



Western New Mexico University

School of Education

PROGRAM REVIEW

M. A. in Counseling

**Silver City campus and the Gallup Graduate Studies Center
2007-2008**

**Date: Submitted to Graduate Council – March 14, 2008
Submitted to Dr. Faye Vowell – March 14, 2008**

OVERVIEW

A. Introduction to the Department and Discipline

The Counselor Education (M.A. in Counseling) program is an integral part of the School of Education. Candidates may pursue an M.A. in Counseling for licensure as either a school counselor or a mental health counselor. The Counselor Education Program prepares professional counselors for a variety of settings including schools, community mental health centers, state agencies, clinics, hospitals, and private practice. The focus of the program is to assist students in developing the skills to provide innovative and effective counseling experiences for clients from a multicultural society. Students with a Masters of Arts in Counseling are eligible for licensure in school counseling and mental health counseling in New Mexico. The program has also been designed to meet the National Board for Certified Counselors (NBCC) requirements for students who wish to pursue certification as a National Certified Counselor (NCC).

B. History of Program: Silver City Campus

The MA in Counseling program at WNMU is one of the oldest programs in the School of Education and was the first school counseling program in the state of New Mexico. The program began early in the 1950s as a 36 credit hour program with Dr. Gladys Bookman from the University of Wyoming. An Educational Specialist program in counseling was also offered at that time and graduated a few students before it was cancelled in the late 1950s.

Dr. Bonnie Maldonado began teaching in the program in 1971 after completing her master's degree in counseling from WNMU in 1962 and her doctoral degree at Boston University. Dr. Maldonado and Dr. Richard Bradfield collaborated to start the 36 credit hour Agency Counseling program during the late 1970s. The counseling program became the model for other counseling programs including New Mexico State, New Mexico Highlands University and Eastern New Mexico University. Dr. Maldonado was also on the state task force in the late 1980s that rewrote the state requirements to shift from two separate programs – School Counseling and Mental Health counseling - to the current M. A. in Counseling model that includes both School and Mental Health Counseling. It was on July 1, 1988 when the degree requirements changed from the 36 credit hour minimum to a 44 credit hour program in response to the State Department of New Mexico's change in requirements. In the fall of 1988, Dr. Robert Rapp joined the counseling faculty.

In the fall of 1997 four additional credits were added to meet the requirements for national certification through the National Board for Certified Counselors (NBCC). Dr. Maldonado went on to become the Dean of the School of Education and continues to teach as an adjunct. Dr. Rapp remained in the counseling program until his retirement in 2003. During the time Dr. Rapp was teaching, Dr. Michael Mann was with the program from approximately 1997 through 2001.

Dr. Lynn Hall was hired as an Assistant Professor of Counseling in the fall of 2002, having been both a mental health counselor and a school counselor for over 25 years; she was promoted to Associate Professor in 2005 and to Professor in 2007. Dr. Hall is a Licensed Professional Counselor, a National Certified Counselor and a National Certified School Counselor. Dr. Julia Smith was with the program, as an Assistant Professor, from the fall of 2004 through the spring of 2007. Dr. Marilyn MacGregor was hired as an Assistant Professor of

counseling in the fall of 2007, coming from a CACREP accredited counselor education program in Oregon and having more than 25 years of experience in mental health counseling. She is a Licensed Professional Counselor and a National Certified Counselor.

All of the counseling courses are taught by the two full time faculty members in the counseling program, with the exception of the COUN 500 Methods of Research class, that is taught by a School of Education faculty member. The three required Psychology courses are taught by Psychology faculty in the Social Sciences Department.

History of the Program: Gallup Graduate Studies Center

Dr. Pat Maguire was the original faculty member in 1988 at the Gallup Graduate Studies Center (GGSC). Dr. Elaine Jordan, licensed psychologist in New Mexico and Arizona, joined the program in 1990. Dr. Maguire taught the theoretical classes, such as Theories of Personality and Life Themes and Stages; Dr. Jordan taught the clinical and internship classes. A pool of local adjuncts with expertise in specific areas also taught classes. For example, one of the adjuncts, Dr. Bob Currier, a licensed psychologist, has taught for the WNMU/GGSC Counseling program for twenty years. Early in the program a cohort of elementary school counselors was hired by Gallup McKinley County Schools. Many of these students were working as counselors on a waiver. The Gallup McKinley County Schools arranged funding with the county to support these students' education at WNMU.

