



**WESTERN NEW MEXICO UNIVERSITY  
PROGRAM REVIEW AND EVALUATION**

**Program:** Chemical Dependency

**Department:** Criminal Justice and Chemical Dependency

**Faculty involved in Program Review:** Curtis Hayes, Professor and Department Chair,  
Criminal Justice and Chemical Dependency  
Dr. John Bourdette, Professor, Director of the  
Chemical Dependency Program

**Program Review document prepared by:** Dr. John Bourdette

**CIP Code #:** \_\_\_\_\_

**Date:** Submitted to C and I: \_\_\_\_\_

Submitted to VPAA: \_\_\_\_\_

\_\_\_\_\_  
Curtis Hayes, Department Chair  
Criminal Justice and Chemical Dependency

\_\_\_\_\_  
Date

## 2007-2008 REVIEW OF THE CHEMICAL DEPENDENCY PROGRAM

### Overview of the Program

#### **A. Introduction to the Discipline**

The Chemical Dependency Program has three distinct components. The first component is the baccalaureate BS/BA degree in Chemical Dependency which is the only program in the State of New Mexico. The second component is the minor in Chemical Dependency. The third component is the Master of Arts in Interdisciplinary Studies.

The Chemical Dependency Program prepares students for careers in areas of chemical dependency counseling, prevention, administration, and research. Students will be able to be employed in public and private organizations as counselors, clinical directors, program directors, case managers, managers in both adolescent and adult treatment programs, prevention specialists, and research specialists.

#### **B. History of the Program**

The Chemical Dependency baccalaureate degree was approved by the Curriculum and Instruction Committee in the fall of 2000. The program started in the fall of 2001. The program was originally housed in the Social Sciences Department from the fall, 2001, to January, 2004. In January, 2004, the Chemical Dependency Program became a part of the Business Administration and Criminal Justice Department. In August, 2006, Criminal Justice and Chemical Dependency became a separate department.

Initially the Chemical Dependency courses were listed as Sociology and Psychology courses. In the fall, 2004, they were listed as Criminal Justice, Sociology, and Psychology. Then in the fall, 2005, the Social Sciences Department dropped the Sociology cross listings. Then in the spring, 2006, the Social Sciences Department dropped the Psychology cross listings. In the fall, 2006, all Chemical Dependency courses had their own prefix of CHDP.

The curriculum for the BS/BA degree has changed slightly since the fall, 2001. During the 2004-2005 school year, several courses were dropped: SWK 300 and SWK 301, HBSE I and II, CJUS/SOC 436 Working with Drug Abusers, WELL 464 Substance Use/Abuse, CJUS/PSY 420 Diagnostics and Evaluation, and CJUS 160 Juvenile Delinquency. In their place, these courses were added: PSY 301 Developmental Psychology, CJUS 322 Substance Abuse and Crime, CJUS 421 Dual Diagnosis, CJUS 465 Pharmacology, and MATH 321 Statistics as an option for SOC 323 Social Statistics.

The curriculum for the minor was changed significantly in the fall, 2002, to reflect the new courses in the major. The minor was as follows:

Core Requirements: Introduction to Addiction Counseling  
The Addictive Process  
Helping Skills in Chemical Dependency

Chemical Dependency and the Family  
Annual Alcohol and Drug Institute  
Internship in Chemical Dependency

Guided Electives

(Select 6 credit hours): Codependency  
Special Populations in Chemical Dependency  
Advanced Helping Skills in Chemical Dependency  
Professional Principles in Chemical Dependency  
Psychopathology  
Diagnostics and Evaluation

In the fall, 2005, the minor was changed to better prepare students with a minor to become licensed. The minor became:

Core Requirements: Introduction to Addiction Counseling  
The Addictive Process  
Helping Skills in Chemical Dependency  
Chemical Dependency and the Family  
Codependency  
Professional Principles in Chemical Dependency

Guided Electives

(Select 6 credit hours): Special Populations in Chemical Dependency  
Advanced Helping Skills in Chemical Dependency  
Annual Alcohol and Drug Institute  
Dual Diagnosis  
Pharmacology  
Group Dynamics  
Internship in Chemical Dependency

In the fall, 2003, two senior level Chemical Dependency courses were approved for graduate level courses which made the following 18-hour core for the Interdisciplinary master's degree:

