COUNSELING AND EDUCATION PSYCHOLOGY

Undergraduate Program Information
The Bachelor of Science (B.S.) in Counseling and Community Psychology (CCP) prepares students to work at the bachelor's level with a focus on case management, interpersonal skills, understanding human behavior, multicultural awareness, awareness of mental health issues and licensure as a substance abuse counselor. The Counseling and Community Psychology undergraduate major prepares students for graduate school in order to become practitioners in the field of psychology with an additional focus on research and graduate psychology practice opportunities.

Graduate Program Information
The major thrust of the Counseling and Educational Psychology (CEP) Department is the preparation of personnel for work in counseling, educational diagnostics, school psychology, counseling psychology and related areas. Four graduate degrees are available:

1. Masters of Arts (M.A.) in Clinical Mental Health Counseling
2. Specialist in Education (Ed.S.) in School Psychology
3. Doctor of Philosophy (Ph.D.) in Counseling Psychology
4. Doctor of Philosophy (Ph.D.) in School Psychology
5. Postdoctoral Masters of Science (M.S.) in Clinical Psychopharmacology

Departmental Admission Requirements
Admission requirements and procedures are specific to each degree program in the Department of Counseling and Educational Psychology. Applicants must meet the basic admission requirements of the Graduate School before they are considered for admission to CEP graduate programs. To be considered for admission to CEP Graduate Programs, application requirements may include, but are not limited to the following:

1. Graduate Record Examination (GRE) scores from within the last 5 years (please check with the degree program to determine if this will be required)
2. Completion and submission of NMSU on-line graduate application form and fee
3. Receipt of official undergraduate and graduate transcripts of all colleges and universities previously attended by the NMSU Admissions Office
4. Letters of recommendation from persons familiar with the applicant's academic and/or professional record (please check with the degree program to determine the number needed)
5. Curriculum vitae or resume which includes a list of completed upper-division and/or graduate coursework related to counseling, school psychology, counseling psychology or related professions.
6. Letter of intent and/or statement of purpose (please check with the degree program to determine what the content should include)
7. Writing Sample (doctoral programs requirement only; optional for all other programs)
8. Interviews are required as a part of the selection process

For more information about the CEP Department contract the department office or visit the departmental website. For questions related to degree programs admission procedures and requirements please contact the Program Director and/or Program Admissions Director, program websites indicate contact information for these individuals.

CEP Departmental Policy on Enrollment Restrictions for Graduate Courses
Restricted Enrollment:
Due to student demand, limited university resources and the nature of graduate training programs which lead to licensure in the helping professions, enrollment in CEP graduate level courses is restricted to those graduate students who have been admitted to both the Graduate School, as well as to the particular academic program.

This restriction also applies to persons who may wish to audit a course. It is anticipated that certain situations may warrant an exception from the general rule limiting enrollment. The process to obtain an exception is provided in the following section.

Exception Criteria and Process:
Exceptions to this policy may be granted by the department head, provided a screening process similar and equally rigorous to that required for admission to the program is performed. An exception must be requested prior to enrollment and shall include:

1. Consideration and validation of the reason provided by the individual requesting to enroll, which must include academic and professional qualifications relevant to the professional level of study. For example, active licensure as a psychologist is required to audit or register for courses in the postdoctoral program in Psychopharmacology.
2. Agreement from the individual that they will comply with all program requirements imposed for those who are admitted to the program, such as a background check.
3. Examples of justifications that will be considered sufficient to warrant an exception and permit students to register for graduate courses in CEP include:
   a. Previous admission by NMSU for purposes of a graduate minor in the helping professions. For example, the Minor in Integrated Behavioral Healthcare, which is also open to graduate students previously admitted to Social Work, Public Health, Nursing, and Marriage and Family Therapy programs.
   b. Licensed graduates of the Postdoctoral MS of Clinical Psychopharmacology program who need continuing education credits to maintain competency.
   c. CEP Department Head.
4. Written, including electronic, approval from the:
   a. Course Instructor,
   b. Program Director, and
   c. CEP Department Head.

Degrees for the Department
Bachelor Degree(s)
Counseling and Community Psychology - Bachelor of Science
Counseling and Community Psychology - Bachelor of Science (Online)

Master Degree(s)
Clinical Mental Health Counseling - Master of Arts
Clinical Psychopharmacology - Master of Science (Post Doctoral)
Clinical Psychopharmacology - Master of Science (Post Doctoral) (Online)
Specialist Degree(s)
School Psychology - Specialist in Education

Doctoral Degree(s)
Counseling Psychology - Doctor of Philosophy
School Psychology - Doctor of Philosophy

Minors for the Department

Undergraduate
Counseling and Educational Psychology - Undergraduate Minor

Graduate
Integrated Behavioral Health Care - Graduate Minor
Spanish Counseling - Graduate Minor

Associate Professor, Elsa C. Arroyos, Interim Department Head

Regents Professor: E. Adams; College Professor: C. McDougall; Associate Professors: E. Arroyos, G. De Necochea, T. Hitter, M. Kalkbrenner, A. Lopez; Assistant Professors: B. Lee, A. Pérez-Rojas, L. Peterson, M. Sidwell; Emeritus Professors: E. Vázquez, L. Vázquez

E. Adams, Ph.D. (Ohio State University)-multiculturalism & diversity, mindfulness, supervision; E. Arroyos, Ph.D. (University of Iowa)-school psychology and multicultural training and competence, mentoring, and women in academia; G. De Necochea (University of California, Santa Barbara)-outreach, access, persistence/retention, and leadership development of diverse populations of students, staff and faculty in higher education; T. Hitter, Ph.D. (New Mexico State University)-counseling psychology, identity and self-concept, sexuality and sexual satisfaction; M. Kalkbrenner, Ph.D. (Old Dominion University)-college student mental health, reducing barriers to help seeking behaviors among mental health professionals, and experiential learning; B. Lee (University of Missouri)-vocational psychology, career development, marginalized populations, multicultural counseling, multicultural/social justice training; A. Lopez, Ph.D. (University of Texas-San Antonio)-multicultural counseling, social justice, immigration, bilingual counseling/supervision, eating disorders and body image; C. L. McDougall, Ph.D. (University of North Dakota)-clinical psychopharmacology, cross-cultural psychology; A. Pérez-Rojas, Ph.D. (University of Maryland)-psychotherapy process and outcome with emphasis on the therapeutic relationship, college student mental health, bilingualism, acculturation, Latino/a mental health, and role of culture in psychotherapy; L. Peterson, Ph.D. (Texas A&M University)-bilingual and multicultural school psychology, school-based mental health, professional issues in school psychology; M. Sidwell (Mississippi State University, Starkville)-support disabled children, their teachers and families through functional behavior supports, training, and consultation in school and community settings; E. Vázquez, Ph.D. (University of Iowa)-school psychology, assessment, psychoeducational interventions, acculturation, ethnic and linguistic diversity, L. Vázquez, Ph.D. (University of Iowa)-counseling psychology, multicultural curriculum development and counseling, bilingual therapy, acculturation, identity development, and phenotype research.

Counseling and Educational Psychology Courses

CEPY 1120G. Human Growth and Behavior
3 Credits (3)
Introduction to the principles of human growth and development throughout the life span.

Learning Outcomes
1. Students will demonstrate an understanding of the scientific study of processes of change and stability throughout the human lifespan (i.e. Human Development).
2. Students will demonstrate a familiarity with the generally recognized stages of human development from conception to death.
3. Students will be able to demonstrate understanding of the normal and exceptional patterns of human development.
4. Students will be able to demonstrate understanding of recent research development regarding the identified stages of human development as they relate to gender and multicultural issues.

CEPY 1150. Career Excellence
1 Credit (1)
Professional career curriculum to assist students in developing an understanding and ability to articulate who they are as emerging professionals through personal assessment activities. The focus will be on providing students with tools and strategies for reflection, planning, and goal-setting. Course does not count toward CEP minor. Spring only course offering. Restricted to: College of Education Majors only majors. Restricted to Las Cruces campus only.

