Doctoral students under the direct supervision of faculty who are Licensed Professional Counselors. Our mission is to provide excellent client care to individuals, couples and families in the community.

WHO WE ARE:

Manzanita Counseling Center is a community outreach program provided by the University of New Mexico Department of Counselor Education. Manzanita has been in existence for over 25 years as a requirement of the Counseling program and is the only free clinic in the city of Albuquerque.



ABOUT OUR SERVICES:

We offer 50 minute counseling sessions during our hours of operation. As we are staffed by a trained graduate level students, our hours of operation can change from semester to semester, depending on how many students are currently completing the Manzanita Counseling Center requirement.



OUR FEES:

As stated, our sessions are offered free of charge. However, these sessions are also being used for training purposes. Because of this, we ask that you give consent to be videotaped. As to ensure that the sessions are confidential, the tapes are destroyed at the end of each semester. In order to begin sessions, we ask that you call and complete a brief screening to determine if Manzanita is the right level of care for your needs. Our phone number is (505) 277-7311.



Spring 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	TOTAL CREDITS
M.A.	Fall 2011	Lemberger	6	0	0	0	6
S.A.	Spring 2012	Goodrich	3	0	0	3	6
C.A-P.	Spring 2011	Lemberger	6	0	0	0	6
C.A-M.	Spring 2012	Goodrich	6	0	0	0	6
G.B.	Spring 2012	Keim	6	0	0	0	6
M.H.	Fall 2012	Keim	0	0	0	0	0
W.B.	Fall 2008	Olguin	3	0	0	0	3
P.C.	Spring 2012	Lemberger	9	0	0	0	9
K.C.	Spring 2011	Goodrich	3	0	3	0	6
L.C.	Fall 2008	Goodrich	3	0	3	0	6
M.C.	Spring 2012	Goodrich	6	0	0	0	6
G.C.	Spring 2012	Goodrich	6	0	0	0	6
C.C.	Spring 2010	Lemberger	9	0	0	0	9
E.D.	Fall 2012	Goodrich	0	0	3	0	3
D.D.	Fall 2010	Goodrich	9	0	3	0	12
A.M.D.	Fall 2011	Goodrich	3	0	6	0	9
A.D.	Spring 2010	Keim	9	0	0	0	9

Spring 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	Other	Total
A.F.	Spring 2011	Goodrich	9	0	3	0	12
R.E.	Spring 2010	Keim	3	0	0	6	9
E.F.	Fall 2011	Goodrich	9	0	0	0	9
S.F.	Fall 2010	Keim	9	0	3	0	12
K.F.	Fall 2011	Goodrich	9	0	0	0	9
P.G.	Fall 2011	Lemberger	6	0	3	0	9
D.G.	Spring 2010	Ogulin	6	0	0	0	6
J.G.	Fall 2010	Lemberger	6	0	0	0	6
C.G.	Spring 2011	Lemberger	9	0	0	0	9
C.H.	Spring 2012	Lemberger	9	0	0	0	9
N.J.	Fall 2010	Lemberger	9	0	0	0	9
B.K.	Fall 2010	Lemberger	6	0	0	0	6
A.K.	Spring 2012	Keim	6	0	0	0	6
J.L.	Spring 2012	Lemberger	6	0	3	0	9
J.L.	Fall 2011	Lemberger	9	0	0	0	9

Spring 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	Other	Total
M.L.	Fall 2012	Olgin	0	0	0	0	0
C.L.	Fall 2012	Lemberger	0	0	0	0	0
Z.L.	Spring 2012	Lemberger	9	0	0	0	9
H.M.	Fall 2011	Lemberger	6	0	3	0	9
A.M.	Fall 2012	Hunter	0	0	0	0	0
L.M.	Fall 2010	Goodrich	9	0	0	0	9
N.M.	Fall 2012	Lemberger	0	0	0	0	0
R.M.	Spring 2012	Olgin	6	0	0	0	6
A.O.	Spring 2012	Goodrich	3	0	0	0	3
A.P.	Spring 2012	Olgin	6	0	3	0	9
R.P.	Fall 2011	Goodrich	9	0	0	0	9
S.P.	Spring 2010	Olgin	3	0	3	0	6
S.P.	Spring 2011	Lemberger	6	0	0	0	6
Y.P.	Fall 2010	Lemberger	6	0	3	0	9
D.R.	Fall 2011	Goodrich	9	0	3	0	12