Advanced Helping Skills in Chemical Dependency  
Professional Principles in Chemical Dependency  
Annual Alcohol and Drug Institute  
Psychopathology  
Diagnostics and Evaluation  
Psychology of Learning  
Social Psychology  
Theories of Personality  
Internship in Chemical Dependency

In the fall, 2004, three more senior level Chemical Dependency courses were approved for graduate level courses. This changed the 18-hour core to:

Directed Study in Chemical Dependency  
Advanced Helping Skills in Chemical Dependency  
Professional Principles in Chemical Dependency  
Annual Alcohol and Drug Institute  
Dual Diagnosis  
Pharmacology  
Group Dynamics  
Internship in Chemical Dependency

### **C. Recommendations from Previous Reviews**

This is the first program review for the Chemical Dependency Program.

### **D. Procedures and Participants in the Review**

The review process for the Chemical Dependency BS/BA degree program included support from the following:

Data provided by/through:

1. Faye Vowell, Provost and Vice President for Academic Affairs
2. Eric Siegel, Director, Data Analysis and Institutional Research
3. Gilda Ortego, Director, Miller Library
4. John Bourdette, Professor, Criminal Justice and Chemical Dependency
5. Curtis Hayes, Professor, Criminal Justice and Chemical Dependency
6. WNMU Catalogs
7. New Mexico Department of Labor
8. United States Department of Labor

The initial draft of the self-study was prepared by John Bourdette. It was submitted to Curtis Hayes and the department members for comments in November. The final report was submitted to Curtis Hayes and the department in January, 2008. It was then submitted to the Curriculum and Instruction Committee. Then it was submitted to the Provost and Vice President for Academic Affairs.

## **I. Program Centrality**

### **A. Educational Goals and Objectives of the Program**

The specific objectives of the Chemical Dependency curriculum are as follows:

1. To provide an instructional program for students who intend to pursue careers in the variety of addiction counseling occupations.

2. To provide the educational requirements for licensure in the State of New Mexico as a Licensed Alcohol and Drug Counselor.
3. To provide the educational requirements for the National Association of Alcoholism and Drug Abuse Counselors (NADAC) and the International Certification Reciprocity Consortium/Alcohol and Other Drug Abuse, Inc. (ICRCAODA) initial certification levels.
4. To provide an instructional program for individuals who wish to upgrade their professional skills and training in their current addiction counseling related jobs.
5. To provide students with opportunities for life-long learning.

### **B. Relationship of the Program to the Institutional Mission**

The objectives of the Chemical Dependency Program are consistent with university objectives. Specifically, the Chemical Dependency Program serves as the only baccalaureate degree in the State of New Mexico. It serves as a regional professional training center which attempts to meet the needs of the addiction counseling field. This is consistent with the university's goal of being a regional institution that provides "affordable and accessible" educational opportunities.

The program contributes to the university goal of helping students "better understand and appreciate diversity, tolerance, and cooperation." The program does this by requiring a course of study that requires students to take 15 credit hours in Sociology and 19 credit hours in Psychology. The whole curriculum of the Chemical Dependency Program emphasizes better understanding of humans and appreciation of diversity, tolerance, and cooperation if students are to become effective addiction counselors.

The program also contributes to the university goal of furthering "an appreciation of the benefits and opportunities derived from community involvement." The program is a co-sponsor of the Criminal Justice Club which annually participates in community service projects such as IdentiKid, food drives, and helping with university projects such as homecoming and Great Race activities.

## **II. Program Curriculum and Structure**

### **A. Admission, Retention, Graduation Requirements**

The Chemical Dependency Program has no requirements concerning admission, retention, or graduation above what is required by the university.

### **B. Program Structure**

The organizational structure of the program is discussed in the "Overview of the Program" section. The degree requirements, description of required courses, and history of courses taught

in the program are attached as an appendix to this document. There is no typical program of study since I am the only full-time professor qualified to teach all of the Chemical Dependency courses. It takes 2-1/2 years to cycle through the courses. Students are plugged in where they can be.

### **C. Articulation**

The program has developed an articulation agreement with Eastern New Mexico University-Roswell. I am currently working on an articulation agreement with San Juan Community College and the University of New Mexico-Gallup.

### **D. Planning Processes**

The Criminal Justice and Chemical Dependency Department annually develops goals for all majors within the department.