The counseling program at Gallup Graduate Studies Center has been vital in the education of counselors, particularly Native American counselors, in this region. In 1998, Dr. Maguire was approached by the Chinle Bureau of Indian Affairs (BIA) to do an extension program in Many Farms, Arizona. The University trained twenty Navajo counselors over a three-year period at Chinle Agency. Of all the programs at WNMU—Gallup Graduate Studies Center, the counseling program has historically enrolled the largest number of Native American students. In 2007, half of the counseling program students are Native American individuals.

In 2003, Dr. Marita Delaney joined the program as a Visiting Professor of Counseling, and was hired as Assistant Professor of Counseling in 2004. She and Dr. Elaine Jordan coordinated the program until Dr. Jordan's retirement in 2005. Currently, Jennifer Schneider, M.A., a graduate of the M.A. in Counseling program is Visiting Instructor in Counseling. Dr. Delaney and Jennifer Schneider teach all classes in the program (except for summer) and supervise the counseling internships. Dr. Delaney is a licensed psychologist in New Mexico and maintains her licensure as a Clinical Mental Health Counselor in order to serve on the Ethics Committee of the New Mexico Counseling and Therapy Practice Board. She is also a Level III School Psychologist in New Mexico. Her clinical background includes serving as a clinical psychologist for Eastern Navajo Agency BIA schools and as clinical director of the community mental health center in Gallup. Jennifer Schneider is a licensed counselor in New Mexico. One of the program's summer adjuncts, Dr. Bob Keenan, is a licensed marriage and family therapist. Another adjunct, Tim Knowles, M.A., is also a school counselor at Gallup High School.

C. Recommendations from Previous Reviews

A Program Review occurred during the 1997-1998 school year. Please see Criterion E, Section A for additional information. The Counseling Program was reviewed as part of the state and national NCATE Reaccreditation visit Fall of 2004. The Counseling Program along with the School of Education received full accreditation from both visiting teams.

D. Procedures and Participants in the Review

This 2007-2008 Review process for the Master of Arts in Counseling included support from the following:

- 1: Data provided by/through:
 - The Office of the Registrar
 - Office of Data Analysis and Research.
 - The Vice President for Academic Affairs
 - Miller Library, Services for the Silver City campus and GGSC.
 - Program data from Silver City and Gallup campuses
 - Dr. Bonnie Maldonado, Professor Emeritus
 - Dr. Robert Rapp, Professor Emeritus
 - Information from the 1998 Program Review

- 2: Dr. Lynn Hall, Professor and Dr. Marilyn MacGregor, Assistant Professor, of the Silver City campus, and Dr. Patricia Maguire, Chair, Dr. Marita Delaney, Associate Professor, and Jennifer Schneider, M.A., Visiting Instructor, of the Gallup Graduate Studies Center (GGSC) were the co-authors of the program review.

CRITERION A. Program Centrality

A. Educational goals and objectives of the program

The Counselor Education program is designed to (a) meet the New Mexico Public Education Department competencies for School Counseling Licensure, (b) meet the standards for New Mexico mental health licensure from the New Mexico Counseling and Therapy Practice Board, and (c) meet the standards for certification as a National Certified Counselor through the National Board for Certified Counselors.

New Mexico School Competencies

N.M. Public Education Department Competencies for School Counselors

1. The counselor will develop and implement a comprehensive school level guidance program based on the American School Counseling Association National Standards and focused on the physical social, intellectual, emotional, and vocational growth of each student by:
 - a. Determining guidance priorities based on local assessed needs.
 - b. Formulating measurable objectives from identified needs and priorities.
 - c. Formulating specific tasks relating to achieving the objectives.
 - d. Coordinating a continuing evaluation of the program.
 - e. Serving all students at the prevention level.
 - f. Coordinating with the appropriate administration to achieve items a-e.

2. The counselor will coordinate activities in the guidance and counseling program by:
 - a. Communicating the curriculum based on Content Standards and Benchmarks.
 - b. Working with other staff members to encourage the inclusion of a student-oriented philosophy in all school activities.