Name	Admitted	Advisor	COUN	PSY	EDPY	Other	Total
K.R.	Spring 2011	Goodrich	6	0	3	0	9
C.R.	Fall 2010	Keim	9	0	0	0	9
A.R.	Fall 2010	Olguin	6	0	0	0	6
A.S.	Fall 2012	Goodrich	0	0	0	0	0
A.S.	Spring 2011	Goodrich	9	0	0	0	9
M.S.	Fall 2012	Keim	0	0	0	0	0
M.S.	Spring 2010	Olguin	6	0	0	3	9
A.S.	Fall 2011	Lemberger	9	0	0	0	9
S.S.	Fall 2009	Lemberger	3	0	0	3	6
P.S.	Spring 2012	Keim	9	0	0	0	9
M.T.	Fall 2010	Goodrich	9	0	0	0	9
D.T.	Spring 2010	Keim	6	0	0	0	6
A.T.	Fall 2012	Olguin	0	0	0	0	0
M.T.	Fall 2011	Goodrich	3	0	3	0	6
S.T.	Spring 2011	Lemberger	9	0	3	0	12
S.U.	Spring 2011	Goodrich	6	0	0	0	6

Name	Admitted	Advisor	COUN	PSY	EDPY	Other	Total
C.V.	Spring 2010	Keim	6	0	0	0	6
E.V.	Spring 2009	Keim	3	0	0	0	3
M.V.	Fall 2010	Olguin	6	0	3	0	9
H.V.	Fall 2012	Keim	0	0	0	0	0
T.W.	Fall 2012	Hunter	0	0	0	6	6
N.W.	Fall 2011	Goodrich	9	0	3	0	12
L.W.	Spring 2011	Goodrich	6	0	3	0	9

Grand Total	192	0	63	21	474
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FALL 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total Credits
M.A.	Fall 2011	Lemberger	9	0	0	0	9
S.A.	Spring 2012	Goodrich	3	0	0	0	3
C.A.	Spring 2011	Lemberger	6	0	0	0	6
C.A.	Spring 2012	Goodrich	6	0	0	0	6
G.B.	Spring 2012	Keim	6	0	0	0	6
M.B.	Fall 2012	Keim	6	0	3	0	9
W.B.	Fall 2008	Olguin	0	0	0	0	0
P.C.	Spring 2012	Lemberger	9	0	0	0	9
K.C.	Spring 2011	Goodrich	12	0	0	0	12
L.C.	Fall 2008	Goodrich	6	0	0	0	6
M.C.	Spring 2012	Goodrich	9	0	0	3	12
G.C.	Spring 2012	Goodrich	9	0	0	0	9
C.C.	Spring 2010	Lemberger	12	0	0	0	12
E.D.	Fall 2012	Goodrich	12	0	0	0	12
D.D.	Fall 2010	Goodrich	9	0	0	0	9
A.D.	Fall 2011	Goodrich	9	0	0	0	9
A.D.	Spring 2010	Keim	3	0	0	3	6

FALL 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	TOTAL
A.F.	Spring 2011	Goodrich	9	0	0	0	9
R.E.	Spring 2010	Keim	6	0	0	0	6
E.F.	Fall 2011	Goodrich	9	0	0	0	9
S.F.	Fall 2010	Keim	9	0	3	0	12
K.F.	Fall 2011	Goodrich	9	0	0	0	9
P.G.	Fall 2011	Lemberger	9	0	0	0	9
D.G.	Spring 2010	Olguin	3	0	0	0	3
J.G.	Fall 2010	Lemberger	0	0	0	0	0
C.G.	Spring 2011	Lemberger	9	0	0	0	9
C.H.	Spring 2012	Lemberger	12	0	0	0	12
N.A.	Fall 2010	Lemberger	9	0	3	0	12
B.K.	Fall 2010	Lemberger	6	0	0	0	6
A.K.	Spring 2012	Keim	6	0	0	0	6
J.L.	Spring 2012	Lemberger	9	0	3	0	12
J.L.	Fall 2011	Lemberger	6	0	3	0	9
M.L.	Fall 2012	Olguin	9	0	0	0	9

