

# 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, focusing on interpersonal skills, case management, awareness of mental health issues, understanding human behavior, and multicultural awareness. Alternatively, the CCP undergraduate major prepares students for graduate school to become practitioners in the field of psychology with an additional focus on research and professional psychology practice opportunities. Two undergraduate degrees are available:

1. Bachelor of Science (B.S.) in Counseling & Community Psychology-NMSU Main Campus
2. Bachelor of Science (B.S.) in Counseling & Community Psychology-NMSU Global Campus

## Graduate Program Information

The major thrust of the Counseling and Educational Psychology (CEP) Department is the preparation of professionals in clinical mental health counseling, clinical psychopharmacology, counseling psychology, and school psychology. Five graduate degrees are available on NMSU Main Campus:

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 Graduate Admission Requirements

Admission requirements and procedures are specific to each degree program in the CEP department. 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. Completion and submission of NMSU online graduate application form and fee.
2. Unofficial transcript from every college or university you have attended. If the program decides to recommend you for admission, official transcripts must be submitted to the Graduate School. You will not be considered admitted until after the Graduate School has reviewed these materials and made a final decision.
3. 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).
4. Curriculum vitae or resume that includes a list of completed upper-division and/or graduate coursework related to counseling, school psychology, counseling psychology, or related professions.
5. Letter of intent and/or statement of purpose (please check with the degree program to determine what the content should include).

6. Writing Sample (please check with the degree program to determine what type of writing sample is needed).
7. Interviews are required as a part of the selection process.

For more information about the CEP Department, contact 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:

The department head may grant exceptions to this policy, provided a screening process similar and equally rigorous to that required for admission to the program is performed. An exception must be requested before enrollment and shall include the following:

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.
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 (<https://catalogs.nmsu.edu/nmsu/health-education-social>)

transformation/counseling-educational-psychology/counseling-community-psychology-bs/)

- Counseling and Community Psychology - Bachelor of Science (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/counseling-community-psychology-bs-online/>)

## Master Degree(s)

- Clinical Mental Health Counseling - Master of Arts (<https://catalogs.nmsu.edu/nmsu/graduate-school/clinical-mental-health-counseling-master-arts/>)
- Clinical Psychopharmacology - (Postdoctoral) - Master of Science (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/clinical-psychopharmacology-postdoctoral-ms-online/>)
- Counseling and Guidance (Educational Diagnostics) - Master of Arts (<https://catalogs.nmsu.edu/nmsu/graduate-school/counseling-guidance-educational-diagnostics-ma/>)

## Specialist Degree(s)

- School Psychology - Specialist in Education (<https://catalogs.nmsu.edu/nmsu/graduate-school/school-psychology-specialist-education/>)

## Doctoral Degree(s)

- Counseling Psychology - Doctor of Philosophy (<https://catalogs.nmsu.edu/nmsu/graduate-school/counseling-psychology-doctor-philosophy/>)
- School Psychology - Doctor of Philosophy (<https://catalogs.nmsu.edu/nmsu/graduate-school/school-psychology-doctor-philosophy/>)

## Minors for the Department

- Counseling and Education Psychology - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/health-education-social-transformation/counseling-educational-psychology/counseling-ed-psychology-ug-minor/>)
- Integrated Behavioral Health Care - Graduate Minor (<https://catalogs.nmsu.edu/nmsu/graduate-school/integrated-behavioral-health-care-graduate-minor/>)
- Spanish Counseling - Graduate Minor (<https://catalogs.nmsu.edu/nmsu/graduate-school/spanish-counseling-graduate-minor/>)

### Associate Professor Elsa C. Arroyos, Department Head

**Professors:** M. Kalkbrenner, A. Lopez; **College Professor:** C. McDougall; **Associate Professors:** E. Arroyos, G. De Necochea; **Assistant Professors:** S. Ballard, L. Bell; H. Chung, E-A. Gentzis, K. Joshi, J. Lopez-Harder, B. P. Moturu, L. Peterson, S. Ramos, W. Stem; **College Assistant Professor:** L. McVann; **Emeritus Professors:** E. Adams, 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; **S. Ballard, Ph.D.** (University of Massachusetts Boston)- alternative education; social, emotional, and behavioral interventions and assessment; school-based equity; **L. Bell, Ph.D.** (University of New Mexico)-counselor self-awareness/cultural responsiveness, equity-focused practice, addiction/behavioral health risks/community contexts for counselor preparation; **H. Chung, Ph.D.** (University of Iowa)- work psychology, process and outcome of counseling, social justice; **G. De Necochea, Ph.D.** (University of California, Santa Barbara)- outreach, access, persistence/retention,

and leadership development of diverse populations of students, staff and faculty in higher education; **E-A. Gentzis, Ph.D.** (Michigan State University)- academic motivation, psychosocial perceptions and achievement, historically marginalized and gifted student outcomes; **K. Joshi, Ph.D.** (University of Nebraska-Lincoln) -contextual behavioral science; neurobiological pathways of developmental psychopathology and resilience; psychological flexibility in international school psychology, school neuropsychology; **M. Kalkbrenner, Ph.D.** (Old Dominion University)- college student mental health, reducing barriers to help seeking behaviors among mental health professionals, and experiential learning; **A. Lopez, Ph.D.** (University of Texas-San Antonio)- multicultural counseling, social justice, immigration, bilingual counseling/supervision, eating disorders and body image; **J. López-Harder, Ph.D.** (New Mexico State University)- intersectionality, culturally responsive healthcare/mental healthcare services, integrated behavioral health; **C. McDougall, Ph.D.** (University of North Dakota)- clinical psychopharmacology, cross-cultural psychology; **L. McVann, MA** (New Mexico State University)- clinical supervision/counseling, professional school counseling, professional growth/mentorship, sustainable ethical practices among emerging professionals; **B.P. Moturu, Ph.D.** (University of Maryland, College Park)- issues relevant to women, career development and meaning making, immigration related concerns, group counseling and supervision; **L. Peterson, Ph.D.** (Texas A&M University)- bilingual and multicultural school psychology, school-based mental health, professional issues in school psychology; **S. Ramos, Ph.D.** (New Mexico State University)- Latinas in academia, Latinx psychology, bilingual (Spanish) therapy, bilingual (Spanish) clinical training; **W. Stem, Ph.D.** (New Mexico State University)- cyberpsychology, mindfulness-based interventions, graduate student wellness/concerns, LGBTQ+ populations/concerns, men's issues, ACT/RCT approaches, clinical supervision and training; **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. May be repeated up to 3 credits.