- c. Helping to integrate the guidance and counseling program within the total school program.
 - d. Communicating with parents and community about services available within the guidance and counseling program.
 - e. Learning about available school and community resources.
 - f. Establishing and maintaining contacts with school and community resources.
 - g. Working with the administration to utilize community resources related to the guidance program.
3. The counselor will provide information and facilitate guidance activities for students, staff, and parents by:
 - a. Assisting others in their understanding of personal and social development.
 - b. Serving as a resource to facilitate groups and presentations on pertinent issues.
 - c. Providing prevention strategies which address current issues such as chemical dependency, teenage pregnancy, suicide, dropping out, and various forms of abuse.
 - d. Conducting activities on education and career themes.
 - e. Conducting orientation/training programs for students, parents, and staff.
 - f. Interpreting test results to students, parents, and staff.
4. The counselor will serve as a consultant to the school and community by:
 - a. Providing mediation for changes in behavior and conflict resolution.
 - b. Serving as a liaison for issues pertinent to the learning environment of the school.
 - c. Supporting the staff with assistance in developing positive rapport with students to maximize learning potential by reducing or mitigating the impact of learning barriers.
 - d. Assisting teachers in identifying students who would benefit from counseling and providing feedback on referred students as appropriate;
 - e. Providing information to parents and students to aid in their understanding of education goals and barriers to learning.
 - f. Providing information about appropriate community resources or organizations which provide services to students and their families.
 - g. Developing strategies and methods of working with parents and guardians.
5. The counselor will provide in individual and group counseling by:
 - a. Providing crisis intervention.
 - b. Using appropriate interventions in situations detrimental to the physical, mental, educational, and emotional well-being of the individual.
 - c. Providing support to individuals by addressing topics such as interpersonal relations, communication, decision-making, problem solving skills, academic programs, and career and life-planning.
 - d. Making referrals to school and community resources when necessary.
6. The counselor will uphold the standards of the counseling profession by:
 - a. Meeting the state competency standards and the requirements for preparation.
 - b. Participating in the development of policies concerning guidance and counseling.

- c. Keeping informed about developments and innovations within the profession at the local, state and national levels.
 - d. Following the legal and ethical standards of the counseling profession.
 - e. Realizing personal and professional limitations.
7. The counselor will understand the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual beliefs, and socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities.
 8. The counselor will be able to use technology in the design, implementation, monitoring, and evaluation of a comprehensive school counseling program.

Mental Health Clinical Core Curriculum Standards

(Required for mental health counseling licensure and national counseling certification)

- I. Human Growth and Development: a minimum of 3 semester hours of coursework in studies that provide an understanding of the nature and needs of individuals at all developmental levels.
- II. Social and Cultural Foundations: a minimum of 3 semester hours of coursework in studies that provide an understanding of issues and trends in a multicultural and diverse populations.
- III. Helping Relationships: a minimum of 3 semester hours of coursework in studies that provide an understanding of counseling and consultation processes.
- IV. Group Work: a minimum of 3 semester hours of coursework in studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches.
- V. Career and Lifestyle Development: a minimum of 3 semester hours of coursework in studies that provide an understanding of career development and related life factors.
- VI. Appraisal: a minimum of 3 semester hours of coursework in studies that provide an understanding of individual and group approaches to assessment and evaluation.
- VII. Research and Program Evaluation: a minimum of 3 semester hours of coursework in studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
- VIII. Professional Orientation: a minimum of 3 semester hours of course work in studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

- IX. Specialized Clinical Studies: a minimum of 12 semester hours of coursework in studies that provide an understanding of all aspects of diagnosis and treatment of mental disorders. Studies in this area to include by are not limited to:
- a. Clinical case study
 - b. Psychodynamics and psychotherapy
 - c. Treatment planning
 - c. Clinical Supervision
 - d. Psychopharmacology
 - e. Advanced Testing
 - f. Addictions
 - g. Psychopathology
 - h. Clinical theory and practice

- VIII. Supervised Practicum: a minimum of 9 semester hours of coursework in practicum and/or internship. The practicum and/or internship training shall focus on the provision of counseling services within a professional setting under the direction of a faculty member and/or on-site supervisor designated by the college of university.