FALL 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total
C.L.	Fall 2012	Lemberger	12	0	0	0	12
Z.L.	Spring 2012	Lemberger	12	0	0	0	12
H.M.	Fall 2011	Lemberger	9	0	3	0	12
A.M.	Fall 2012	Hunter	9	0	0	0	9
L.M.	Fall 2010	Goodrich	9	0	0	0	9
N.M.	Fall 2012	Lemberger	12	0	0	0	12
R.M.	Spring 2012	Olgin	6	0	0	0	6
A.O.	Spring 2012	Goodrich	0	0	3	0	3
A.P.	Spring 2012	Olgin	9	0	0	0	9
R.P.	Fall 2011	Goodrich	9	0	0	0	9
S.P.	Spring 2010	Olgin	6	0	0	0	6
S.P.	Spring 2011	Lemberger	12	0	0	0	12
Y.P.	Fall 2010	Lemberger	12	0	0	0	12
D.R.	Fall 2011	Goodrich	6	0	3	0	9
K.R.	Spring 2011	Goodrich	9	0	0	0	9
C.R.	Fall 2010	Kelm	9	0	0	0	9

FALL 2012 MA Counselor Education

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total
A.R.	Fall 2010	Olguin	9	0	0	0	9
A.S.	Fall 2012	Goodrich	6	0	0	0	6
A.S.	Spring 2011	Goodrich	9	0	0	0	9
M.S.	Fall 2012	Keim	9	0	0	0	9
M.S.	Spring 2010	Olguin	9	0	0	0	9
A.S.	Fall 2011	Lemberger	3	0	6	0	9
S.S.	Fall 2009	Lemberger	3	0	0	6	9
P.S.	Spring 2012	Keim	3	0	6	0	9
M.T.	Fall 2010	Goodrich	6	0	0	0	6
D.T.	Spring 2010	Keim	6	0	3	0	9
A.T.	Fall 2012	Olguin	12	0	0	0	12
M.T.	Fall 2011	Goodrich	6	0	0	0	6
S.T.	Spring 2011	Lemberger	9	0	0	0	9
J.U.	Spring 2011	Goodrich	6	0	0	0	6
C.V.	Spring 2010	Keim	6	0	0	0	6
E.V.	Spring 2009	Keim	9	0	0	0	9

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total
M.V.	Fall 2010	Olguin	9	0	3	0	12
H.V.	Fall 2012	Keim	3	0	0	0	3
T.W.	Fall 2012	Hunter	3	0	0	6	9
N.W.	Fall 2011	Goodrich	12	0	0	0	12
L.W.	Spring 2011	Goodrich	9	0	0	0	9

Grand Totals:		36	0	42	18	594
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Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total Credits
CA	Fall 09	Rifenbary	0	0	0	6	6
PB	Fall 12	Lemberger Truelove	6	0	0	3	9
AC	Fall 12		6	0	3	3	9
MC	Fall 08	Goodrich	3	0	0	0	3
JE	Fall 12	Keim	9	0	0	0	9
SG	Fall 12	Hunter	6	0	3	0	9
RK	Fall 08	Rifenbary	6	0	0	0	6
DL	Fall 12	Goodrich	3	0	0	0	3
CoMa	Fall 04	Olgin	9	0	0	0	9
ChMa	Fall 12	Goodrich	3	0	3	0	6
MMM	Fall 08	Lemberger Truelove	9	0	0	0	9
EO	Fall 03	Olgin	9	0	0	0	9
NR	Fall 10	Goodrich	3	0	3	0	6
JR	Fall 12	Lemberger Truelove	6	0	3	0	9

Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total Credits
CRD	Fall 07	Keim	0	0	0	6	6
HS	Fall 12	Keim	9	0	0	0	9
MS	Fall 11	Lemberger Truelove	6	0	0	3	9
JSC	Fall 02	Riftenbary	3	0	0	0	3
DT	Fall 10	Keim	9	0	0	0	0
MV	Fall 08	Keim	6	0	0	0	6
		Totals	111	0	15	21	0

	A	B	C	D	E	F	G	H	I
1	Name	Admitted	Advisor	COUN	PSY	EDPY	OTHER	Total Credits	
2	CA	Fall 09	Rifenbary	3	0	0	12	15	
3	TC	Fall 03	Olguin	0	0	3	3	6	
4	MC	Fall 08	Goodrich	3	0	0	6	9	
5	JF	Fall 01	Rifenbary	3	0	0	0	3	
6	RK	Fall 08	Rifenbary	6	0	0	0	6	
7	Coma	Fall 04	Olguin	9	0	0	0	9	
8	MMM	Fall 08	Lemberger Truelove	0	0	3	6	9	
9	EO	Fall 03	Olguin	9	0	0	0	9	
10	NR	Fall 10	Goodrich	3	0	6	0	9	
11	CRD	Fall 07	Keim	0	0	0	6	6	
12	MS	Fall 11	Lemberger Truelove	6	0	3	3	12	
13	JSC	Fall 02	Rifenbary	3	0	0	0	3	
14	DT	Fall 10	Keim	3	0	0	9	12	
15	MV	Fall 08	Keim	0	0	0	6	6	
16									
17			Totals	48	0	15	51	0	