### **E. Assessment**

An outcomes assessment plan was developed for the BS/BA Chemical Dependency degree in 2004. The outcome assessment goals are that:

1. Students acquire core knowledge about the Addiction Counseling profession;
2. Students independently and collaboratively analyze, interpret, and evaluate the theories, techniques, interventions, ethics, and support systems of the Addiction Counseling profession;
3. Students independently and collaboratively analyze, interpret, and evaluate their family of origin and motivation for becoming an Addiction Counselor Professional; and
4. Students prepare for professional roles within the field of addiction counseling.

The means for assessing learning outcomes in the Chemical Dependency Program are to:

1. Administer two pre-tests to students entering the program and the same two tests as post-tests to all graduating seniors to assess learning of a core of knowledge deemed necessary for addiction counseling professionals. One of the tests is an example of the licensure test and the other is an in-house test.
2. Conduct surveys of addiction treatment agencies in the region to determine their perceived needs for entry-level employees and their evaluations of the strengths, weaknesses, and recommended changes to the curriculum; and

3. Conduct annual surveys of graduates one and five years after graduation to assess their perceptions of the strengths, weaknesses, and recommended changes to the curriculum.

Implementation to date:

The survey to addiction treatment agencies is in the process of being developed. The pre-tests and post-tests have a very small sample size of three. The averages are:

	Pre-Test	Post-Test
Licensure Test	55	88
In-House Test	50	82

As of the writing of this self-study, no major or minor graduate has failed the State Licensure Test.

The results of the alumni surveys indicate that they are more than adequately prepared for the addiction counseling field. All of the required Chemical Dependency courses are essential knowledge for the field. The only recommendations for changes in the curriculum have been to make certain courses two semesters. Those courses included Helping Skills in Chemical Dependency, Advanced Helping Skills in Chemical Dependency, Dual Diagnosis, Pharmacology, and Group Dynamics. Of the eight graduates, one is out of the field, one works for CYFD, and six went to graduate school. Five of those are still in graduate school with three working for treatment agencies and one in private practice. The individual that has completed graduate school is Program Director for all counseling programs for the Tonto Apache Tribe in Arizona.

### **III. Program Resources**

#### **A. Finances**

	Salary	Benefits	Supplies	Travel	Total
2006-2007	\$33,865	\$5,836	\$500	\$300	\$40,501
2005-2006	\$30,874	\$4,528	\$500	\$300	\$36,202
2004-2005	\$27,251	\$4,328	\$500	\$300	\$32,379
2003-2004	\$24,506	\$3,956	\$500	\$300	\$29,262
2002-2003	\$19,118	\$3,514	\$500	\$300	\$23,432
2001-2002	\$23,178	\$3,828	\$500	\$300	\$27,806

#### **B. Facilities and Capital Equipment**

I have had two new computers since I was hired full-time in 2001. The total estimated cost of those computers is \$4,000.

### C. Library

Library Holdings:

The request for library holdings from Miller Library was never received; therefore, this is an estimate:

Books	1,436
Professional journals related to the program	21
Other periodicals related to the program	17
Videos in Library plus 25 personal videos	15

Library resources are minimally adequate to meet program needs.

### D. Other Academic Support Resources and Services

None for this program.

## IV. Program Productivity and Efficiency

### A. Major Headcount Enrollment

Academic Year	Major Headcount Enrollment
2006-2007	231
2005-2006	273
2004-2005	237
2003-2004	235
2002-2003	204
2001-2002	157

### B. Degrees Conferred

Academic Year	BS/BA	Minors	Interdisciplinary Master's
2001-2007	7	27	6

### C. Credit Hour Production

Academic Year	Lower Division	Upper Division	Graduate	Total
2006-2007	3	633	66	702
2005-2006	66	637	120	823
2004-2005	6	641	78	725
2003-2004	120	628	21	769
2002-2003	0	526	84	610
2001-2002	120	330	21	471