#### 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 HEST Majors only.

**Learning Outcomes**

1. Demonstrate an understanding of the relationship between academic and professional career success.
2. Express a familiarity with professionalism and career culture and communicate a comprehension of various professional career skills.
3. Apply material learned to other aspects to professional excellence.
4. Develop a career life plan that will highlight goals, taking into account life circumstances.
5. 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 HEST majors.

**Learning Outcomes**

1. Students will be able to demonstrate an understanding of the relationship between time management and academic success.
2. Students will be able to express a familiarity with college culture.
3. Students will be able to communicate a comprehension of study skills and test taking strategies.
4. Students will be able to apply material learned to other aspects to enhance academic excellence.
5. Students will be able to develop an academic life plan that will highlight goals, taking into account life circumstances.
6. 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. May be repeated up to 3 credits.

**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. 1
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. May be repeated up to 3 credits.

**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. May be repeated up to 3 credits.

**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.
3. Acquire survey-level knowledge of psychological assessment, measurement, and treatment.
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 3110. Gender Roles in Education****3 Credits (3)**

Physiological, psychological, and political aspects of sex role socialization and the effects of these factors on personal development.

**Learning Outcomes**

1. Increase awareness of gender issues in concert with other identities.
2. Increase knowledge about feminism and masculinity from a multicultural and systems perspective.
3. Increase knowledge about gender issues among people of color, geographic regions, and differing socioeconomic status.
4. Gain an understanding of intentional and unintentional sexist behavior and the consequences of such behavior.
5. Prepare students to work with diverse populations by emphasizing differences in values based on gender roles.
6. Practice interpersonal and team-building skills.
7. Practice critical thinking skills in evaluating research evidence.
8. Increase knowledge of how gender influences education.
9. Understanding systemic influences on gender issues and learning how to take action for social justice.

**CEPY 3210V. Human Relations Training****3 Credits (3)**

Gain skills, knowledge, and sensitivity for living and working with others. May be repeated up to 3 credits.

**Learning Outcomes**

1. Critically evaluate academic literature regarding human relations.
2. Be familiar with theories of human relations.
3. Integrate and apply these theories toward understanding the dynamics of interpersonal and organizational relationships.
4. Demonstrate an increased understanding of human relations as they apply to one's family systems.
5. Demonstrate an increased understanding of the impact of culture on human relations.
6. Translate knowledge of human relations into attitudes, skills, and techniques that will result in favorable learning experiences for students.

**CEPY 4110V. Introduction to Counseling****3 Credits (3)**

Principles of counseling for nonmajors. May be repeated up to 3 credits.

**CEPY 4120. 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. May be repeated up to 3 credits.

**Learning Outcomes**

1. To learn about mindfulness practices for self-care.
2. To incorporate mindfulness practices into daily life.
3. To learn how mindfulness practices may increase well-being.
4. To increase students' knowledge of mindfulness theory and research.
5. To learn about the philosophical underpinnings of mindfulness.

**CEPY 4130. Addictions Prevention and Recovery****3 Credits (3)**

Understanding addictions process, prevention, and recovery, including biological, interpersonal and sociological influences, and intervention strategies. May be repeated up to 3 credits.

**Learning Outcomes**

1. To introduce students to the basic categories and processes of different addictions.
2. To introduce students to psychopharmacology and assist them to obtain an understanding of drug classification, specific drugs, and the etiology of drug addiction.
3. To foster students' awareness of the most prominent approaches to prevention in the development of addictions.
4. To foster students' awareness of the most prominent theories and approaches for conceptualizing clients presenting with addictions (i.e., transtheoretical, motivational interviewing, cognitive behavioral).
5. To assist students to better understand how different cultural groups (i.e., gender, race/ethnicity, sexual orientation, etc.) use and abuse drugs and recover from various addictions.
6. To assist students to gain awareness of ethical issues of particular importance to addictions treatment.

**CEPY 4140. 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.

**Prerequisite:** CEPY 1120G.

**Learning Outcomes**

1. Identify, describe, and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.
3. Describe ongoing reciprocal interactions among self, society, and the environment.
4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

**CEPY 4150. 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.

**Learning Outcomes**

1. Demonstrate a multicultural, global, and multiple perspectives approach to cultural differences.
2. Demonstrate increased cultural awareness, sensitivity, and empathy toward marginalized groups.
3. Identify subjective perceptions, biases, and the role culture plays in social interactions.
4. Examine societal institutions for privileges and barriers encountered by various groups.
5. Demonstrate increased flexibility, knowledge, and skills related to becoming multicultural.
6. Recognize that intersecting identities affect appropriate treatment and education.

**CEPY 4150H. 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 4150. Differentiated instruction/independent project to be determined.

**CEPY 4997. Independent Study**

**1-6 Credits (1-6)**

Individual study directed by consenting faculty. May be repeated up to 6 credits.

**CEPY 4998. Internship in Counseling & Community Psychology: Clinical 3 Credits (3)**

Students will deepen their understanding of the fields of counseling, community psychology, and school psychology by completing a department-approved, supervised clinical internship. Internship placements may occur in schools, community agencies, or counseling centers, providing students with hands-on exposure to the helping professions. Through direct experience in these settings, students will develop practical skills in client interaction, enhance their understanding of ethical and culturally responsive practice, and strengthen their interpersonal competence. This course supports the development of professional identity and sensitivity when working with diverse populations, preparing students for future graduate study or entry-level

roles in human services and mental health fields. May be repeated up to 6 credits.