Learning Outcomes
1. Demonstrate an understanding of the relationship between academic and professional career success. Express a familiarity with professionalism and career culture and communicate a comprehension of various professional career skills. Apply material learned to other aspects to professional excellence. Develop a career life plan that will highlight goals, taking into account life circumstances. Become competent in appropriate professional communication.
CEPY 1160. Academic Excellence
1 Credit (1)
The course is designed to provide you students with a foundation in their personal academic process. The course will assist students in developing an understanding and ability to articulate who they are as beginning college students through personal assessment activities. The focus will be on providing students with tools and strategies for reflection, planning, and goal-setting. Topics discussed will include time management, study skills, test taking skills, stress management, motivational and academic discipline skills, interpersonal skills and college survival skills. We intend for this to be a supportive, respectful and collaborative environment where everyone can learn and grow. Fall only course offering. Restricted to: College of Education majors.

Learning Outcomes
1. Students will be able to demonstrate an understanding of the relationship between time management and academic success. Students will be able to express a familiarity with college culture. Students will be able to communicate a comprehension of study skills and test taking strategies. Students will be able to apply material learned to other aspects to enhance academic excellence. Students will be able to develop an academic life plan that will highlight goals, taking into account life circumstances. Become competent in appropriate academic communication.

CEPY 2110. Learning in the Classroom
3 Credits (3)
This class introduces you to the basic principles of learning, including cognition, motivation, and assessment. You will examine the relationships between theory, research, and practice in learning, memory, child development, motivation, and educational assessment for the school setting. This course will provide the student with concepts and principles of educational psychology that will form a framework for thinking about learning and instruction and how theories of learning are connected to classroom situations.

Learning Outcomes
1. Define learning and compare and contrast the factors that cognitive, behavioral, and humanistic theories believed to influence the learning process, giving specific examples of how these principles could be used in the classroom.
2. Observe and reflect upon the teaching learning processes in economically, socially, culturally and educationally diverse classroom populations in order to develop a current understanding of students and families in public and private school.
3. Discuss how theories of information processing and cognitive theories of learning can impact memory, study strategies, and how certain teaching techniques can help students learn.
4. Compare teacher-centered and student-centered approaches to learning, and to identify a positive learning environment.
5. Identify various methods to motivate students and create effective learning environments.
6. Use major concepts of child and adolescent development, human learning, and social and cultural influences in planning and implementing classroom instruction, strategies, and management.
7. Evaluate the best means of accommodating instruction to meet individual needs and differences.
8. Students will examine how learning style, cultural and social issues and learning disabilities impact the learner's effectiveness in the classroom setting.
9. Explain different types of assessment used to assess learning and provide examples of effective assessment practices.
10. Discuss the relationship between motivation and classroom management.

CEPY 2120. The Preschool Child
3 Credits (3)
Survey of psychological development from conception to age five.

Learning Outcomes
1. Demonstrate an understanding of major theories of early childhood development
2. Demonstrate an understanding of recognized stages of human development from prenatal to preschool years
3. Explore cultural influences that may create variability in human development
4. Apply major theories to themselves and reflect on their early childhood development.
CEPY 2130. Adolescence - School Setting
3 Credits (3)
This course is designed to present the student with an introduction to the area of adolescent development with an emphasis on the positive aspects of this life stage. Students will be encouraged to be reflective on the topics presented in class that will include issues on diversity, culture, health, and well-being, emerging adulthood and suggestions for improving the lives of adolescents.

Learning Outcomes
1. Students will become knowledgeable about the historical background of adolescent development.
2. Students will become knowledgeable about the major theories related to adolescence.
3. Students will evaluate different developmental theories and their fit across cultures as you reflect on your personal experiences through discussions and videos you will watch.
4. Students will identify key developmental milestones, conflicts, and concepts of each chapter presented by utilizing critical thinking skills as you complete summary questions.
5. Students will define relevant terms, ideas, and concepts in the study of adolescent development through quizzes and homework assignments.

CEPY 2140. Explorations of Counseling & Community Psychology
3 Credits (3)
An introduction and exploration of various career options and functions within the mental health disciplines to aid in professional development. Emphasis will be placed on depth and scope of the choices available including research, teaching, community work, public policy, and clinical work and prevention (e.g. counseling, psychotherapy, assessment, consultation). May be repeated up to 6 credits.

Learning Outcomes
1. Acquire knowledge of historical and contemporary issues which affect the provision of mental health services by members of diverse mental health disciplines including clinical, counseling, school, and community psychologists, clinical mental health counselors, and others.
2. Acquire knowledge pertaining to education and training requirements for various disciplines.
4. Acquire survey-level knowledge of various inquiry approaches applicable to research pertaining to mental health and well-being—both at the individual and community level.
5. Understand the mental health recovery model and explore the lived experiences of individuals with mental health problems in contemporary society.
6. Understand the principles of sensitivity and respect for diverse populations as integral to professional practice in diverse mental health disciplines and settings, including practice in educational and community settings.

CEPY 2140H. Exploration of CCP
3 Credits (3)
An exploration of careers, activities, & techniques in counseling, school, and community psychology. Taught with CEPY 2140 with differentiated instruction and/or independent project to be determined. Restricted to Las Cruces campus only.

Learning Outcomes
1. Demonstrating knowledge of the basic functions of careers in counseling, community and school psychology.
2. Establishing a familiarity with the educational requirements necessary for a career in counseling, community, and school psychology.
3. Acknowledging and enhancing sensitivity and respect for diverse populations in various counseling areas; including educational and community settings.
4. Beginning to develop the interpersonal skills needed to succeed in the counseling, community and school psychology professions.

CEPY 300V. Human Relations Training
3 Credits (3)
Gain skills, knowledge, and sensitivity for living and working with others.

CEPY 320. Sex Roles in Education
3 Credits (3)
Physiological, psychological, and political aspects of sex role socialization and the effects of these factors on personal development.

CEPY 420. Introduction of Mindfulness Practice
3 Credits (3)
Students will learn about contemplative practices through learning and participation in various mindfulness practices. Engages students in a practice or experience that leads to reflection and, thus, acquired knowledge about themselves, others, and group functioning.

CEPY 451V. Introduction to Counseling
3 Credits (3)
Principles of counseling for nonmajors.

CEPY 455. Addictions Prevention and Recovery
3 Credits
Understanding addictions process, prevention, and recovery, including biological, interpersonal and sociological influences, and intervention strategies. Taught with CEPY 555.

CEPY 461. Family Guidance
3 Credits (3)
Systems based guidance procedures for enhancing family strengths and development, and application of family guidance procedures for prevention and remediation of problems. Taught with CEPY 561.

Prerequisite(s): CEPY 1120G.

CEPY 495. Psychology, Multiculturalism and Counseling
3 Credits (3)
Understanding social identities such as race, ethnicity, sexual orientation, age, social class and spirituality as it relates to psychosocial development, academic achievement and counseling.

CEPY 495H. Psych., Multiculturalism & Counseling
3 Credits (3)
Understanding social identities such as race, ethnicity, sexual orientation, age, social class and spirituality as it relates to psychosocial development, academic achievement and counseling. Taught with CEPY 495. Differentiated instruction/independent project to be determined.
CEPY 498. Internship in Counseling & Community Psychology
1-6 Credits (1-6)
Students will explore in more depth the fields of counseling, community, and school psychology professions by completing an internship. Through the completion of the internship students will gain hands on work experience, enhance sensitivity for respect with working with diverse populations, and hone their interpersonal skills needed to succeed in the counseling, community, and school psychology professions. May be repeated up to 6 credits. Consent of Instructor required. Restricted to: CCP majors.

CEPY 499. Independent Study
1-6 Credits
Individual study directed by consenting faculty.

CEPY 503. Introduction to Counseling
3 Credits (3)
Overview of counseling theory, techniques, ethics, and professional issues. Same as CEPY 451V. This course is open to all majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: C G, CMHC, CEP, SPSY majors.