Appropriate Number of Faculty Based on CHE Productivity Ratios:\*

	Prefix	Level of Course	Annual SCH		Productivity Ratio		Number of Faculty
<b>2006-2007</b>	CHDP	Lower Division	0	÷	700	=	0.00
	CHDP	Upper Division	570	÷	400	=	1.43
	CHDP	Graduate	54	÷	150	=	0.36
<b>CHDP Faculty:</b>							<b>1.79</b>
<b>2005-2006</b>	CHDP	Lower Division	66	÷	700	=	0.10
	CHDP	Upper Division	582	÷	400	=	1.46
	CHDP	Graduate	99	÷	150	=	0.66
<b>CHDP Faculty:</b>							<b>2.22</b>
<b>2004-2005</b>	CHDP	Lower Division	0	÷	700	=	0.00
	CHDP	Upper Division	582	÷	400	=	1.46
	CHDP	Graduate	72	÷	150	=	0.48
<b>CHDP Faculty:</b>							<b>1.94</b>
<b>2003-2004</b>	CHDP	Lower Division	120	÷	700	=	0.17
	CHDP	Upper Division	591	÷	400	=	1.48
	CHDP	Graduate	0	÷	150	=	0.00
<b>CHDP Faculty:</b>							<b>1.65</b>
<b>2002-2003</b>	CHDP	Lower Division	0	÷	700	=	0.00
	CHDP	Upper Division	483	÷	400	=	1.21
	CHDP	Graduate	69	÷	150	=	0.46
<b>CHDP Faculty:</b>							<b>1.67</b>
<b>2001-2002</b>	CHDP	Lower Division	120	÷	700	=	0.17
	CHDP	Upper Division	315	÷	400	=	0.79
	CHDP	Graduate	12	÷	150	=	0.08
<b>CHDP Faculty:</b>							<b>1.04</b>

\*These ratios were used by the New Mexico Commission on Higher Education to determine the adequate number of faculty for a program. While no longer used by the New Mexico Higher Education Department, they are still a good, objective measure of faculty needed to serve a major.

#### D. Faculty Teaching Load

There is only one faculty member who directs the program and teaches all of the Chemical Dependency courses in addition to two Criminal Justice courses every semester. That person is the advisor for all majors, minors, and graduate students. That person directs all of the

internships. That person also directs at least eight to twenty-five directed studies every semester due to the need to accommodate students needing courses only offered every two years.

**E. Average Class Size**

Academic Year	Average Class Size
2006-2007	23
2005-2006	28
2004-2005	31
2003-2004	34
2002-2003	33
2001-2002	35

**F. Number of Courses Offered and Time of Offering (does not include Internships)**

Academic Year	Total Courses/Sections	Fall	Spring	Summer
2006-2007	9/15	4/7	4/7	1/1
2005-2006	9/15	4/9	4/5	1/1
2004-2005	7/26	3/11	3/12	1/3
2003-2004	6/16	2/5	3/8	1/3
2002-2003	5/16	2/4	2/8	1/4
2002-1002	4/8	0.0	2/4	2/4

**V. Program Quality**

**A. Other Program Evaluations**

None at this time.

**B. Quality of Faculty**

Dr. John R. Bourdette is the Director of the Chemical Dependency Program and the sole professor in the program. He has a Ph.D. in Sociology, thirty-seven years as an Alcohol and Drug Counselor, twenty-six years as a Professor at the university level, is a Licensed Alcohol and Drug Counselor in the State of New Mexico, and is a Master Addiction Counselor as issued by NAADAC.

**C. Research Activity within the Program**

There is one continuous research project being conducted by Dr. Bourdette with his alcohol and drug counseling program in the Grant County Detention Center. He presented a paper in March, 2006, at Oxford University, Oxford, England, at the Oxford Round Table.

#### **D. Community Service Activity within the Program**

Dr. Bourdette provides an alcohol and drug counseling program in the Grant County Detention Center. He is a member of the Grant County Community Health Council, Adult Probation and Parole Community Corrections Screening Panel, provides alcohol and drug assessments and counseling for Grant County Judges, has an Alcohol and Drug Counseling Private Practice agency, is the President of the state organization called New Mexico Addiction Educators Network, and serves as a board member of the Restorative Justice Community Center of Southwest New Mexico.

#### **E. External Review Process**

None at this time.

### **VI. Program Demand/Need**

#### **A. Student Demand for the Program**

<b>Academic Year</b>	<b>Total Majors</b>	<b>Total Minors</b>	<b>Total Graduate Students</b>
2001-2007	68	42	19
Current	33	14	8

#### **B. Employment Needs and Job Opportunities**

According to the Department of Labor statistics, the addiction counseling field needs at least 5,000 new counselors a year to keep up with those leaving the field. The New Mexico Department of Labor projects ninety new substance abuse counselor positions by 2010 in New Mexico. The addiction field in the future will need counselors adept at treating the three key populations of the elderly, adolescents, and criminal justice clients. The State of New Mexico is in the top five states with alcohol and drug problems. Grant County historically has been the number one or number two county in the State of New Mexico with alcohol and drug problems. The State of New Mexico needs more LADACs.