**Learning Outcomes**

1. Analyze in-depth the fields of counseling, community, and school psychology professions.
2. Examine their interests, strengths, and abilities to develop a better sense of their career goals.
3. Evaluate counseling, community, and school psychology professions through their interaction with faculty and supervisors.
4. Connect with on-site supervisors and gain hands-on work experience.
5. Practice sensitivity and respect for diverse populations in various counseling arenas to include educational and community settings.
6. Apply interpersonal skills needed to succeed in the counseling, community, and school psychology professions and graduate school.

**CEPY 4999. Internship in Counseling & Community Psychology: Research 3 Credits (3)**

This course offers students the opportunity to deepen their understanding of research in the fields of counseling, community, and school psychology through a structured research internship. Students will engage in supervised research activities such as literature reviews, data collection and analysis, and dissemination of findings. The internship fosters critical thinking, ethical research practices, and collaboration with diverse populations. Through this experience, students will gain insight into how research informs practice, contribute to ongoing scholarly projects, and build foundational skills for future graduate study or professional roles in the behavioral sciences and helping professions.

**Learning Outcomes**

1. Analyze in-depth the research processes, methods, and ethics in the fields of counseling, community, and school psychology professions.
2. Examine their interests, strengths and abilities to develop a greater sense of their career goals.
3. Construct an original literature review to transform their clinical or personal interests into a research inquiry consistent with the scientist-practitioner model of training.
4. Evaluate counseling, community, and school psychology professions through their interaction with faculty and supervisors.
5. Conduct research by establishing a connection with a faculty member and research team leader.
6. Practice sensitivity and respect for diverse populations in various counseling arenas to include educational and community settings.
7. Apply interpersonal skills needed to succeed in the counseling, community, and school psychology professions and graduate school.

**CEPY 5110. Introduction to Counseling**

**3 Credits (3)**

Overview of counseling theory, techniques, ethics, and professional issues. Same as CEPY 4110V. 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.

**Learning Outcomes**

1. Fostering intelligent inquiry into the field of counseling which may include abstract and logical thinking, critical analysis and the integration and synthesis of general knowledge in counseling and psychological principles (applying counseling to everyday task of life).
2. Promoting literacy in writing, reading, speaking, and listening as per topics relating to counseling (for example, completing

assigned readings in preparation for class, completing the required assignments).

- Promoting the application of information and digital literacy.
- Encouraging an understanding of scientific inquiry within the field of counseling.
- Providing a historical consciousness including an understanding of one's own heritage as well as a sensitivity and respect for other peoples and cultures that are represented in the community at large.
- Examining one's value system and enhancing awareness to issues of diversity including multiculturalism (for example, exploring personal qualities of effective counselors and multicultural issues in counseling).
- Being accountable for assuming personal and social responsibility.
- Promoting an appreciation of the application of creative arts, such as art and music, movement, and mindfulness to the counseling process.

### **CEPY 5120. 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, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

- Students will understand and be able to apply the major theories and research that attempt to explain chronological constancy and change in human beings, with emphasis on practical applications and implications.
- Students will build a foundational knowledge of human development for adaptation to the professional fields of education, counseling, and psychology.
- Students will explore the universality and cultural variations in human development from conception to death.
- Students will learn about the factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development.

### **CEPY 5130. 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. May be repeated up to 3 credits.

#### **Learning Outcomes**

- 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 5150. The Art & Science of Mindfulness for Helping Professionals**

#### **1-3 Credits (1-3)**

In this course students will learn about contemplative practices by learning about 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, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

- 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 5160. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

- 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 5170. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students should understand and demonstrate ethical decision-making processes and resources.
2. Students should demonstrate understanding of the expectations and requirements of their new professional identity.
3. Students should demonstrate knowledge of history and philosophy of the counseling profession and its specialty areas.
4. 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.
5. Students should demonstrate knowledge and understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
6. 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 5180. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**Learning Outcomes**

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

**CEPY 5210. Research Methods  
3 Credits (3)**

Develop research and program evaluation including critical literature review, generating questions, quantitative and qualitative methodology, analysis, and writing proposals. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will understand how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Become knowledgeable of models of program evaluation for clinical mental health programs.
3. Demonstrate knowledge of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.
4. Apply relevant research findings to inform the practice of clinical mental health counseling.
5. Develop measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
6. Analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs.

**CEPY 5220. Testing, Assessment, and Psychometric Theory  
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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**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-seven-b)
2. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (II-G-seven-c). Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (II-G-seven-d)
3. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (II-G-seven-e)
4. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (II-G-seven-f)
5. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (II-G-seven-g)

**CEPY 5230. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**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.
2. 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.

3. 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.
4. 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
5. Students will be able to demonstrate counselor characteristics and behaviors that influence helping processes.
6. Students will demonstrate knowledge and ability to provide suicide prevention, crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

### **CEPY 5235. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. The student will demonstrate an understanding of their psychosocial and cultural context and how such phenomena influence their values, beliefs and, therefore, theoretical orientation.
2. The student will demonstrate the ability to examine and apply critical perspectives related to counseling theory and techniques.
3. The student will be able to compare and contrast various theoretical perspectives in the area of counseling children and adolescents in school settings.
4. The student will demonstrate the development of skills leading toward becoming a culturally responsive practitioner in the area of counseling with individuals from a variety of diverse backgrounds.
5. The student will be able to identify, describe, and apply legal and ethical issues relevant to practice in the area of counseling children and adolescents in the schools.
6. The student will be able to collaborate with others in the process of becoming a competent school psychologist in providing counseling services in the schools.