B. Relationship of the Program to the Institutional Mission

Excellence in teaching is a preeminent goal at Western New Mexico University. The University, the School of Education and the Counselor Education program encourage the exchange of ideas, fosters the cultural, emotional, intellectual, physical, social growth of students, nurtures a lasting appreciation of learning, encourages increased relationships with people of diverse backgrounds, and furthers an appreciation for the benefits and opportunities derived from community involvement. The University aspires to promote “increased access to all levels of education and to help people better understand and appreciate diversity, tolerance, and cooperation.”

As members of the faculty in the School of Education we are committed to this mission. The conceptual framework of the School of Education, and therefore the Counselor Education program, supports the diverse nature of the constituencies that come together for both undergraduate and graduate education to “Ignite and Nurture a spirit of learning for both educator and student.” All School of Education programs 1) maximize opportunities for thinking and achievement, and 2) facilitate active, participatory decision-making. Developing advanced knowledge to enhance thinking, achievement, and decision-making is only one function of the WNMU graduate education programs. The advanced program places a higher emphasis on action or applied research and expects graduates to take a leadership role in efforts to bridge differences through collaboration among the greater community.

The Counselor Education program is also dedicated to providing a quality program that encourages the exchange of ideas and growth in students in all facets of their development. Our mission is focused on providing access to counseling programs to students from a multicultural diverse population. We believe that in providing more accessible programs to students, we are also impacting the lives of many citizens through providing well trained counselors:

- in schools and mental health programs;
- to administer and manage counseling programs

- to establish and maintain networks with school and community resources
- to establish leadership in the legal and ethical standards of the counseling profession
- to provide prevention activities which address current concerns such as substance abuse, violence and other forms of abuse; and
- to help build a strong network of advocates for children and families.

CRITERION B

Program Curriculum and Structure

A. Admission, retention, and graduation requirements

The 48-credit Master of Arts in Counseling is designed to prepare counselors to work effectively and professionally in both mental health settings and in pre-K through college educational institutions. In addition to all Graduate School Admission requirements, the graduate candidate must complete the following program admission requirements.

Admission

Interested students must complete an Admission Application packet that includes: a) a copy of the Graduate School Admission letter, as a Final Admit; b) three letters of recommendation; c) a resume, and d) a Writing Sample/Mission statement on the topic of “Why I want a Masters degree in Counseling.” Students must then pass an Intake Interview with two members of the counseling faculty.

Retention

Students are evaluated throughout their coursework by their instructors and continue through the program with the assistance and advice of their program advisor. They must complete all 48 credits with a GPA of 3.0 or better and cannot graduate from the program if they have more than one C on their transcripts. Students spend the last two semesters in the COUN 581 and COUN 582 Internships, which require a minimum of 450 hours of supervised on-site counseling experience, with above average site supervisor evaluations and the completion of a Portfolio showcasing how they have met the required competencies.

Graduation

Students are then required to take and pass either the WNMU Counselor Education Comprehensive Examinations, the national Counseling Preparation Competency Examination (CPCE) or the School Counseling PRAXIS as their exit examination. In Gallup, counseling student must also successfully complete and pass the COUN portfolio, which is aligned with the competencies. Their score on one of the above three tests is a component of the Portfolio.

B. Program structure

1. Degree options and objectives

Upon completing the required 48 credit program in counseling, students have the option of becoming either a state certified school counselor or licensed at the first level as a mental health counselor: an LMHC (Licensed Mental Health Counselor). In order for them to become an LMHC, they must complete the National Counselor Examination (NCE) through NBCC and

have proof that they are working under supervision. When they have completed an additional 3,000 hours of supervised counseling experience and taken an additional national Mental Health examination, they can be licensed in New Mexico as a Licensed Professional Mental Health Counselor (LPCC). At that time they can also be certified as a National Certified Counselor (NCC) through the National Board for Certified Counselors.

Students also have the option of remaining in the program to complete 60 credits prior to graduation as there are many states that require 60 hours in the MA in Counseling degree for certification and/or licensure.

2. Description of required courses

The following courses are listed in the catalog for students in the MA in Counseling program. All courses are required, with the exception of two new courses, COUN 525 and COUN 588. These courses can be taken in place of the COUN 578, Topics in Counseling class or as additional coursework. COUN 525 will be required for students who wish to pursue Play Therapy Certification after obtaining the MA in Counseling degree. Student chose whether to take COUN 555 or 532, depending on whether they are going into School Counseling or Mental Health Counseling.