The types of jobs filled by graduates of the Chemical Dependency Program are as follows:

- Counselors
- Program Managers
- Case Managers
- Clinical Directors
- Program Directors
- Prevention Specialists
- Research Specialists

These positions exist at the local, state, and federal level. They exist in public and private organizations. This degree also qualifies students for positions such as probation and parole officers. In New Mexico, sixty new probation positions are expected by 2010.

### **C. Societal Needs for the Program**

America spends \$484 billion each year on addictions. Chemical dependency is a major health problem in the United States. It ranks in the top three health problems facing this country. Twenty-five percent of Americans die due to addictions. The following statistics are directly related to the use of alcohol and other drugs:

- 65% of all child abuse cases
  - 75% of all divorces
  - 50% of all traffic deaths
  - 67% of all suicide attempts
  - 86% of all homicides
  - 50% of all battered wives
  - 85% of all fire fatalities
  - 33% of all suicides
  - 61% of all criminal arrests
  - 93% of all juvenile crime and violence
  - 19 million American men, women, and children have drinking/drug abuse problems
  - 12 million alcoholics in America.
- (U. S. Department of Labor)

## **VII. Program Duplication**

Western New Mexico University offers the only baccalaureate degree in Chemical Dependency in the State of New Mexico. Eastern New Mexico University--Roswell, San Juan Community College, and the University of New Mexico—Gallup offer associate degrees. The University of New Mexico in Albuquerque offers addiction courses for licensure through its Continuing Education Department.

## **VIII. Summary and Recommendations**

### **A. Strengths**

1. The only baccalaureate degree in Chemical Dependency in the State of New Mexico.
2. A strong interdisciplinary curriculum requiring 15 credit hours of sociology and 19 credit hours of psychology.
3. A relatively low student to faculty ratio which allows individual attention to students' needs.

4. A highly qualified professor and alcohol and drug counselor who directs the program and teaches all of the Chemical Dependency courses.
5. A strong outcomes assessment program.

#### **B. Concerns**

1. The need for one more full-time professor in Chemical Dependency.
2. There has been a decline in student enrollment at the university.
3. There is a lack of diversity of viewpoints that students are exposed to due to the fact that there is just one Chemical Dependency professor.
4. The need for more library holdings.
5. The need for a separate budget for the Chemical Dependency Program.

#### **C. Recommendations for Action**

1. To encourage the hiring of a full-time Chemical Dependency professor.
2. Increasing efforts in the recruitment of students.
3. Increase the library holdings for the program.
4. Encourage the development of a separate budget for the Chemical Dependency Program.

#### **D. Five Year Goals for the Program**

1. Hire a new faculty member.
2. 5% increase in enrollment by 2012.
3. That the program routinely sends out recruiting literature to interested high school students.
4. That the faculty routinely recruits at area community colleges and high schools.
5. That the faculty routinely recruits from the three two-year degree programs in the State of New Mexico.

## Appendix

### **A. Description of Courses**

**CHDP 201. Introduction to Addiction Counseling.** This course provides the knowledge of the basic components to the field of addiction counseling. The following areas will be examined: models, functions, meanings, assessment, family, adult children, codependency, shame, intervention, co-occurring disorders, treatment, and prevention. (3)

**CHDP 303. The Addictive Process.** Introduction to the addictive process and looking at the basic characteristics of the addictive process. The course will examine the stages of the addictive process, addictive thinking, types of addictive behavior or compulsions, and the recovery process from the addictive process. (3)

**CHDP 304. Helping Skills in Chemical Dependency.** An in-depth survey of the major concepts and practices of the contemporary therapeutic approaches. (3)

**CHDP 305. Chemical Dependency and the Family.** This course provides an understanding of the family dynamics in a chemically dependent family and the interventions which may lead to recovery for family members. It provides a clear understanding of healthy functional families. (3)

**CHDP 306. Codependency.** Provides the basic principles of codependency. It will develop an understanding of the etiology, symptomatology, and basic treatment techniques in the disordered codependent, from denial to long-term recovery.

**CHDP 307. Special Populations in Chemical Dependency.** Basic knowledge of the special populations that exist in the field of chemical dependency. It will examine the sociocultural factors influencing chemical use among the special populations and the treatment and recovery processes for each special population.