### **CEPY 5240. 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. Restricted to CEP graduate students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **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.
2. Students will examine and apply critical perspectives related to counseling children and adolescents.

3. Students will compare and contrast various theoretical perspectives in the area of counseling children and adolescents.
4. 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.
5. Students will identify, describe, and apply legal and ethical issues relevant to practice in the area of counseling children and adolescents in various settings.
6. 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 5250. Family Therapy Theory and Technique 3 Credits (3)**

Major theories of family therapy and associated assessment, intervention and evaluation techniques. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **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.
2. Students will be able to demonstrate and apply an understanding of the family life cycle and impact on family and individual functioning.
3. Students will be able to prepare and utilize various forms of assessment for families and couples, including observation, collection of collateral information, and interviewing.
4. 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.
5. Students will be able to summarize evidence-based interventions and treatments for family and couple counseling.
6. 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.
7. Students will be able to demonstrate an ability to communicate and relate effectively with families and couples.
8. 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 5260. Group Work Theory and Technique 3 Credits (3)**

Didactic and experiential learning in group theory and practice, which involves experiences in group participation and leadership. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

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

### **CEPY 5270. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
2. Students will know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
3. 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.
4. 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.
5. 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).
6. Students will understand the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
7. Students will know the impact of co-occurring substance use disorders on medical and psychological disorders.
8. Students will understand the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
9. Students will understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
10. Students will be able to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

#### **CEPY 5280. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral health care: Biologic bases of behavior as related to health/illness and coping
2. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral health care: Psychological bases of behavior as related to health/illness and coping
3. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral

health care: Sociocultural bases of behavior as related to health/illness and coping

4. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral health care: Understanding and application of inter-professional collaboration
5. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral health care: A knowledge of substance use disorders, particularly opioid use disorder and treatment in a primary care setting
6. Students will demonstrate the following primary care psychology competency within the context of addressing integrated behavioral health care: How to utilize telemedicine effectively

#### **CEPY 5310. Academic Assessment And Intervention**

##### **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, program director, department head, and graduate school dean. Restricted to CEP graduate majors.

#### **Learning Outcomes**

1. Practitioner. Define assessment and describe the steps in the assessment process.
2. Research, Pedagogy: Describe a flowchart for the screening/referral/evaluation process according to New Mexico regulations.
3. Practitioner, Effectiveness: Describe the uses of criterion and norm-referenced instruments as well as alternative forms of assessment (observation, curriculum based assessment and informal techniques).
4. 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.
5. Effectiveness: Identify appropriate instruments/assessment procedures required for the exceptionality recognized under New Mexico regulations.
6. Effectiveness: Administer and score twenty-four instruments in reading, math, written language and processing and to utilize these results in completing test interpretations and psycho-educational reports.
7. Reflection, Pedagogy: Interpret, report, and utilize assessment data in special education programming.
8. Diversity: Determine the assessment needs of students who are speakers of languages other than English.
9. Practitioners: Evaluate a test, write a review, and demonstrate and explain it in class.
10. Assessment, Evaluation: Synthesize information gathered through comprehensive assessment procedures into a practical whole.

#### **CEPY 5320. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean.

**Learning Outcomes**

1. Career development theories and decision-making models.
2. Career, vocational, educational, occupational and labor market information resources, and career information systems.
3. Career development program planning, organization, implementation, administration, and evaluation.
4. Interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.
5. Career and educational planning, placement, follow-up, and evaluation.
6. Assessment instruments and techniques relevant to career planning and decision making.
7. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

**CEPY 5985. Counseling Practicum****3 Credits (3P)**

Supervised experience of counseling and consultation. Weekly individual and group supervision involves review of audio, video, and/or live sessions and case presentations. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 6 credits.

**Prerequisite:** CEPY 5230.

**Learning Outcomes**

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
2. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
3. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
4. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
5. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
6. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
7. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
8. Applies effective strategies to promote client understanding of and access to a variety of community resources.
9. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. 1
10. Demonstrates the ability to use procedures for assessing and managing suicide risk. 1
11. Applies current record-keeping standards related to clinical mental health counseling. 1
12. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. 1

13. 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
14. Maintains information regarding community resources to make appropriate referrals. 1
15. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. 1
16. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. 1
17. 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
18. 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
19. 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
20. 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
21. 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 5990. 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, program director, department head, and graduate school dean. Restricted to CEP graduate majors. May be repeated up to 6 credits.

**Prerequisite:** CEPY 5985 or consent of instructor.

**Learning Outcomes**

1. Obtain a minimum of one-hundred and fifty clinical hours including sixty hours of direct service (face-to-face) with clients appropriate to the program. For students enrolled in only six credits, this translates to three-hundred clinical hours, including one-hundred and twenty hours of direct service.
2. Obtain one hour a week of individual supervision with the on-site supervisor and a minimum of one and a half hours per week of group supervision with a program faculty member.
3. 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.
4. 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.
5. Students receive a formal evaluation by site supervisor and program faculty member.

6. Students will have opportunity to work with clients who represent the ethnic and demographic diversity of their community.
7. Students will formally evaluate their supervisors and learning experience at the end of their internship experiences.
8. Students will be covered by professional liability insurance while enrolled in this course.
9. Students will adhere to ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 1
10. Students will have an opportunity to apply concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.