CEPY 505. Appraisal of Psychoeducational Achievement in a Diverse Society
3 Credits (3)
Advanced theory and use of norm and criterion referenced instruments in the classroom: planning of prescriptive and educational programs. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Define assessment and describe the steps in the assessment process. *Practitioner Describe a flowchart for the screening/referral/evaluation process according to NewMexico regulations.
   *Research, Pedagogy Describe the uses of criterion and norm-referenced instruments as well as alternative forms of assessment (observation, curriculum based assessment and informal techniques). *Practitioner, Effectiveness Identify and discuss instruments/assessment procedures appropriate for use in identifying academic achievement, learning aptitude, vocational aptitude, performance in specific areas, and social emotional functioning.
   *Effectiveness Identify appropriate instruments/assessment procedures required for the exceptionality recognized under New Mexico regulations. *Effectiveness Administer and score 24 instruments in reading, math, written language and processing and to utilize these results in completing test interpretations and psycho-educational reports. *Effectiveness Interpret, report, and utilize assessment data in special education programming.
   *Reflection, Pedagogy Determine the assessment needs of students who are speakers of languages other than English. *Diversity Evaluate a test, write a review, and demonstrate and explain it in class.
   *Practitioners Synthesize information gathered through comprehensive assessment procedures into a practical whole.
   *Assessment, Evaluation

CEPY 511. Introduction to Inferential Statistics
3 Credits (3)
An introduction to the theories and techniques of inferential statistics as applied to education and psychology. Includes sampling distributions, confidence intervals, t-test, correlation, and chi-square. Intended primarily for post-baccalaureate students. Both hand calculation and computer packages will be employed. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: C G, CMHC, SPSY, CEPNURS, FCS majors.

CEPY 512. Human Development
3 Credits (3)
Theory and research regarding cognitive, social, and emotional development across the lifespan with emphasis on enhancing human development. Non majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

CEPY 515. Learning Theory
3 Credits (3)
Survey and comparison of theory and research regarding human learning as they apply to development, education, and counseling. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Crosslisted with: CEPY 615

Learning Outcomes
1. Students can expect to gain an understanding of a variety of learning theories. Students will learn the historical context of each theory and the interactions between the theories. Students will learn how learning theories stimulate scholarly activity, and their impact on educational practice and psychology. Students can expect to gain an understanding of the relationships of theory to practice, their origin, their strengths and limitations, and their empirical bases. Students will learn the validity of learning theories to a multicultural society. Students will be expected to acquire the ability to evaluate the quality of learning theories more critically as foundations for instructional theory and counseling strategy.
CEPY 517. Multicultural Counseling
3 Credits (3)
Understanding age, gender, ethnicity, socioeconomic status and culture in relation to human development, education, and counseling. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Awareness will be accomplished by assisting students in the exploration and identification of students' individual cultural assumptions (i.e. WORLDVIEW) in relation to people diverse from themselves. This will be accomplished via modeling, observations, readings, group processing and other experiential exercises. Knowledge will be accomplished by exploring the question, "What is Multiculturalism" in its many forms, roles, and relationships. It will begin with the examination of the psychology of multiculturalism and the requirements of cultural competency in intercultural communications. In addition, a review of various theories of diversity (i.e. identity development, acculturation, worldview, bilingualism, and disability, to name a few) will be embedded in readings, assignments, and class discussion. Exploration of various diverse populations will also be integrated into this course. Skills will focus on "How to" of multicultural competency and its practical applications to everyday interactions. Students will learn about basic issues related to assumptions that are used in communication intra-cultural and intercultural interactions.

CEPY 519. Psychology of Social Identities
3 Credits (3)
Theory, research and practice from feminist and multicultural perspectives will examine the integration of social identities such as gender, sexual orientation, race, ethnicity, age, social class, spirituality, and ability in relation to counseling psychology. Same as CEPY 619. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Heighten the student's awareness of multiple social identities, worldview beliefs, and other within-group variables. Aid the student in developing a knowledge base in the realms of social psychology and multicultural research, culturally-responsive interventions and professional practice. Provide experiences for the application of this awareness and knowledge as a means of developing the skills necessary for being a reflective decision-maker, creative problem solver, and responsive service provider for diverse individuals in a variety practice settings and intervention modalities.

CEPY 520. The Art & Science of Mindfulness
1-3 Credits (1-3)
In this course students will learn about contemplative practices by learning and participating in various mindfulness practices for self-care and to increase well-being. Students will learn about psychological theories and research that support the use of mindfulness in helping others increase their well-being. Students will learn how to teach mindfulness to others. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. To learn about mindfulness practices for self-care. To incorporate mindfulness practices into daily life. To learn how mindfulness practices may increase well-being. To increase students' knowledge of mindfulness theory and research. To develop skills to teach mindfulness to others.

CEPY 522. Organization and Administration of School Counseling Services
3 Credits (3)
Procedures for establishing and maintaining counseling programs in the schools. Professional and ethical issues in school counseling and group laboratory experience to enhance self-awareness and interpersonal skills for effective professional relationships. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will learn about the history of school guidance/counseling and apply that knowledge to assess current trends and the quality of services provided in counseling programs with respect to the changing needs of today's diverse systems. Students will learn to develop and administer a school guidance/counseling program according to professional and ethical standards developed by The American School Counseling Association's (ASCA) National Model of School Counseling. Students will be introduced to a variety of technology-based career development applications, educational resources and research to promote academic advancement and social-emotional well-being. Additionally, students will explore the use of technology designed to implement, monitor, and evaluate a comprehensive school counseling program. Students will gain an understanding of effective teamwork within a school setting including theories, models, and processes of consultation and change with teachers, administrators, and other school personnel. Students will explore strategies and methods of advocacy with families and communities designed to empower them to address issues of social justice within an educational system. Students will build a framework for facilitating school-level individual and group counseling services. They will analyze and interpret trends in academic achievement by understanding the cultural context of the school environment as it relates to groups of students and to institutional functioning.
CEPY 524. Professional Issues in Mental Health Counseling  
3 Credits (3)  
History, roles, organizational structures, settings, ethics, standards, laws, and credentialing related to mental health counseling. Group laboratory experience to enhance self-awareness and interpersonal skills for effective professional relationships. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. Students should understand and demonstrate ethical decision-making processes and resources. Students should demonstrate understanding of the expectations and requirements of their new professional identity. Students should demonstrate knowledge of history and philosophy of the counseling profession and its specialty areas. Students should demonstrate understanding of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including inter-agency and inter-organizational collaboration and consultation. Students should demonstrate knowledge and understanding of counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams. Students should demonstrate knowledge and understanding of the role and process of the professional counselor advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

CEPY 532. Research Methods  
3 Credits (3)  
Develop research and program evaluation including critical literature review, generating questions, quantitative and qualitative methodology, analysis, and writing proposals. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. Students will understand how to critically evaluate research relevant to the practice of clinical mental health counseling. Become knowledgeable of models of program evaluation for clinical mental health programs. Demonstrate knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. Apply relevant research findings to inform the practice of clinical mental health counseling. Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments. Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.

CEPY 540. History and Systems of Psychology  
3 Credits (3)  
History and systems of psychology related to contemporary applied psychology. This course will focus largely on the history of modern psychology and on the major systems (or schools) of psychology. Restricted to: SPSY, CEP, C G majors.  
Learning Outcomes  
1. Effectively discuss historical and philosophical antecedents and contexts of psychology and compare and contrast multiple perspectives on important issues in this field. Apply global awareness to this topic (e.g., intersecting identities; how interlocking oppressions vary by epoch, continent, nation, cultural group, region, organizational system; etc.) Develop professional arguments; support opinions with reason and personal experience; and demonstrate higher order thinking and creative engagement (for definitions of terms like analyze, synthesize, evaluate, and create. Develop thoughtful inquiries that inspire scholarly discourse and further investigation; consider which types of evidence are needed to find answers; and effectively facilitate respectful, thought-provoking discussions of controversies and debatable topics.