**CHDP 322. Substance Abuse and Crime.** An assessment of the relationship of substance abuse to crime and criminal justice administration. While emphasizing illicit drug and alcohol, coverage will include a review of drug legislation, drug effects, theories of drug abuse, options for treatment and prevention of drug abuse, enforcement strategies, and analysis of controlled substance policy. (3)

**CHDP 403/503. Advanced Helping Skills in Chemical Dependency.** Examines the helping relationship, including skills relevant to working with persons affected by chemical dependency. The course will examine qualities of a functional helping relationship and social-psychological issues involved in working with the chemically dependent person. (3)

**CHDP 404/504. Professional Principles in Chemical Dependency.** Provides an understanding of the professional principles of chemical dependency counseling; examines the 12 core functions, ethical and legal issues, and special issues essential for chemical dependency counseling. (3)

**CHDP 408/508. Annual alcohol & Drug Abuse Counselors Institute.** Provides state-of-the-art information, training, and techniques in the field of substance abuse counseling. Multiculturalism, gender, age, and other elements of diversity are stressed as is ethics, supervision issues, current research and clinical methods. (3)

**CHDP 421/521. Dual Diagnosis.** Will examine the DSM-IV-TR as a tool for the initial assessment process. The course will examine psychiatric disorders, substance abuse disorders, and show how to diagnose co-occurring disorders. The course will examine treatment planning for dually diagnosed individuals. (3)

**CHDP 465/565. Pharmacology.** Will examine the ways that drugs affect the brain and behavior. The content will range from general principles of neurobiology and pharmacology to the actions of specific classes of drugs. The primary focus of the course will be neurobiological and behavioral effect of drugs. (3)

**CHDP 481/581. Internship in Chemical Dependency.** A supervised field experience utilizing a variety of psychological counseling skills and applications in an appropriate counseling setting under the direction of a professional psychologist. (3-6)

**CHDP 487/587. Group Dynamics.** Provides the basic knowledge of group process, practice, and techniques used in chemical dependency counseling; examines the stages of development of group process and the techniques used in each stage. (3)

## **B. Degree Plan**

(See next page.)

**WESTERN NEW MEXICO UNIVERSITY**  
**Degree Plan - Chemical Dependency Major (2002)**  
**Department of Criminal Justice & Chemical Dependency**

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Tel #: \_\_\_\_\_ Degree Type  
 Address: \_\_\_\_\_ Email: \_\_\_\_\_  BS  BA  
 (complete - including street, city, state, zip) \_\_\_\_\_  
 Catalog Authority: 2007-08 Expected Completion: \_\_\_\_\_ Advisor: \_\_\_\_\_