#### **CEPY 5997. 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.

##### **Learning Outcomes**

1. Learning outcomes will vary depending on course content.

#### **CEPY 5998. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 12 credits.

**Prerequisite:** CEPY 5990.

##### **Learning Outcomes**

1. Obtain a minimum of six-hundred clinical hours including two-hundred and forty hours of direct service (face-to-face) with clients appropriate to the program. For students enrolled in only six credits, this translates to three-hundred clinical hours, including one-hundred and twenty hours of direct service.
2. Obtain one hour a week of individual supervision with the on-site supervisor and a minimum of one and a half hours per week of group supervision with a program faculty member.
3. 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.
4. 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.
5. Students receive a formal evaluation by site supervisor and program faculty member.
6. Students will have opportunity to counsel clients who represent the ethnic and demographic diversity of their community.
7. Students will formally evaluate their supervisors and learning experience at the end of their internship experiences.
8. Students will be covered by professional liability insurance while enrolled in internship.
9. Students will adhere to ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 1

10. Students will have an opportunity to apply concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mental health advocacy.

#### **CEPY 5999. 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. May be repeated up to 88 credits.

##### **Learning Outcomes**

1. To develop and complete master's research thesis.

#### **CEPY 6120. Human Development**

##### **3 Credits (3)**

Same as CEPY 5120 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, program director, department head, and graduate school dean. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. Students will understand and be able to apply the major theories and research that attempt to explain chronological constancy and change in human beings, with emphasis on practical applications and implications.
2. Students will build a foundational knowledge of human development for adaptation to the professional fields of education, counseling, and psychology.
3. Students will explore the universality and cultural variations in human development from conception to death.
4. Students will learn about the factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development.

#### **CEPY 6130. 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, C EP, CEP majors.

##### **Learning Outcomes**

1. Students will understand and apply multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.
2. Students will understand and apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.
3. Students will understand and apply multicultural counseling competencies.
4. Students will understand and apply the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
5. Students will understand and apply the effects of power and privilege for counselors and clients.
6. Students will understand and apply help-seeking 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 6140. Cognitive & Affective Basis of Behavior**

##### **3 Credits (3)**

This course provides an overview of cognitive and affective bases of behavior as well as the integration of cognition and affect in psychological processes. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, program director, department head, and graduate school dean. Restricted to CEP graduate majors. May be repeated up to 3 credits.

##### **Learning Outcomes**

- Students will be able to identify key concepts of cognition such as memory, attention and learning.
- Students will identify the functions and roles of affect and emotional expression.
- Students will understand the connection between cognition and affect and how these two areas of human function influence each other.
- Students will be able to integrate and apply research findings and implications in the study of cognition and affect to practical experiences.
- Students will apply models and theories of cognition and affect to understanding and predicting behavior.

#### **CEPY 6150. Social Psychology**

##### **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. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. Restricted to: CEP graduate majors. May be repeated up to 3 credits.

##### **Learning Outcomes**

- 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 6160. 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 CEP graduate majors.

##### **Learning Outcomes**

- 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 6170. 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: CEP graduate majors.

##### **Learning Outcomes**

- 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 6175. School Intervention and Organization in a Diverse Society**

##### **3 Credits (3)**

Introduces public school organization and laws and the psycho-sociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view.

##### **Learning Outcomes**

- Show knowledge of public school organizations and their functions.
- Demonstrate knowledge of public school and special education law.
- Express knowledge of sociological and psychological constructs in education.
- Convey knowledge of and be able to utilize research-based multi-contextual teaching, curriculum, theory, and intervention methods for students in special education settings.
- Communicate knowledge of and be able to utilize appropriate materials for students in special education settings.

**CEPY 6180. Physiology of Behavior****3 Credits (3)**

Basic biological aspects of psychopharmacology with applications to clinical populations and treatment implications. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, and department head. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will be able to understand and apply concepts related basic neuroanatomy, neurochemistry, and neurophysiology.
2. Students will be able to understand and apply basic knowledge related basic biological basis of the interdependence between behavior, cognition, and emotion.
3. 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.
4. 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.
5. Students will understand the drug development process from target identification to FDA approval and ongoing safety surveillance.
6. Students will appreciate how pharmacological investigation informs the understanding of the underlying pathology of the illness.
7. 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.
8. 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 comorbidities are addressed.
9. Students will share informed opinions about advances and challenges in experimental (off-label) psychopharmacology; and of their opinions of integrated psychotherapy or combined medicine.
10. Students will work effectively with peers and Instructor; as part of multidisciplinary learning environment.

**CEPY 6185. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean.

**Learning Outcomes**

1. Students will demonstrate an understanding of various professional issues, role functions, and historical contexts related to the field of school psychology.
2. 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.
3. Students will explore best practices issues associated with school psychology role functions and practices.
4. Students will demonstrate the development of skills leading her or him toward becoming a culturally responsive practitioner in the field of school psychology.
5. 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.
6. Students will understand complexities of ethical and legal issues occurring in school settings and will develop ethical decision-making skills.
7. 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.
8. 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.
9. Students will continue to emerge as critical thinkers, reflective decision-makers, and creative problem-solvers, in general.

**CEPY 6190. Ethical/Professional Issues in Counseling Psychology****3 Credits (3)**

History of counseling psychology, scientist-practitioner model, American Psychological Association's 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, program director, department head, and graduate school dean. Restricted to: CEP majors. May be repeated up to 3 credits.

**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.
2. 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.
3. 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
4. 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 6210. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**Learning Outcomes**

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

**CEPY 6220. 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: CEP graduate majors. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will be able to demonstrate brief, basic conversation in Spanish using mental health and health-care related expressions and terminology.
2. Students will be able to understand and respond to relevant cultural and linguistic client concerns related to presenting issues.
3. 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).
4. Students will understand cultural and social factors that influence the practitioner-client relationship and communication with Latinx clients.
5. Students will be able to engage effectively in role play situations involving application of concepts learned.