Counselor Education Self Study Report 2012

Library Resources

University Libraries (UL) is composed of four facilities: Zimmerman Library (the education, social sciences, and humanities library); Centennial Science and Engineering Library; Parish Business and Economics Memorial Library; and the Fine Arts and Design Library. The UL holds over 3 million volumes, 300 online databases, and more than 60,000 journals, including over 58,000 online journals. Library resources for students and faculty in Counselor Education are found primarily in Zimmerman Library, but they may also make use of any of the other libraries on campus, including the Law Library and Health Sciences Library.

Through its many services and outreach programs, the UL addresses the needs of researchers from beginner to advanced levels. University Libraries provide general and specialized help in person and remotely by subject specialists who act as liaisons to academic departments. Liaisons provide outreach and instruction in research skills and information literacy, thereby improving students' critical thinking abilities and promoting student success.

The UL contributes to the UNM Mission by providing students and faculty with high quality research sources, both in print and online. The library promotes use of library resources and contributes to student learning and success through an array of services designed to reach users wherever they are. The UNM campus is wireless, extending access to UL resources from anywhere on campus. UNM affiliated users can also access licensed UL online resources from off campus with a UNM network ID. The library also provides numerous computers and group study rooms, and circulates laptops for use in the libraries.

UL is a member of the Association of Research Libraries. In 2009/2010, the University of New Mexico ranked 83rd out of 115 (latest available figures), based on library materials expenditure, salary expenditure, and total number of professional and support staff. See: <http://publications.arl.org/ARL-Statistics-2009-2010/> for details.

Library Services

Combined Services Point:

A one-stop service desk providing answers on all library-related topics, combining traditional Reference Service with Circulation Services and Reserves. Professional librarians help with research problems, devising search strategies using various print and electronic resources.

Ask-a-Librarian:

A function of the Virtual Service Desk, this service provides a one-stop 24/5 avenue to reference and technical help for remote users via phone, email, or chat, or referral to subject specialists.

Library Instruction:

All English 102 students and Freshman Learning Community students receive research skills and library orientation instruction. This is supplemented by workshops tailored to specific courses taught by subject specialist librarians (library liaisons) upon request by instructors. These workshops are offered in computer classrooms for hands-on experience.

Reserves, eReserves:

Provides a repository where faculty may provide access to electronic or print documents and books for use by students in any course.

Interlibrary Loan /Library Express:

Provides free, virtually unlimited borrowing of books and electronic delivery of journal articles, etc. from other libraries. It also provides electronic delivery of journal articles and books chapters from the libraries' own print collections. Most journal articles are delivered within 24 hours and books within 4 days.

Library Liaisons:

Subject specialist librarians act as liaisons to academic departments. They are available for library instruction sessions, purchase suggestions, and reference help to faculty and students in their departments. They oversee collection development for these departments, purchasing books and managing journal and database subscriptions.

Research Guides:

Online research guides created by subject specialist librarians, featuring help for beginning and more advanced researchers, tutorials, important links, and personalized help. The Education Research Guide may be viewed at: <http://libguides.unm.edu/education>.

24/5 Study Facility:

Parish Library is open overnight to UNM students, faculty and staff five nights a week.

Zimmerman Library is open weekdays from 7:30 A.M. to midnight.

Institutional Repository (LoboVault):

A freely accessible online library of UNM scholarly publications, dissertations and theses, administrative records, etc.

Office of eScholarship:

Data librarians help create data management plans for grant proposals, then manage, curate, and archive datasets for UNM researchers to maximize their usefulness and lifespan and to promote discovery and data sharing.

Alice Clark Room:

A facility with adaptive software for students with disabilities.

Library Collections

Journals:

University Libraries provides access to a total of nearly 84,000 journals, including print, online, and free sources such as government serial publications. Online paid journal subscriptions total close to 60,000 titles, including journals in the following areas related to counselor education:

- Child and Youth Development (303)
- Disabilities (141)
- Education - General (411)
- Education, Special Topics (793)
- Educational Institutions (41)
- Ethnic and Race Studies (1034)
- Family Violence (34)
- Gay and Lesbian Studies (111)
- Gender Studies and Sexuality (736)
- History of Education (213)
- Psychology (1288)
- Theory & Practice of Education (1761)

Print journals:

Include over 250 education journals and over 300 psychology journals available in the library, or electronically through LibraryExpress.