CEPY 542. Appraisal Theory and Technique  
3 Credits (3)  
Selection, administration, and interpretation of tests and other assessment methods. Topics include reliability, validity, norms, cultural factors, and ethics related to appraisal. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEP graduate majors only.  
Learning Outcomes  
1. Basic concepts of standardized and non-standardized 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 (II-G-7-b) Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II-G-7-c).Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (II-G-7-d) Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (II-G-7-e) Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (II-G-7-f) Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II-G-7-g)

CEPY 549. Indigenous Research Methods  
3 Credits (3)  
Students will gain an understanding of ethical and respectful research practices from an Indigenous/culturally appropriate vantage. They will thoroughly examine the works of Native/Tribal and Indigenous scholarship. Additionally, safeguards for ethical research practices with native populations will be thoroughly examined with regard to intent, practice, and integration of outcome. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: C G, CMHC, CERPSY majors.
CEPY 550. Counseling Theory and Technique
3 Credits (3)
Major theories of counseling with an emphasis on development of the ability to offer theory-based counseling and consultation. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will demonstrate the ability to foster counseling and helping relationships that are based on studies of the counseling process in a multicultural society and include an orientation to wellness and prevention as desired counseling goals. Students will be able to apply theories and models of counseling, including a systems approach, to conceptualize clients, help select appropriate counseling interventions, and so the student begins to develop a personal model of counseling based on current professional research and practice with the aid of processes provided in this course.

2. Students will demonstrate the ability to foster counseling and helping relationships that include essential interviewing, counseling, and case conceptualization skills as well as developing the ability to provide professional feedback in consultation with other trainees. Students will demonstrate the ability to foster counseling and helping relationships that include developmentally relevant counseling treatment or intervention plans, the development of measurable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention. Students will be able to demonstrate counselor characteristics and behaviors that influence helping processes. Students will demonstrate knowledge and ability to provide suicide prevention, crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

CEPY 551. Diagnosis and Treatment Planning
3 Credits (3)
Appraisal and conceptualization of mental disorders and other problems through diagnostic interviewing using the DSM. Treatment planning for counseling with children, adolescents, and adults. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Students will know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Students will understand 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. Students will understand the 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. Students will know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Students will understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. Students will know the impact of co-occurring substance use disorders on medical and psychological disorders. Students will understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations. Students will understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. Students will be able to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

CEPY 552. Career/Life Planning and Vocational Assessment
3 Credits (3)
Vocational choice theories, relationship between career choice and life style, sources of occupational and educational information, and approaches to decision making and values clarification. Laboratory involves supervised interpretation of vocational assessment. This course is open to all majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEP graduate majors.

Learning Outcomes
1. Career development theories and decision-making models. Career, vocational, educational, occupational and labor market information resources, and career information systems. Career development program planning, organization, implementation, administration, and evaluation. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Career and educational planning, placement, follow-up, and evaluation. Assessment instruments and techniques relevant to career planning and decision making. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
CEPY 554. Counseling Theory and Techniques for School Psychologists
3 Credits (3)
Major theories of counseling with an emphasis on development of the ability to offer theory-based counseling and consultation. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: SPSY, CMHC, C G, CEP majors.

CEPY 556. Addictions Counseling
3 Credits (3)
Emphasis on alcohol and other psychoactive substance abuse. Also includes eating disorders, gambling, and other addictive behaviors. Covers review of psychopharmacology, assessment, and diagnosis with the major focus on treatment and professional issues. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. Know the disease concept and etiology of addiction and co-occurring disorders. Identify standard screening and assessment instruments for substance use disorders and process addictions.

CEPY 558. Child and Adolescent Counseling Theory and Technique
3 Credits (3)
Counseling theory and technique applied to children and adolescents from a developmental perspective in school and mental health settings. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will demonstrate understanding of their psychosocial and cultural context and how such phenomena influence their values, beliefs and, therefore, theoretical orientation to counsel children and adolescents. Students will examine and apply critical perspectives related to counseling children and adolescents. Students will compare and contrast various theoretical perspectives in the area of counseling children and adolescents. Students will develop a knowledge base leading toward becoming a culturally responsive practitioner in the area of counseling with individuals from a variety of diverse backgrounds. Students will identify, describe, and apply legal and ethical issues relevant to practice in the area of counseling children and adolescents in various settings. Students will collaborate with others in the process of developing relevant treatment plans and providing counseling services to children and adolescents in diverse settings.

CEPY 562. Family Therapy Theory and Technique
3 Credits (3)
Major theories of family therapy and associated assessment, intervention and evaluation techniques. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will be able to explain a systems perspective and differentiate family and other systems theories and major models of family and related interventions. Students will be able to demonstrate and apply an understanding of the family life cycle and impact on family and individual functioning. Students will be able to prepare and utilize various forms of assessment for families and couples, including observation, collection of collateral information, and interviewing. Students will be able to illustrate awareness of and skill in the use of formal and informal assessment measures used in family and couple counseling. Students will be able to summarize evidence-based interventions and treatments for family and couple counseling. Students will be able to analyze multicultural counseling theories and techniques for diverse family types and apply multicultural and family theories to one's own experience. Students will be able to demonstrate an ability to communicate and relate effectively with families and couples. Students will be able to describe ethical issues related to counseling families and couples and be able to identify a process to make sound judgments.

CEPY 563. Primary Care Psychology
3 Credits (3)
Didactic and experiential learning in primary care psychology issues. Through this course students will learn about the cultural necessity of the integration of mental and physical health issues and multidisciplinary collaboration. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: C G, SPSY, CMHC, MSW, CEP, MPH majors.

CEPY 566. Group Work Theory and Technique
3 Credits (3)
Didactic and experiential learning in group theory and practice. Laboratory involves experiences in group participation and leadership. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEP graduate majors.

Learning Outcomes
1. Provide students with an intellectual understanding of group work theory and technique. Provide students with an experiential understanding of group work. To help students develop specific group facilitation competencies.

CEPY 569. Indigenous Counseling Internship
1-6 Credits (1-6)
The primary purpose for this course is to provide students with the opportunity to study and practice under a well-known and recognized indigenous healing practitioner with the primary goal of affirming and activating the holistic paradigm of Indigenous knowledge into their work as practitioners in the helping professions to reveal the wealth and richness of Indigenous languages, worldviews, teachings and experiences. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: C G, CMHC, SPSY, CEP, MPH majors.
CEPY 572. Counseling Practicum
1-6 Credits (1-6P)
Supervised experience of counseling and consultation. Weekly individual and group supervision involves review of audio, video, and/or live sessions and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Crosslisted with: CEPY 662. Restricted to: CEPY graduate majors only. majors.

Learning Outcomes
1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Applies effective strategies to promote client understanding of and access to a variety of community resources. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
2. Demonstrates the ability to use procedures for assessing and managing suicide risk. 1 Applies current record-keeping standards related to clinical mental health counseling. 1 Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. 1 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. 1 Maintains information regarding community resources to make appropriate referrals. 1 Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. 1 Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. 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. 1 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. 1 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. 2 Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. 2 Demonstrates the ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

CEPY 578. Advanced Counseling Practicum
3-6 Credits (3-6P)
Supervised experience of appraisal and individual, family, and/or group counseling and consultation serving child, adolescent, and/or adult clients. Weekly individual and group supervision involves review of counseling sessions and case presentations. This course will carry a subtitle to reflect the practicum setting. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: CMHC,CEPSYSYC majors.

Prerequisite(s): CEPY 572 or consent of instructor.