**CEPY 6240. Child and Adolescent Counseling Theory and Technique  
3 Credits (3)**

Taught with CEPY 5240 with differentiated assignments for Ed.S. and Ph.D. students. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**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.
2. Students will be able to demonstrate the ability to examine and apply critical perspectives related to counseling children and adolescents.
3. Students will be able to compare and contrast various theoretical perspectives in the area of counseling children and adolescents.
4. 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
5. 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.
6. 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 6250. Family Therapy Theory and Technique  
3 Credits (3)**

Taught with CEPY 5250 with differentiated assignments for Ed.S and Ph.D students. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

**Learning Outcomes**

1. Students will demonstrate their comprehension of a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.
2. Students will demonstrate an understanding of the family life cycle and impact on family and individual functioning.
3. Students will demonstrate an awareness of and develop skills with various forms of assessment for families and couples, including observation, collection of collateral information, and interviewing.
4. Students will demonstrate an awareness of and develop skills in using formal and informal assessment measures used in family and couple counseling.
5. Students will develop conceptual skills that demonstrate an understanding of theory and implementation of interventions.
6. Students will demonstrate knowledge about evidenced-based interventions and treatments for family and couple counseling.
7. Students will demonstrate their understanding of multicultural counseling theories and techniques for family and marital counseling.
8. Students will be able to apply multicultural and family theories to their own experience in an effort to improve your counseling work.
9. Students will demonstrate will demonstrate an ability to communicate and relate effectively to families and couples. 1
10. Students will be able to design and implement outreach and psychoeducational interventions to families and couples. 1

- Students will demonstrate their knowledge related to ethical issues surrounding counseling families and couples and be able to make sound judgments.

### **CEPY 6260. Consultation**

#### **3 Credits (3)**

Didactic and experimental 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.

#### **Learning Outcomes**

- You will develop knowledge and skills in the practice of problem-solving model in school settings.
- You will develop knowledge of various consultation and supervision theories.
- You will develop their theoretical orientation to consultation in school settings.
- You will develop knowledge and skills to devise and conduct a single-subject design intervention in the context of the consultation.
- You will demonstrate an understanding of current issues in relation to consultation practices in school settings.
- You will demonstrate skills for conducting consultation with teachers and parents with diverse backgrounds.
- You will understand and adhere to ethical practices in conducting a consultation case.

### **CEPY 6265. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

- 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 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. 1
- Students will be expected to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

### **CEPY 6270. Diagnosis and Treatment Planning**

#### **3 Credits (3)**

Taught with CEPY 5270 with differentiated assignments for Ph.D. students. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

- 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 6275. Professional Preparation Seminar**

#### **3 Credits (3)**

This seminar course provides academic support for students enrolled in the Specialist in Education (Ed.S.) School Psychology Program in preparation for capstone experiences (i.e., internship and culminating exams) in addition to continued development of students' professional identity as School Psychologists.

#### **Learning Outcomes**

- Students will reflect on the growth of their knowledge, experiences, and skills gained in the School Psychology Program (SPP).
- Students will reflect on how to expand their knowledge and skills during their internship.
- Students will prepare for securing an internship position.
- Students will develop and articulate a professional philosophy of counseling within school psychology.
- Students will demonstrate skill in oral and written presentations.
- Students will understand the role of mentoring and supervision in personal and professional.

### **CEPY 6320. Career/Life Planning and Vocational Assessment**

#### **3 Credits (3)**

Taught with CEPY 5320 with differentiated assignments for Ed.S and Ph.D. students. Restricted to CEP graduate students. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Knowledge and understanding of career development theories and decision-making models.
2. Knowledge and understanding of career, vocational, educational, occupational and labor market information resources, and career information systems.
3. Knowledge and understanding of career development program planning, organization, implementation, administration, and evaluation.
4. 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.
5. Knowledge and understanding of career and educational planning, placement, follow-up, and evaluation.
6. Knowledge and understanding of assessment instruments and techniques relevant to career planning and decision making.
7. Knowledge and understanding of career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

#### **CEPY 6330. Behavior Assessment and 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 6340. Appraisal of Cognitive Functioning**

##### **3 Credits (3)**

Selection, administration, scoring, interpretation, and report writing using individual tests of intelligence. Moderator variables, such as acculturation, ethnic identity development, and world view are also incorporated. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the

permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students will become knowledgeable about the historical background of intelligence testing.
2. Students will become knowledgeable about the major theories of intelligence.
3. Students will be able to discuss orally and in writing the pros and cons of intelligence testing and will be able to support the discussion with specific facts and research.
4. Students will be able to select "appropriate" intellectual assessment instruments for children, adolescents, and adults.
5. Students will be able to state pertinent information relative to these major intelligence tests such as age range, standardization, reliability, and validity.
6. Students will demonstrate mastery of administration, scoring, and interpretation of various norm-referenced cognitive assessment instruments while taking into consideration the cultural context of the individual.
7. The student will be able to demonstrate the ability to integrate information into meaningful written reports.

#### **CEPY 6350. Appraisal of Personality**

##### **3 Credits (3)**

Selection, administration, scoring, interpretation, and report writing using major objective and projective tests of personality. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **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.
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
4. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
5. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
6. 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.
7. 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.

8. 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 6360. School Safety and Crisis Response**

#### **3 Credits (3)**

This course emphasizes a comprehensive and systematic approach for school safety, emergency readiness, and crisis response skill development for school-based mental health professionals. Developing prevention and post-crisis intervention skills through teaming, planning, and data-based decision making is highlighted. Course content fits within a multi-tiered system of support assessment and intervention model.

#### **Learning Outcomes**

1. Demonstrate knowledge of school crisis prevention and intervention within a multi-tiered system of support.
2. Demonstrate knowledge of school physical safety and psychological safety as crisis prevention concepts.
3. Demonstrate knowledge of legal requirements and best practices surrounding school safety teams/plans and school crisis teams/plans.
4. Demonstrate knowledge of how to evaluate school and individual needs after a school crisis.
5. Demonstrate knowledge of important school crisis data for making decisions about crisis prevention, preparedness, and intervention.
6. Demonstrate knowledge and skills related to school crisis intervention (e.g., psychoeducational strategies, group crisis intervention, individual crisis intervention, and long-term psychotherapy).
7. Demonstrate emerging crisis intervention skills (through role playing in the classroom).