PSY 512 Psychopathology (3 cr)
PSY 520 Diagnostics & Evaluation (3 cr)
PSY 525 Theories of Personality (3 cr)
COUN 500 Methods of Research (3 cr)
COUN 501 Introduction to the Profession of Counseling (3 cr)
COUN 505 Multicultural Counseling (3 cr)
COUN 525 Child and Adolescent Development and Counseling (3 cr)
COUN 531 Theories & Techniques of Counseling (3 cr)
COUN 532 Program Development & Management (3 cr)
COUN 534 Life Themes and Stages (3 cr)
COUN 555 School Counseling (3 cr)
COUN 578 Topics in Counseling (3 cr)
COUN 581 Internship in Counseling (3 cr)
COUN 582 Advanced Internship in Counseling (6 cr)
COUN 586 Vocational Guidance/Career Development (3 cr)
COUN 587 Seminar in Group Processes (3 cr)
COUN 588 Psychopharmacology for Counselors and Therapists (3 cr)
COUN 596 Marriage & Family Counseling (3 cr)

3. Summary of course requirements

The requirements for each course are delineated in each course syllabus, but most courses are built around (1) in-class presentation of knowledge, theory and ethics, seminar discussions, hands-on activities, and case studies or role playing, in which students practice the skills of counseling, and (2) out of class assignments which include research, critiques of published articles, creating personal application models of counseling, personal and professional growth plans, reflections, and examinations, all geared toward the real-world practice of school and mental health counseling.

The Beginning Internship experience (COUN 581) requires 150 hours of on-site experience under a master's level counselor as supervisor and the Advanced Internship experience (COUN 582) requires 300 hours of on-site experience under a masters level counselor as supervisor.

4. Typical program of study

Students must complete their program of study within seven years. On the Silver City campus, most students complete the program between two and four years, depending on how many courses they are able to take each semester. At the GGSC campus, students more routinely take three to four years to complete the program, as the overwhelming majority of graduate candidates are part time graduate students with full time jobs. As it is a 48 credit program, it would only be possible to complete the degree in two years if students attend full time (9-12 credits per semester) and attend summer school. This time frame includes the two internship experiences, usually completed during their last two semesters. The recommended starting point is with COUN 501, Introduction to Counseling and COUN 534, Life Themes and Stages. Students then progress through the program, taking at least 12 credits prior to COUN 581, Beginning Internship and at least 27 credits prior to COUN 582, Advanced Internship. Students must obtain a passing score on either the School of Education Comprehensive Examination or the national CPCE examination. These are offered every semester and are usually taken during the last semester in the program. The MA in Counseling Degree plan can be found in Appendix A.

5. History of courses taught as program requirements

Historically, the Counseling program has increased its course requirements from 36 to 44 and currently 48 credits. These increases were required for students to meet the state and national licensure requirements. As stated previously, the program began in the 1950s with 36 credits, increased to 44 in 1988 and increased again to 48 credits in 1997, as noted previously.

Since the changes that came about in 1997 when the program increased from 44 to 48 credits, three additional courses have been added: COUN 555 School Counseling, which is required for all students planning to go into school counseling, was added to the 2004-2005 catalog; COUN 588 Psychopharmacology for Counselors and Therapists was added to the 2005-2006 catalog; and COUN 525 Child and Adolescent Development and Counseling was added to the current 2007-2008 catalog. The last two courses are not required for the program but can be taken in place of COUN 578, Topics in Counseling. COUN 525 is required for students who want to pursue Play Therapy Certification following the completion of the MA in Counseling degree.

In Silver City, the required Counseling courses are offered at least one time per year and those that can be taught in a shorter, more time condensed time frame, are offered on a rotating basis during the summers. The required Psychology courses are offered through the Department of Social Sciences and are offered at least once, and often twice, a year.

At the GGSC, the required Counseling courses are also offered at least one time per year, with some courses taught in the Summer I or Summer II sessions. The required Psychology courses are taught by the GGSC COUN fulltime or adjunct faculty as their credentials warrant. Similarly, these courses are offered at least once a year.