Learning Outcomes
1. Obtain a minimum of 150 clinical hours including 60 hours of direct service (face-to-face) with clients appropriate to the program. *For students enrolled in only 6 credits, this translates to 300 clinical hours, including 120 hours of direct service. Obtain one hour a week of individual supervision with the on-site supervisor and a minimum of 1½ hours per week of group supervision with a program faculty member. Students will have the opportunity to become familiar with a variety of professional activities in addition to direct service such as record keeping, information and referral, in-service, and staff meeting. Students will have an opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, professional literature, and research. Students receive a formal evaluation by site supervisor and program faculty member. Students will have opportunity to work with clients who represent the ethnic and demographic diversity of their community. Students will formally evaluate their supervisors and learning experience at the end of their internship experiences. Students will be covered by professional liability insurance while enrolled in this course. Students will adhere to ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 1 Students will have an opportunity to apply concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.
CEPY 579. Clinical Psychopharmacology  
3 Credits (3)  
Basic biological aspects of psychopharmacology with applications to clinical populations and treatment implications. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. Students will be able to understand and apply concepts related basic neuroanatomy, neurochemistry, and neurophysiology. Students will be able to understand and apply basic knowledge related basic biological basis of the interdependence between behavior, cognition, and emotion. Students will understand the pharmacology and pharmacodynamics of major drug groups used in the treatment of CNS diagnoses; including, but no limited to, antidepressants, antipsychotics, anxiolytics, anticonvulsants, and natural remedies or herbal supplementation. Students will recognize the strengths and weaknesses of a wide range of research methodologies to screen compounds and test the mechanisms of action of drugs. Students will understand the drug development process from target identification to FDA approval and ongoing safety surveillance. Students will appreciate how pharmacological investigation informs the understanding of the underlying pathology of the illness. Students will access, critique, and assimilate evidence from scientific studies as it relates to translational neuroscience and the search for promising targets for psychotropic drugs. Students will become familiar with to the indication, contraindication, therapeutic drug monitoring, and effectiveness of medications across DSM-V classifications. As well as psychotropic drug tapering or switching. The implications of patient characteristic and medical co-morbidities are addressed. Students will share informed opinions about advances and challenges in experimental (off-label) psychopharmacology; and of their opinions of integrated psychotherapy or combined medicine.  
1 Students will work effectively with peers and Instructor, as part of multidisciplinary learning environment.

CEPY 580. Counseling Internship  
3-12 Credits (3-12)  
Supervised experience in a professional counselor role in a school or agency. Students perform all counselor functions including appraisal, individual/family/group counseling, consultation, administration, program development, research, and/or evaluation. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 12 credits. Restricted to: C G,CEP,CMHC,SPSY majors.  
Prerequisite(s): CEPY 578.  
Learning Outcomes  
1. Obtain a minimum of 600 clinical hours including 240 hours of direct service (face-to-face) with clients appropriate to the program. *For students enrolled in only 6 credits, this translates to 300 clinical hours, including 120 hours of direct service. Obtain one hour a week of individual supervision with the on-site supervisor and a minimum of 1 ½ hours per week of group supervision with a program faculty member. The student has the opportunity to become familiar with a variety of professional activities in addition to direct service such as record keeping, information and referral, in-service, and staff meeting. The student has an opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, professional literature, and research. Students receive a formal evaluation by site supervisor and program faculty member. Students will have opportunity to counsel clients who represent the ethnic and demographic diversity of their community. Students will formally evaluate their supervisors and learning experience at the end of their internship experiences. Students will be covered by professional liability insurance while enrolled in internship. Students will adhere to ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 1 Students will have an opportunity to apply concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.

CEPY 598. Special Research Programs  
1-6 Credits (1-6)  
Individual investigations either analytical or experimental. Maximum of 6 credits per semester and total of 9 credits overall. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 9 credits. Restricted to: C G,SPSY,CMHC,CEP majors.  
Learning Outcomes  
1. Learning outcomes will vary depending on course content.

CEPY 599. Master’s Thesis  
1-15 Credits (1-15)  
Thesis. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. To develop and complete master’s research thesis.
CEPY 607. Curriculum-Based Assessment and Intervention  
3 Credits (3)  
The study and practice of curriculum-based assessment and intervention for academic skills and problems among children and adolescents. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. Students will demonstrate knowledge of multiple perspectives related to construction of knowledge in the core subject areas associated with school curricula. Students will demonstrate the ability to examine and apply critical perspectives related to educational assessment. Students will demonstrate mastery of design, administration, scoring, and interpretation of curriculum-based assessment measures. Specifically, the student will demonstrate the ability to initiate and maintain rapport with students/clients; Gain mastery in constructing, administering, scoring, and interpreting curriculum-based measurement (CBA) batteries; Analyze and interpret the results of evaluations, identifying the strengths and challenges to achievement based on these tests; Communicate effectively these interpretations, along with relevant background information, in the form of concise, well-written reports; Develop appropriate recommendations based on assessment data, background information, and observational data; Develop, implement, and monitor an intervention plan for a student directly linked to assessment data.

CEPY 608. Diagnostic Class  
3 Credits (3)  
Emphasis on developing the knowledge, skills, and necessary application abilities related to diagnosis and associated interventions related to mental health and psychopathology issues that impact a student’s ability to navigate the education setting. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.  
Learning Outcomes  
1. Students will be expected to demonstrate the knowledge of the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Students will be expected to demonstrate knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Students will be expected to demonstrate understanding of 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. Students will be expected to demonstrate understanding of 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. Students will be expected to demonstrate knowledge of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM). Students will be expected to demonstrate understanding of the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. Students will be expected to demonstrate knowledge of the the impact of co-occurring substance use disorders on medical and psychological disorders. Students will be expected to demonstrate understanding of the relevance and potential biases of commonly used diagnostic tools with multicultural populations. Students will be expected to demonstrate understanding of the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events. Students will be expected to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

CEPY 612. Human Development  
3 Credits (3)  
Same as CEPY 512 with differentiated assignments for Ed.S and Ph.D. students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: SPSYCEP majors.
CEPY 615. Learning Theory
3 Credits (3)
Survey and comparison of theory and research regarding human learning as they apply to development, education, and counseling. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Crosslisted with: CEPY 515

Learning Outcomes
1. Students can expect to gain an understanding of the relationships of theory to practice, their origin, strengths and limitations, and their empirical bases. Students will learn validity of learning theories more critically as foundations for instructional theory and counseling strategy.

CEPY 616. Spanish for Mental Health Professionals
3 Credits (3)
This course emphasizes the vocabulary for Mental Health Professionals to include academic, psychological and medical terminology. Students will incorporate Spanish terms in assessment and treatment plans through role plays. Further, the course will include an overview of the use of interpreters and translators in working with culturally and linguistically diverse clientele. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, CEP majors.

Prerequisite: Enrolled in Bilingual School Psychology Training Grant with instructor consent.

Learning Outcomes
1. Students will be able to demonstrate brief, basic conversation in Spanish using mental health and health-care related expressions and terminology. Students will be able to understand and respond to relevant cultural and linguistic client concerns related to presenting issues. Students will be able to increase their Spanish speaking capabilities when engaged in their professional roles (e.g. conducting clinical interviews, gathering mental health histories, conducting assessments and delivering interventions using various theoretical frameworks). Students will understand cultural and social factors that influence the practitioner-client relationship and communication with Latinx clients. Students will be able to engage effectively in role play situations involving application of concepts learned.

CEPY 617. Psychology of Multiculturalism
3 Credits (3)
In this advanced course for post-master’s graduate students in applied fields of psychology, students will apply psychological concepts related to multiculturalism as well as critical race theories, feminist theories, queer theories, and liberation theories to understand intersecting social identities. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, CEP, CEP majors.

Learning Outcomes
1. Students will understand and apply multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. Students will understand and apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. Students will understand and apply multicultural counseling competencies. Students will understand and apply the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. Students will understand and apply the effects of power and privilege for counselors and clients. Students will understand and apply helping behaviors of diverse clients. Students will understand the impact of spiritual beliefs on clients’ and counselors’ worldviews. Students will understand and apply strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

CEPY 618. Psychology of Poverty
3 Credits (3)
This course is designed to examine the nature, extent and impact of poverty on Southwestern populations and across the United States in relation to assessment and interventions and its impact on the education and psychological well-being of children and families. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, CEP majors.