**GENERAL EDUCATION REQUIREMENTS (41)\***

Course(Credits)	Sem/Year	Grade	Course(Credits)	Sem/Year	Grade
<b>Area I - Oral Communications (3)</b>			<b>Area V - Humanities and Fine Arts (9-12) **</b>		
Pick one of the following: COMM 110, THR 250			Pick 3-4 courses from at least 3 separate categories below:		
Course: _____ (3) _____			<b>1) History</b> HIST 111, 112, 201, 202		
or Transfer: TGE (COMM 175)			Course: _____ (3) _____		
			Course: _____ (3) _____		
			or Transfer: TGE (HIST 175)		
<b>Area I - Written Communications (6)</b>			<b>2) Literature</b>		
ENGL 101 Comp & Rhetoric I (3) _____			ENGL 200, 201, 205, 225, 240, 265, 293, 294, 296, 297		
ENGL 102 Comp & Rhetoric II (3) _____			Course: _____ (3) _____		
or Transfer: TGE (ENGL 175) for ENGL 102 only			Course: _____ (3) _____		
			or Transfer: TGE (ENGL 275)		
<b>Area II - Mathematics (3 cr minimum)</b>			<b>3) Aesthetics (Art, Music, Theater)</b>		
Pick one MATH course numbered 131 - 299			ART 101, 102, 103, 107, 205, 210, 211, 230, 241		
or two MATH courses numbered below 131			MUSC 111, 119 THR 110, 136, 211		
Course: _____ ( ) _____			Course: _____ ( ) _____		
Course: _____ ( ) _____			Course: _____ ( ) _____		
or Transfer: TGE (MATH 175)			or Transfer: TGE (ART 275, MUSC 275, THR 275, HUM 275)		
<b>Area III - Laboratory Science (8)</b>			<b>4) Philosophy</b> PHIL 100, 101, 200		
Pick two courses (plus labs) from the following:			Course: _____ (3) _____		
BIOL 101, 102, 202, 204		CHEM 121, 151, 152	Course: _____ (3) _____		
GEOL 101, 102, 201		PHSC 101, 102, 115, 171	or Transfer: TGE (PHIL 175)		
PHYS 151, 152, 171, 172					
Course: _____ (4) _____					
Course: _____ (4) _____					
or TGE (BIOL 175, CHEM 175, GEOL 175, PHSC 175, PHYS 175)					
<b>Area IV - Social and Behavioral Sciences (6-9) **</b> (see page 2)			<b>Computer Literacy (3)</b>		
Pick 2-3 courses from different groups of the following:			Pick either CMPS 110 or 111, or take a challenge exam.		
1) ANTH 201, 202; GEOG 201, 202, 205		2) ECON 201, 202	Course: _____ (3) _____		
3) POLS 201, 202		4) PSY 102	or Transfer: TGE (CMPS 175)		
		5) SOC 101, 102			
Course: _____ (3) _____					
Course: _____ (3) _____					
Course: _____ (3) _____					
or Transfer TGE (ANTH 175, ECON 175, GEOG 175, POLS 175, PSY 175, SOC 175)					
<b><u>BS Requirement (6)</u></b>			<b><u>or</u></b>		
Math and/or Computer Science (any 2 courses beyond Gen. Ed)			<b><u>BA Requirement (minimum of 3)</u></b>		
*Note: MATH 321 or SOC 323 is required by this major			Completion of one of the following: SPAN 202, SPAN 252, SPAN 214 or any upper level Spanish course.		
Course: _____ ( ) _____			Course: _____ ( ) _____		
Course: _____ ( ) _____			Course: _____ ( ) _____		

\* Includes 35 hours of the NM Common Core plus 6 additional WNMU hours

\*\* The total credits from Area IV and Area V must be 18 hours.

Note: TGE = Transferred General Education courses listed by HED or other transfer agreements, but with no WNMU equivalent

## Degree Plan - Chemical Dependency Major

### SUPPORTING COURSEWORK (9 credit hours)

PSY 102 General Psychology\* (3) \_\_\_\_\_ SOC 102 Social Problems\* (3) \_\_\_\_\_  
 SOC 101 Intro to Sociology\* (3) \_\_\_\_\_ \*May count as General Education

### CHEMICAL DEPENDENCY CORE REQUIREMENTS (71 credit hours)

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>	<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
CHDP 201 Intro Addiction Coun	(3)	_____	SOC 391 Sociological Theory	(3)	_____
PSY 301 Developmental Psych	(3)	_____	CHDP 403 Adv Help Skills in CD	(3)	_____
SOC 302 Research Methods	(3)	_____	CHDP 404 Professional Princpls	(3)	_____
CHDP 303 Addictive Process	(3)	_____	PSY 405 Psych of Learning	(3)	_____
CHDP 304 Help Skills-Chem Dep	(3)	_____	SOC 406 Social Psychology	(3)	_____
CHDP 305 Chem Dep & Family	(3)	_____	CHDP 408 Alcohol & Drug Inst.	(3)	_____
CHDP 306 Codependency	(3)	_____	PSY 412 Psychopathology	(3)	_____
CHDP 307 Spec Populat in CD	(3)	_____	CHDP 421 Dual Diagnosis	(3)	_____
PSY 315/316 Physiol Psy & lab	(4)	_____	PSY 425 Theories of Personality	(3)	_____
CHDP 322 Subst Abuse & Crime	(3)	_____	CHDP 465 Pharmacology	(3)	_____
SOC 323 Social Statistics			CHDP 481 Internship Chem Dep	(4)	_____
<u>or</u> MATH 321 Statistics	(3)	_____	CHDP 487 Group Dynamics	(3)	_____

### ADDITIONAL COURSES (to fulfill the 128 hour requirement)

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>	<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
Course: _____	( )	_____	Course: _____	( )	_____
Course: _____	( )	_____	Course: _____	( )	_____
Course: _____	( )	_____	Course: _____	( )	_____
Course: _____	( )	_____	Course: _____	( )	_____
Course: _____	( )	_____	Course: _____	( )	_____
Course: _____	( )	_____	Course: _____	( )	_____