### **CEPY 6410. 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, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **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.
2. 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.
3. Students will gain a deeper understanding of the qualitative paradigm that informs research and the way we conduct and consume it.
4. Students will understand the components that make up good qualitative research considering carefully the variables that inform the proposed outcome of the study.
5. Students will assess the benefit of research to the entities, individuals and communities being studied.
6. 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.
7. Students will be aware of their cultural assumptions on which their research questions are based (Egharevba, 2001).

8. 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).
9. 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). 1
10. Students 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). 1
11. Students will learn to consider culturally sensitive assessment techniques and data-generating procedures. 1
12. In analyzing and interpreting data from research studies and in proposed research, students will learn to consider cultural influences as possible explanations for their findings. 1
13. Students 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 6420. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean.

#### **Learning Outcomes**

1. Students will acquire knowledge and skills in psychometrics.
2. Students will understand and apply psychometric theory through the completion of instrument evaluation, instrument development, and factor analysis projects.

### **CEPY 6425. 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Students refine their foundational knowledge of research methods.
2. Students learn how to conduct comprehensive literature reviews in counseling psychology.
3. Students learn about sampling procedures and their limitations.

4. Students refine their knowledge about measurement applied to research (including the reliability, validity, norms and cultural relevance of measurement procedures).
5. Students refine their knowledge of statistics and the application of statistics to deriving conclusions from research data.
6. Students learn about ethical issues related to conducting research.
7. Students apply knowledge and skills in the areas described above to the critique of counseling psychology research.
8. 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.
9. Students present and defend a proposal for research in counseling psychology.

#### **CEPY 6430. 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 HEST majors. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. Students will understand how to describe procedural steps to submit proposals to the IRB at NMSU.
2. Students will be able to create data files and use SPSS to clean and examine datasets to assess data quality.
3. Students will be understand how to plan to address a research question, identify appropriate statistical tests and variables.
4. Students will be able to use SPSS to run statistical analyses to examine differences in means or relationships between two variables.
5. Students will understand how to assess assumptions and interpret findings of these analyses.
6. 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
7. Students will be able to effectively communicate using scientific writing and accurate portrayal of the data in terms.

#### **CEPY 6440. 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 HEST. May be repeated up to 3 credits.

##### **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).
2. To be able to interpret results of both non-multivariate and multivariate analyses, in the context of the data.
3. To be able to generate original research questions that can be answered with quantitative methods discussed in this course.
4. 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.

5. 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 6450. Educational Experimentation**

##### **3 Credits (3)**

Same as ELAD 6910. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

##### **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.
2. Conceptualize a dissertation topic that is germane to the field of Counseling Psychology and provide a convincing argument supporting the need for such research.
3. Conduct extensive and systematic literature searches for previous research and theory relevant to dissertation topic.
4. 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.
5. Clearly state research questions and hypotheses that will be examined in dissertation.
6. 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).
7. Demonstrate understanding of the importance of having a diverse sample.
8. Present dissertation research to the class in a simulated proposal meeting.
9. Become more adept at providing support and challenge to student peers during weekly seminars and simulated proposal meetings. 1
10. Identify strategies for choosing and working with your dissertation committee effectively. 1
11. Demonstrate your knowledge of APA writing style.

#### **CEPY 6510. Practicum in School Psychology: Psychoeducational**

##### **1-6 Credits (1-6)**

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 Grading (S/U, Audit). Restricted to CEP graduate majors. May be repeated up to 6 credits.

**Prerequisite:** CEPY 6340, CEPY 5310.

##### **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.
2. Students will demonstrate skills in planning appropriate assessments, taking into consideration contextual factors, referral concerns, and background information; and will select appropriate evaluation methods.
3. Students will demonstrate skills related to devising and implementing evidence-based academic interventions for students in need.
4. Students will demonstrate sensitivity in regards to cultural diversity and diversity of values, as well as begin the process of being culturally responsive 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, appropriate to the functioning as a professional school psychologist.

**CEPY 6520. Field Experience in Educational Diagnostics  
1-6 Credits (1-6)**

CEPY 6520 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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 6 credits.

**Prerequisite:** CEPY 6340 and CEPY 5310.

**Learning Outcomes**

- 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 6530. Practicum in School Psychology: Psychological  
1-6 Credits (1-6)**

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, program director, department head, and graduate school dean. Restricted to: CEP graduate majors. May be repeated up to 6 credits.

**Prerequisite:** CEPY 6350 and CEPY 5235.

**Learning Outcomes**

- 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 theory/research and practice via case presentations.
- Students will be able to demonstrate knowledge and integration of technology in their practice as school psychologist. 1
- Students will refine their skills in working with culturally and linguistically diverse students, families, educators, and other professionals.

**CEPY 6540. 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, program director, department head, and graduate school dean. Restricted to CEP graduate majors.

**Prerequisite:** CEPY 6510, CEPY 6530.

**Learning Outcomes**

- Students will enhance the knowledge and skill they already possess and aid in the development of new knowledge and skills (related to psychological, behavioral needs of students).
- Students will respond to supervision and use supervision in a constructive manner.
- Students will share experiences as school psychologists in training in a supportive environment.
- Students will engage in learning activities that will assist them in functioning independently as doctoral-level school psychologists (i.e., data-based decision-making and accountability).

**CEPY 6550. Counseling Psychology Theory/Practicum  
1-6 Credits (1-6)**

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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor,

program director, department head, and graduate school dean. May be repeated up to 6 credits.

**Learning Outcomes**

1. Students will refine their understanding of counseling theory and hone counseling skills through readings, lecture, demonstration, case presentation, and supervised counseling experiences.
2. Students will learn about and employ a variety of evidence-based approaches to counseling and psychotherapy that have historically been used by counseling psychologists.
3. Students will reflect on their development of an approach to counseling that is effective, theoretically sensible, and personally congruent.