Learning Outcomes
1. Students will learn how views of poverty have evolved in history. Students will be aware and demonstrate the skills of the different methods used to measure and understand poverty. Students will identify and apply relevant issues from education, health disparities, and criminal justice related to the psychology of poverty. Students will evaluate and present their own self-awareness and understanding of their worldview of poverty, along with its impact of how they view others in poverty. Students will conduct self-assessments regarding their range of liberalism/conservatism; implicit bias and how it impacts their interpretation of information of poverty. Students will understand and lead discussions as to why poverty remains so prevalent in U.S. society. Students will be able to articulate the within group differences and similarities of racial and ethnic backgrounds or family types that are susceptible to poverty. Students will learn successful interventions in working with children, adolescents and families impacted by the psychology of poverty.
CEPY 619. Psychology of Social Identities
3 Credits (3)
Same as CEPY 519 with differentiated assignments for Ph.D. students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.
Learning Outcomes
1. Heighten the student’s awareness of multiple social identities, worldview beliefs, and other within-group variables. Aid the student in developing a knowledge base in the realms of social psychology and multicultural research, culturally-responsive interventions and professional practice. Provide experiences for the application of this awareness and knowledge as a means of Develop the skills necessary for being a reflective decision-maker, creative problem solver, and responsive service provider for diverse individuals in a variety practice settings and intervention modalities.

CEPY 622. Ethical/Professional Issues in Counseling Psychology
3 Credits (3)
History of counseling psychology, scientist-practitioner model, American Psychological Associations Ethical Principles of Psychologists and Code of Conduct. Focus on current ethical, professional, and scientific issues. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: CEP majors.
Learning Outcomes
1. Students will be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels, and relevant professional standards and guidelines; Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas; Conduct self in an ethical manner in all professional activities. Students will develop an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; Apply knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Students will be expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; Engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness. Students will be expected to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

CEPY 624. Ethics, Law & Professional Issues in School Psychology
3 Credits (3)
This course provides an introduction and overview of the profession of school psychology with emphasis on the roles, functions, and competencies of the school psychologist within the context of legal and ethical practice. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY majors.
Learning Outcomes
1. Students will demonstrate an understanding of various professional issues, role functions, and historical contexts related to the field of school psychology. Students will demonstrate the ability to examine and apply critical perspectives related to various professional issues, role functions, and the historical contexts associated with the field of school psychology. Students will explore best practices issues associated with school psychology role functions and practices. Students will demonstrate the development of skills leading her or him toward becoming a culturally responsive practitioner in the field of school psychology. Students will obtain knowledge of the National Association of School Psychologists (NASP) Principles of Professional Ethics (2020) and the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (2010; 2016 amendments) and learn to apply these principles to specific areas of practice such as assessment, direct and indirect intervention, consultation, and research. Students will understand complexities of ethical and legal issues occurring in school settings and will develop ethical decision-making skills. Students will demonstrate knowledge of the provisions of state and federal statutes such as the Individuals with Disabilities Education Improvement Act (2004), Every Student Succeeds Act (2017) and Section 504 of the Rehabilitation Act of 1973 as well as other case laws related to the practice of school psychology and learn how to apply these mandates to the practice of school psychology. Students will understand the importance of developing awareness of the legal and ethical issues affecting their professional identity and the need to remain current on these issues throughout their careers as school psychologists. Students will continue to emerge as critical thinkers, reflective decision-makers, and creative problem-solvers, in general.
CEPY 630. School Psychology Research and Program Evaluation  
3 Credits (3)  
Survey and analysis of research and program evaluation procedures in school psychology. Critical review of literature, formulating questions, quantitative and qualitative methodology, and data analysis as foundations for reading research literature and generating research, program evaluation, and/or grant proposals. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: SPSY, CEP majors.

Learning Outcomes  
1. Students will advance their foundational knowledge of research methodology and research design. Students will develop skills and knowledge to conduct comprehensive literature reviews. Students will critique scientific research studies by applying attained knowledge in research methodology and design. Students will produce a research proposal they will conduct in their areas of interest within the field of school psychology. Students will present a research proposal that will conduct within the field of school psychology. Students will demonstrate skills and knowledge for program evaluation by developing a program evaluation plan. Students will demonstrate knowledge and skills necessary to conduct single-subject design studies.

CEPY 632. Counseling Psychology Research  
3 Credits (3)  
Survey and analysis of research and program evaluation procedures in counseling psychology. Critical review of literature, formulating questions, quantitative and qualitative methodology, and data analysis are covered as a foundation for reading research literature and generating research, program evaluation, and/or grant proposals. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, CEP majors

Learning Outcomes  
1. Students refine their foundational knowledge of research methods. Students learn how to conduct comprehensive literature reviews in counseling psychology. Students learn about sampling procedures and their limitations. Students refine their knowledge about measurement applied to research (including the reliability, validity, norms and cultural relevance of measurement procedures). Students refine their knowledge of statistics and the application of statistics to deriving conclusions from research data. Students learn about ethical issues related to conducting research. Students apply knowledge and skills in the areas described above to the critique of counseling psychology research. Students apply knowledge and skills in the areas described above to the development of a draft proposal for research they can conduct in their area of interest within counseling psychology. Students present and defend a proposal for research in counseling psychology.

CEPY 634. Introduction to Qualitative Research  
3 Credits (3)  
This course is intended to be an introduction to qualitative research methods for persons wishing to understand, apply, and conduct qualitative studies with human subjects in the fields of counseling and psychology. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes  
1. Students will understand the importance of applying and conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds. Students will understand the shift that has taken place in the past century from ignoring cultural variables to that of valuing the vast amounts of uncharted knowledge that is contained therein. Students will gain a deeper understanding of the qualitative paradigm that informs research and the way we conduct and consume it. Students will understand the components that make up good qualitative research considering carefully the variables that inform the proposed outcome of the study. Students will assess the benefit of research to the entities, individuals and communities being studied. Students will learn to be grounded in the empirical and conceptual literature on the ways that culture influences the variables under investigation, as well as psychological and social science research traditions and skills. Students will be aware of their cultural assumptions on which their research questions are based (Eghereva, 2001). Students will learn to be aware of, and if appropriate, to apply indigenous theories when conceptualizing research studies. They are encouraged to include members of cultural communities when conceptualizing research, with particular concern for the benefits of the research to the community (Fontes, 1998; LaFromboise, 1988). Students will learn to consider the psychological (rather than demographic) contextual factors of race, ethnicity, language, gender, sexual orientation, socio-economic status, and other social dimensions of personal experience in conceptualizing their research design (Fouad Brown, 2000; Quintana et al., 2001). 1Students will strive to recognize and incorporate research methods that most effectively complement the worldview and lifestyles of persons who come from a specific cultural and linguistic population; e.g., quantitative and qualitative research strategies (Hoshmand, 1989; Marin Marin, 1991; Ponterotto Casas, 1991). 1Students will learn to consider culturally sensitive assessment techniques and data-generating procedures. 1In analyzing and interpreting data from research studies and in proposed research, students will learn to consider cultural influences as possible explanations for their findings. 1Students will learn the importance of considering the benefit to participants, and to include participants in the interpretation of results. They are encouraged to find ways for the results to be of benefit to the community, and to represent the participants’ perspectives accurately and authentically.
CEPY 636. Advanced Statistics  
3 Credits (3)  
An intermediate course focusing on more advanced theories and techniques of inferential statistics as applied to education and psychology. Includes ANOVA, planned contrasts, ANCOVA, simple regression, and non-parametrics. Both hand calculation and computer packages will be employed. Open to all College of Education majors.  
Learning Outcomes  
1. Students will understand how to describe procedural steps to submit proposals to the IRB at NMSU. Students will be able to create data files and use SPSS to clean and examine datasets to assess data quality. Students will be understand how to plan to address a research question, identify appropriate statistical tests and variables. Students will be able to use SPSS to run statistical analyses to examine differences in means or relationships between two variables. Students will understand how to assess assumptions and interpret findings of these analyses. Students will understand key concepts, such as statistical significance, error, effect size, sample size, and statistical power of analytic approaches, findings, and interpretations of the data. Students will be able to effectively communicate using scientific writing and accurate portrayal of the data in terms.