Books:

Due to the interdisciplinary nature of books in education, counseling, and psychology, it is not possible to determine how many books the UL holds in these fields. However, in addition to routine purchasing by the library in these areas, faculty and students may request specific book purchases through the Purchase on Request program by contacting their Library Liaison. Most requests are honored. Books requested through Interlibrary Loan that match the purchase profile will also be purchased instead of borrowed.

Children's Literature:

In addition to research level books, the UL has an extensive collection of children's and young adult fiction and non-fiction, often useful in counseling situations involving children. In addition, the UL recently accepted over 7,000 titles from the Tireman Library, a children's literature and education collection formerly housed in the Dept. of Education. This collection serves as a resource for students and student teachers throughout the College of Education.

Center for Southwest Research:

Provides primary and secondary sources, including archival collections and manuscripts on all areas of research concerning the Southwestern U.S. Also includes University Archives.

Inter-American Studies Programs:

These programs provide outstanding research collections and outreach to students to increase retention in the following areas:

- Indigenous Nations Library Program: collections include business, legal, and historical resources which have a Native American/Indigenous emphasis.
- CHIPOTLE: Chicano, Hispano, and Latino Studies: collections include business, legal, literary, and historical resources which emphasize Chicano, Mexicano, Latino and Hispanic studies.
- DILARES: Latin American and Iberian Research and Services: a major repository of Latin American resources.

Government Information:

UNM is a Regional Repository for government information in all formats, accessible through numerous databases including FDsys, CQ Researcher, LexisNexis Congressional and Statistical Universe and LIBROS.

Center for Research Libraries:

UL is a member of CRL, an organization of research libraries providing access to almost four million rarely-held books, journals, pamphlets, newspapers and primary sources from all regions of the globe. CRL lends its materials to researchers for extended time periods.

Education and Psychology Databases:

PsycInfo

Includes over 2 million citations for journal articles, book chapters, books, dissertations, and technical reports in all aspects of psychology from 1872 to present, with nearly 2000 international journals in over 35 languages.

PsycArticles

Full text articles from 41 APA and other journals. Includes indexing of general and specialized basic, applied, clinical, and theoretical research topics.

ETS Test Collection and Tests in Microfiche

A database of approximately 20,000 tests and measures from 1900s to present, it also serves as a finding aid for Tests in Microfiche, which are freely available for educational and research use.

Mental Measurements Yearbook

Describes and reviews over 2000 test instruments, including language educational, personality, aptitude, neuropsychological, achievement and intelligence tests" in English. Now includes Tests in Print, "a comprehensive bibliography to all known commercially available tests that are currently in print" in English, listing test purpose, publisher, in-print status, price, test acronym, intended test population, administration times, publication date(s), and test author(s).

Education Research Complete

One of the most comprehensive databases in the field of education, covering all educational levels from early childhood to higher education, adult education and all aspects and topics in education. It indexes over 2,300 journals, with full text for more than 1,400 of them; also indexes books and education conference papers, including full text for more than 550 of them.

ERIC

The database of the Institute of Education Sciences of the US Dept. of Education, ERIC indexes the journal and non-journal literature in education, offering a growing collection of full text ERIC documents, including documents from "scholarly organizations, professional associations, research centers, policy organizations, university presses, the U.S. Department of Education and other federal agencies, and state and local agencies, from 1966.

Other Specialized Databases

Related databases include medical sources such as Medline and PubMed, CINAHL and Cognet, and a variety of others such as Children's Literature Comprehensive Database, GenderWatch, Statistical Insight, Web of Knowledge, numerous newspaper databases, such as EthnicNews Watch, and many more.

Multi-disciplinary databases

Academic Search Complete

A "scholarly, multi-disciplinary full-text database," indexing over 9,500 journals, with 4,600 peer-reviewed journals and full-text for more than 5,500 periodicals. Also offers indexing and abstracts for thousands of monographs, reports, and conference proceedings.

JSTOR

A full-text source for over 1000 scholarly journals, including 116 education journals and 15 psychology journals.

Project Muse

A full-text source for hundreds of scholarly journals from top university presses.

WorldCat Local

Combines the catalogs of over 13,000 libraries worldwide; also includes articles, archival and other sources from FirstSearch and other databases.

LIBROS

The online catalog of UNM and the LIBROS Consortium of academic libraries throughout the state. It contains over 3 million records for books, electronic books, journals, primary sources, archival materials, government documents, visual media, music, etc.

Ebooks

A growing collection of online books are also accessible through LIBROS, including over 5000 electronic books on education topics.