**Student Success Seminar:** ACAD 101 (3 credits) Sem/Year: \_\_\_\_\_ Grade: \_\_\_\_\_

**Upper Division Hours (54 minimum):** \_\_\_\_\_ **Writing Intensive Hours (12 minimum):** \_\_\_\_\_  
 (6 hours must be outside of major and minor disciplines)

**Total Hours (128 minimum required):** \_\_\_\_\_ **Copy to Registrar on (date):** \_\_\_\_\_

**Original completed on (date):** \_\_\_\_\_ **Grad. Audit sent on (date):** \_\_\_\_\_

**Updated on (date):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**WESTERN NEW MEXICO UNIVERSITY**  
**Degree Plan - Chemical Dependency Minor (2002)**  
**Department of Criminal Justice & Chemical Dependency**

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

\_\_\_\_\_ Telephone: \_\_\_\_\_

Catalog Authority: \_\_\_\_\_ Expected Completion: \_\_\_\_\_ Advisor: \_\_\_\_\_

**CHEMICAL DEPENDENCY CORE REQUIREMENTS (18 credit hours)**

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
CHDP 201 Introduction to Addiction Counseling	(3) _____	_____
CHDP 303 The Addictive Process	(3) _____	_____
CHDP 304 Helping Skills in Chemical Dependency	(3) _____	_____
CHDP 305 Chemical Dependency and the Family	(3) _____	_____
CHDP 306 Codependency	(3) _____	_____
CHDP 404 Professional Principles in Chem Dep	(3) _____	_____

**GUIDED ELECTIVE COURSES (6 hours minimum)**

Select 6 credit hours from the following electives:

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
CHDP 307 Special Populations in Chem Dependency	(3) _____	_____
CHDP 403 Advanced Helping Skills in Chem Dep	(3) _____	_____
CHDP 408 Alcohol & Drug Abuse Counselors Institute	(3) _____	_____
CHDP 421 Dual Diagnosis	(3) _____	_____
CHDP 465 Pharmacology	(3) _____	_____
CHDP 481 Internship in Chemical Dependency	(3-6) _____	_____
CHDP 487 Group Dynamics	(3) _____	_____

**Total credit hours (minimum of 24 required):** \_\_\_\_\_

**Original completed on (date):** \_\_\_\_\_ **Copy to Registrar on (date):** \_\_\_\_\_

**Updated on (date):** \_\_\_\_\_ **Grad. Audit sent on (date):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

**Advisor Signature:** \_\_\_\_\_ **date:** \_\_\_\_\_

### C. History of Courses Taught as Program Requirements

Academic Year	Semester	Course
2001-2002	Fall	Alcohol and Drug Institute
	Spring	Introduction to Addiction Counseling
		The Addictive Process
	Summer	Chemical Dependency and the Family
		Special Populations in Chemical Dependency
2002-2003	Fall	Helping Skills in Chemical Dependency
		Codependency
		Alcohol and Drug Institute
	Spring	Advanced Helping Skills in Chemical Dependency
		Professional Principles
	Summer	Group Dynamics
2003-2004	Fall	Introduction to Addiction Counseling
		The Addictive Process
		Internship in Chemical Dependency
	Spring	Helping Skills in Chemical Dependency
		Chemical Dependency and the Family
	Alcohol and Drug Institute	
2004-2005	Fall	Codependency
		Advanced Helping Skills in Chemical Dependency
		Alcohol and Drug Institute
		Internship in Chemical Dependency
	Spring	Substance Abuse and Crime
		Professional Principles
		Group Dynamics
		Internship in Chemical Dependency
	Summer	Special Populations in Chemical Dependency
		Internship in Chemical Dependency
2005-2006	Fall	Introduction to Addiction Counseling
		The Addictive Process
		Dual Diagnosis
		Alcohol and Drug Institute
		Internship in Chemical Dependency
	Spring	Helping Skills in Chemical Dependency
		Chemical Dependency and the Family
		Pharmacology
		Substance Abuse and Crime
	Internship in Chemical Dependency	

	Summer	Special Populations in Chemical Dependency
		Internship in Chemical Dependency
2006-2007	Fall	Codependency
		Advanced Helping Skills in Chemical Dependency
		Dual Diagnosis
		Alcohol and Drug Institute
	Spring	Substance Abuse and Crime
		Professional Principles
		Pharmacology
		Group Dynamics
	Summer	Special Populations in Chemical Dependency
		Internship in Chemical Dependency