CEPY 637. Multivariate Statistics  
3 Credits (3)  
Theories and techniques of multivariate statistics as applied to education and psychology. Includes multiple regression, logistic regression, MANOVA, factor analysis, and structural equation modeling. Computer packages will be the primary tool for data analysis. Open to all majors of the College of Education.  
Learning Outcomes  
1. To be able to construct statistical models, both non-multivariate (e.g., multiple regression) and multivariate (e.g., MANOVA, MANCOVA), and carry out the analysis using statistical software (e.g., SPSS, R). To be able to interpret results of both non-multivariate and multivariate analyses, in the context of the data. To be able to generate original research questions that can be answered with quantitative methods discussed in this course. To be able to carry out a quantitative method discussed in this course to answer a research question(s), and to be able to appropriately interpret the results. To be able to read published research in your field of study that makes use of multivariate methods, and critically interpret the results based on the claims and evidence provided.

CEPY 642. Psychometrics  
3 Credits (3)  
An introduction to psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Consent of Instructor required. Restricted to: SPSY,CEP majors.  
Learning Outcomes  
1. Students will acquire knowledge and skills in psychometrics. Students will understand and apply psychometric theory through the completion of instrument evaluation, instrument development, and factor analysis projects.

CEPY 646. Academic & Behavioral Assessment & Intervention  
3 Credits (3)  
This course introduces basic concepts, methods, and applications of academic and behavior assessment and intervention. Students will learn how to conduct functional/informal assessments of academic and behavior and how to write behavior and academic plans. Methods appropriate for assessment and intervention of school-age children will be emphasized. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: CEP graduate majors.  
Learning Outcomes  
1. Students will gain and demonstrate knowledge on how behavior assessment fits within psychological/psycho-educational assessment.  
2. Students will demonstrate the ability to examine and apply critical perspectives related to educational assessment.  
3. Students will learn the rational, defining features and theoretical underpinnings of behavioral assessment.  
4. Students will learn how to conduct and complete functional assessments of behavior.  
5. Students will learn how to develop and evaluate a satisfactory positive behavior intervention plan.  
6. Students will develop and/or learn techniques of behavioral observation.  
7. Students will learn how to integrate behavioral observation findings with other assessment methods.  

CEPY 647. Appraisal of Cognitive Functioning  
3 Credits (3)  
Taught with CEPY 547 with differentiated assignments for doctoral students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEP,SPSY majors.
CEPY 648. Appraisal of Personality
3 Credits (3)
Selection, administration, scoring, interpretation, and report writing using major objective and projective tests of personality. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEPSPSY majors.

Learning Outcomes
1. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

CEPY 651. Diagnosis and Treatment Planning
3 Credits (3)
Same as CEPY 551 with differentiated assignments for Ph.D. students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will be expected to demonstrate knowledge of the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Students will be expected to demonstrate knowledge of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Students will be expected to demonstrate practice of using the DSM 5 to create differential diagnoses. Students will be expected to construct an initial treatment plan based upon a systemic and differential diagnosis. Students will be expected to formulate a culturally relevant diagnosis and treatment plan. Students will be expected to discuss the barriers to assessment and treatment, as it relates to mental illness stigma.

CEPY 652. Career/Life Planning and Vocational Assessment
3 Credits (3)
Same as CEPY 552 with differentiated assignments for Ed.S and Ph.D. students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: SPSY, CEP majors.

Learning Outcomes
1. Knowledge and understanding of career development theories and decision-making models. Knowledge and understanding of career, vocational, educational, occupational and labor market information resources, and career information systems. Knowledge and understanding of career development program planning, organization, implementation, administration, and evaluation. Knowledge and understanding of interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Knowledge and understanding of career and educational planning, placement, follow-up, and evaluation. Knowledge and understanding of assessment instruments and techniques relevant to career planning and decision making. Knowledge and understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

CEPY 658. Child and Adolescent Counseling Theory and Technique
3 Credits (3)
Same as CEPY 558 with differentiated assignments for Ph.D. students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Students will be able to demonstrate an understanding of their psychosocial and cultural context and how such phenomena influence their values, beliefs and, therefore, theoretical orientation to counsel children and adolescents. Students will be able to demonstrate the ability to examine and apply critical perspectives related to counseling children and adolescents. Students will be able to compare and contrast various theoretical perspectives in the area of counseling children and adolescents. Students will be able to demonstrate the development of a knowledge base leading toward becoming a culturally responsive practitioner in the area of counseling with individuals from a variety of diverse backgrounds Students will be able to identify, describe, and apply legal and ethical issues relevant to practice in the area of counseling children and adolescents in various settings. Students will be able to collaborate with others in the process of developing relevant treatment plans and providing counseling services to children and adolescents in diverse settings.

CEPY 662. Family Therapy Theory and Technique
3 Credits (3)
Taught with CEPY 562 with differentiated assignments for Ed.S and Ph.D students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Crosslisted with: CEPY 572. Restricted to: CEPSPSYC EP majors.
CEPY 670. Behavioral Health Practicum
1-6 Credits
An intensive supervised experience in providing behavioral health services at an on or off campus interdisciplinary health setting. Supervision provided by doctoral level psychologist faculty in collaboration with other team disciplines' supervising faculty involves audio, video, and/or live observation of counseling sessions and team interventions and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: MSW, CEP, SPSY majors. Graded: S/U Grading (S/U, Audit).

CEPY 671. Consultation
3 Credits (3)
Didactic and experiential trainings in theory-based consultation. Supervision provided by faculty involves audio, video, and/or live observation consultation activities and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 3 credits. Restricted to: CEP graduate majors.

CEPY 672. Practicum in School Psychology: Psychoeducational
1-6 Credits
Supervised practicum in psychological and educational evaluation. Skill development in ecological assessment, including interviewing, observations micro-counseling, acculturation, world view, and ethnic identity formation. Graded: S/U. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: CEP graduate majors. Graded: S/U Grading (S/U, Audit).
Prerequisite(s): CEPY 647, CEPY 505.

CEPY 673. Counseling Psychology Theory/Practicum
1-6 Credits
Theories of counseling and psychotherapy and their application during supervised counseling with clients. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of counseling sessions and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: CEP majors.
Prerequisite(s): Consent of instructor.

CEPY 675. Practicum in School Psychology: Psychological
1-6 Credits
School-based supervised experience for the advanced student. Provides experiences in various roles and models of service delivery (group, multifaceted, integrative, family assessments) expected of school psychologists. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: CEP graduate majors.

Learning Outcomes
1. Enhance the knowledge and skill students already possess and aid in the development of new knowledge and skills (related to psychological, behavioral needs of students). Provide students with the opportunity to respond to supervision and use supervision in a constructive manner. Provide students with the opportunity to share experiences as school psychologists in training in a supportive environment. Provide the students with the opportunity to engage in learning activities that will assist them in functioning independently as school psychologists (i.e., data-based decision-making and accountability). Provide the instructor with the opportunity to observe the student's ability to plan and execute successful interventions and demonstrate diagnostic skills. Students will be able to establish a counseling relationship with students' clients through the provision of individual and/or group counseling as stated on their IEP's. Students will be exposed to current issues, theories, and practices in the field of school psychology. Students will be able to integrate knowledge and of technology in their practice as school psychologist. Students will refine their skills in working with culturally and linguistically diverse students, families, educators, and other professionals.
CEPY 676. Field Experience in Educational Diagnostics
1-6 Credits (1-6)
CEPY 676 is designed to provide students with supervised school-based experiences and practices. The goal of the course is for students to master the competencies required for the delivery of academic services in the educational diagnostician role. The specific emphases in this course are placed on a data-based decision-making skills, psychoeducational assessment activities, and academic interventions. Under faculty and school-system staff supervisions, students will assume service delivery responsibilities and with increasing independence will respond to the diagnostic and intervention needs of students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: CEP, SPSY majors. Graded: S/U Grading (S/U, Audit).