**CEPY 6560. 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, program director, department head, and graduate school dean. Restricted to: CEP majors. May be repeated up to 6 credits.

**Prerequisite:** CEPY 6550.

**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.
2. Demonstrate effective leadership skills and intervention strategies in simulated class discussions to actual group sessions in the community.
3. Possess knowledge of ethical and professional issues encountered by group leaders.
4. 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.
5. Distinguish characteristics of various group theories and approaches.
6. Identify relevant socio-cultural factors and multicultural considerations in group work and its impact on theory, process, and group leadership skills.
7. Communicate how they have improved their skill development relative to self-awareness and group leadership.
8. 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 6570. 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. Restricted to CEP graduate majors. Graded: S/U Grading (S/U, Audit). May be repeated up to 12 credits.

**Prerequisite:** CEPY 6560.

**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.

2. To integrate one's theoretical orientation into a brief practice therapy model and to improve treatment planning ability.
3. To improve treatment planning ability by increasing knowledge and integration of empirically supported interventions.
4. To increase exposure and use of assessment procedures and tools in clinical work.
5. To be cognizant of cultural/diversity issues with clients and develop enough self-awareness to respond effectively to a wide range of clients.
6. To examine professional identity concerns as they arise and increase one's knowledge base about specific areas of clinical interest.
7. 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.
8. 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).
9. To demonstrate self-awareness and self-reflection through ongoing self-evaluation of counseling skills. 1
10. To learn how to design and implement outreach presentations and to gain experience in consulting with interdisciplinary staff. 1
11. To become familiar with and acquire practice with career counseling and the use of career inventories.

**CEPY 6580. Supervision Theory and Practicum**

**1-6 Credits (1-6)**

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. Restricted to CEP graduate majors. May be repeated up to 6 credits.

**Prerequisite:** CEPY 6530 or CEPY 6570.

**Learning Outcomes**

1. Students will be able to conceptualize the counseling supervision process.
2. Students will be able to understand the differences between various models of counseling supervision in order to develop a clearly conceptualized supervision theory/style.
3. Students will be able to establish an effective supervisory relationship.
4. Students will be able to demonstrate a variety of appropriately used supervision interventions.
5. Students will be able to demonstrate self-awareness through ongoing self-assessment of supervisory skills and self-reflection of your experience.
6. Students will be able to accurately assess your supervisee's abilities and developmental level.
7. Students will be able to be cognizant of cultural/diversity issues with supervisees and develop enough self-awareness to respond effectively to such issues in both supervision and counseling.
8. Students will be able to provide clear and timely feedback to your supervisee based on your on-going assessment.
9. Students will be able to demonstrate the ability to write accurate and timely supervision process and progress notes. 1
10. Students will be able to understand the differences between various models of consultation. 1

11. Students will be able to understand the major issues in consulting and its place within the counseling profession, including orienting students to their professional identities.1
12. Students will be able to understand how to orient students to their professional identities (school psychology, counseling psychology, or counseling. In addition, this course also provides supervisors an orientation to the counseling profession, including its history, counseling professional associations (e.g., the American Counseling Association), counseling licensure, roles counselors full fill in the community, and the difference between counseling and other related professions.

#### **CEPY 6590. Behavioral Health Practicum**

##### **1-6 Credits (1-6)**

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. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 6 credits.

##### **Learning Outcomes**

1. Students will be able to apply a Biopsychosocial model of health and illness to case conceptualizations, treatment plans, and interventions at individual, group, and systemic levels.
2. Students will learn and use motivational interviewing to support patient behavior change
3. Students will learn strategies to employ telehealth services
4. Students will learn behavioral strategies for Opiate Use Disorder
5. Students will learn and perform a functional assessment of patient problems
6. Students will learn and apply evidence-based brief behavior change interventions (e.g. goal setting, self-monitoring, stimulus control, positive reinforcement, guided imagery, progressive muscle relaxation, mindfulness social support)
7. Students will describe and demonstrate behavioral health consultation skills
8. Students will demonstrate understanding of health disparities and social justice issues relevant to health care setting, patient population, and service delivery models.
9. Students will learn about ethical considerations for psychologists in health care settings

#### **CEPY 6610. Internship in School Psychology**

##### **1-12 Credits (1-12)**

Supervised experience in school psychology. Restricted to CEP graduate majors. May be repeated up to 12 credits.

**Prerequisite:** CEPY 6510 , CEPY 6530.

##### **Learning Outcomes**

1. Student will complete 1200 clock hour internship experience an approved site.

#### **CEPY 6620. 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. Restricted to CEP graduate majors. May be repeated up to 18 credits.

##### **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 6630. Internship in Counseling Psychology II**

##### **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 complete their comprehensive exams. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean May be repeated up to 18 credits.

##### **Learning Outcomes**

1. Varies by site.

#### **CEPY 6640. Doctoral Internship in School Psychology**

##### **1-18 Credits (1-18)**

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. Restricted to CEP graduate majors. May be repeated up to 12 credits.

**Prerequisite:** CEPY 6510, CEPY 6530, CEPY 6540.

##### **Learning Outcomes**

1. Varies by site.

#### **CEPY 6996. Selected Topics**

##### **1-6 Credits (1-6)**

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.

##### **Learning Outcomes**

1. Varies

#### **CEPY 6999. Ed.S. Thesis**

##### **1-15 Credits (1-15)**

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.

##### **Learning Outcomes**

1. Varies

#### **CEPY 7000. Doctoral Dissertation**

##### **1-15 Credits (1-15)**

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.

##### **Learning Outcomes**

1. Varies

**Office Location:** O'Donnell Hall, Suite 222

**Phone:** (575) 646-2121

**Email:** [cep@nmsu.edu](mailto:cep@nmsu.edu)

**Website:** <http://cep.nmsu.edu>