Prerequisite(s): CEPY 505, CEPY 608, CEPY 647, CEPY 672.

Learning Outcomes
1. Students will demonstrate sound diagnostic reasoning and data-based decision-making through the formulation of possible preliminary hypotheses and testing of hypotheses via use of appropriate assessment methods. Students will demonstrate skills in planning appropriate assessments, taking into consideration contextual factors, referral concerns, and background information; and will select appropriate evaluation method. Students will demonstrate skills related to devising and implementing evidence-based academic interventions and provide recommendations for students in need. Students will demonstrate sensitivity in regards to cultural diversity and diversity of values, as well as begin the process of being culturally competent in their professional practices. Students will become familiar with and practice in accordance with best practices and relevant standards of the profession. Students will become familiar with the application of state special education rules and regulations. Students will identify and apply relevant legal and ethical responsibilities and requirements. Students will demonstrate effective interpersonal skills with clients and colleagues.

CEPY 677. Group Work Theory/Practicum
1-6 Credits (1-6)
Application of theory in group work with clients and in supervising group leaders in training. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of counseling sessions and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: CEP, SPSY majors.

Prerequisite: CEPY 673.

Learning Outcomes
1. Apply the basic elements of group theory to small groups, including principles of group dynamics, group process components, developmental stage theories, group member roles and behaviors, and therapeutic factors. Demonstrate effective leadership skills and intervention strategies in simulated class discussions to actual group sessions in the community. Possess knowledge of ethical and professional issues encountered by group leaders. Develop awareness of the relative advantages of group work for clients and counselors, as well as other practical advantages; discern when group may not be the preferred modality for clients. Distinguish characteristics of various group theories and approaches. Identify relevant socio-cultural factors and multicultural considerations in group work and its impact on theory, process, and group leadership skills. Communicate how they have improved their skill development relative to self-awareness and group leadership. Have knowledge of professional group organizations, certifications (Certified Group Psychotherapist), and be able to effectively market group skills in preparation for the pre-doctoral internship year.
CEPY 678. Advanced Counseling Psychology Practicum
1-6 Credits (1-6P)
Supervised counseling psychology experience including appraisal, diagnosis, case conceptualization, treatment planning, theory-based counseling and evaluation. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of counseling sessions and case presentations. Graded: S/U. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 12 credits. Restricted to: CEP majors. Consent of instructor required. Restricted to: SPSY, CEP majors.
Prerequisite(s): CEPY 677.
Learning Outcomes
1. To increase skill level in clinical work with individual/group/couple therapy and initial intakes through practice, formal supervision, and group case discussion. To integrate one's theoretical orientation into a brief practice therapy model and to improve treatment planning ability. To improve treatment planning ability by increasing knowledge and integration of empirically supported interventions. To increase exposure and use of assessment procedures and tools in clinical work. To be cognizant of cultural/diversity issues with clients and develop enough self-awareness to respond effectively to a wide range of clients. To examine professional identity concerns as they arise and increase one's knowledge base about specific areas of clinical interest. To adhere to APA's Ethical Principles of Psychologists and Code of Conduct and Specialty Guidelines for the Delivery of Service by Counseling Psychologists and Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations, and to develop a more applied understanding of them. To increase one’s knowledge of relevant Mental Health Statutes and the Board of Psychologist Examiners Rules and Regulations for the state in which you are practicing (NM or TX). To demonstrate self-awareness and self-reflection through ongoing self-evaluation of counseling skills. To learn how to design and implement outreach presentations and to gain experience in consulting with interdisciplinary staff. To become familiar with and acquire practice with career counseling and the use of career inventories.

CEPY 679. Supervision Theory and Practicum
1-6 Credits
Didactic and experimental training in theory-based supervision. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of supervision sessions and case presentations. May be repeated for a maximum of 6 credits. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 6 credits. Restricted to: CEP majors.
Prerequisite(s): CEPY 675 or CEPY 678; and consent of instructor.

CEPY 680. Internship in Counseling Psychology I
1-18 Credits (1-18)
Full-time equivalent of one-half calendar year of internship preferably in an APA-approved or APA-equivalent site. Available to Ph.D. students who have successfully completed their comprehensive exams. May be repeated for a maximum of 18 credits. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 18 credits. Restricted to: CEP majors.
Prerequisite(s): CEPY 672, CEPY 675.
Learning Outcomes
1. Students will complete the full-time equivalent of one calendar year internship at a site accredited by the American Psychological Association (APA) that has been matched with the student through the APPIC process.

CEPY 681. Advanced Multicultural School Psychology Field Experience
3 Credits (3)
Supervised school psychology field experience including appraisal diagnosis, case conceptualization, treatment planning, theory-based counseling and evaluation from a multicultural perspective with diverse populations. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of sessions and case presentations. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Consent of Instructor required. Restricted to: SPSY, CEP majors.
Prerequisite(s): CEPY 672, CEPY 675.

CEPY 682. Internship in Counseling Psychology II
1-18 Credits
Full-time equivalent of one-half calendar year of internship preferably in an APA-approved or APA-equivalent site. Available to Ph.D. students who have successfully complete their comprehensive exams. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 18 credits. Restricted to: CEP majors.
Prerequisite(s): Consent of instructor.

CEPY 684. Internship in School Psychology
1-12 Credits (1-12)
Supervised experience in school psychology. May be repeated for a maximum of 12 credits. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 12 credits. Restricted to: SPSY majors. Graded: S/U Grading (S/U, Audit).
Prerequisite(s): CEPY 672, CEPY 675.

CEPY 685. Doctoral Internship in School Psychology
6-12 Credits (6-12)
Supervised doctoral internship experience in school psychology. 1800 to 2000 clock hours are completed on a full-time basis. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 12 credits. Consent of Instructor required. Restricted to: SPSY, CEP majors. Graded: S/U Grading (S/U, Audit).
Prerequisite(s): CEPY 672, CEPY 675, CEPY 681.
CEPY 693. Dissertation Seminar
3 Credits (3)
Same as ELAD 693, SPED 693. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean.

Learning Outcomes
1. Reflect on abilities to identify and effectively manage strengths and potential barriers that may impact progress on dissertation by thoroughly analyzing strengths and barriers and developing an action plan. Conceptualize a dissertation topic that is germane to the field of Counseling Psychology and provide a convincing argument supporting the need for such research. Conduct extensive and systematic literature searches for previous research and theory relevant to dissertation topic. Write a comprehensive outline and annotated bibliography of the literature that incorporates the most relevant research and theoretical work associated with dissertation topic to inform literature review. Clearly state research questions and hypotheses that will be examined in dissertation. Create a detailed and comprehensive action plan that adheres to APA ethical guidelines for research that a reader can use to replicate dissertation study (i.e., method section). Demonstrate understanding of the importance of having a diverse sample. Present dissertation research to the class in a simulated proposal meeting. Become more adept at providing support and challenge to student peers during weekly seminars and simulated proposal meetings. 1 Identify strategies for choosing and working with your dissertation committee effectively. 1 Demonstrate your knowledge of APA writing style.

CEPY 698. Selected Topics
1-6 Credits
Offered under various subtitles which indicate the subject matter covered. A maximum of 6 credits in any one semester and a total of 18 credits overall. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 18 credits. Restricted to: CEP majors.

CEPY 699. Ed.S. Thesis
1-15 Credits
Study and research at the Specialist in Education level. Each problem to be designated by a qualifying subtitle. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 88 credits. Restricted to: CEP majors. Thesis/Dissertation Grading.

CEPY 700. Doctoral Dissertation
15 Credits
Dissertation. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. May be repeated up to 88 credits. Restricted to: CEPC EP majors. Thesis/Dissertation Grading.

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