C. Articulation

To meet the varying needs of the adult students in our program, the Counseling program does not sequence the courses, even though the advisors work with each student individually to make sure that courses are taken in a reasonably sequential manner in order for the student to be most successful. However, students are recommended to take COUN 501 the first semester it is offered. COUN 501 is considered the gateway class to the program. Students are oriented to the exit requirements during COUN 501. The courses are scheduled throughout the year so that at least two courses a semester are available to students in their first year of the program and two courses are taught each semester for students who are further along in their program of study. The Internship experiences are offered both the fall and spring semester.

The courses are based on the New Mexico and national competencies. Both the Silver City campus and the Gallup programs are guided by the same educational philosophy, course objectives and similar curriculum. We are also guided by the standards adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an accrediting body whose purpose is to work with institutions to achieve accreditation status for graduate-level preparatory programs in counseling. WNMU Counseling program is not CACREP accredited because of its size, but courses, competencies and standards are based on the CACREP model.

D. Planning process

The professors at both the Gallup and the Silver City sites stay in continuous contact with each other. The planning process for program development and specific changes begins with the School of Education's Graduate Programs Committee, and then proceeds to the School of Education faculty. The School of Education faculty then considers and votes on changes and recommendations. These recommendations are then forwarded to the Graduate Council where proposals are reviewed and voted on. Proposals are then forwarded to the Vice President of Academic Affairs.

E. Assessment

The exit exam is normally completed by the students in their final semester of course work. In addition, they are required to meet the state and national school and mental health competencies in their courses by exit evaluation criteria. In the Internships, students are required to demonstrate skills in counseling and they are evaluated by their on-site master's level supervisors, as well as their university supervisor. These two internships involve 450 hours of on-site field experience that is verified by their on-site supervisor. Students are expected to do scholarly work using the APA (American Psychological Association) style for researching and writing in a wide variety of topics including prevention, intervention, consultation and program development and management. An additional assessment of student work is done through the development of a Counseling Portfolio, through which the students demonstrate how they have mastered the state and national counselor competencies. This Portfolio is started in COUN 01, with development continued through each course and is completed during their final Advanced Internship experience.

CRITERION C: Program Resources

A. Finances (Budget):

The Counseling Program budget is part of the overall School of Education (SOE) Budget. SOE do not disaggregate the data by program. However, since 2003, the combined Gallup and Silver City Counseling Program has generated the following income, based on student credit hour production:

SY: 2003-2004	1,358 SCH	\$749,004
SY: 2004-2005	1,395 SCH	\$751,155
SY: 2005-2006	1,172 SCH	\$689,277
SY: 2006-2007	1,137 SCH	\$668,928

As already noted, each program budget within the School of Education is not broken out so it is not possible to delineate the exact Counseling Program expenses; however, overall the School of Education expenses are less than 40% of the income that is generated by the SOE student credit hour production. See Appendix B for the complete SOE Final Audit Report to the Legislative Finance Committee (LFC) dated 9/20/06.

B. Facilities and Capital Equipment

The Counselor Education program in Silver City is housed in the School of Education located in the Martinez Building. Almost all classes are held in the Martinez or the adjacent Phelps-Dodge Building. An additional classroom or counseling room equipped with a two-way mirror for videotaping and viewing live counseling sessions would be a great asset to the program.

The Counselor Education program in Gallup is housed in the new Gallup Graduate Studies Center built in 1997, with an addition in 2003. The GGSC houses six classrooms, one of which is equipped with a two way mirror and videotaping equipment. In addition the GGSC has a 20+ computer station laboratory with internet access. Through password protected access, counseling students have access during specific classes to computer based testing and diagnostic materials which supplement those particular classes.

C. Library

Please refer to Appendix C for a complete listing of resources pertaining to the counseling program prepared by Miller Library staff.

On the Silver City campus, the Miller Library holds pertinent videos, library books, and journals that are adequate for the Counseling program. In addition a budget is available through the School of Education each year in which additional videos and books can be obtained. A 2004 report from the library showed over 100,000 volumes of books, media and periodicals available. Students in the Counseling program make extensive use of the Miller Library's First Search online library database.

On the Gallup campus, all students have internet access to the full range of Miller Library bibliographic on-line data bases which allows access to full-text journal articles. In addition, students have access to the Miller Library InterLibraryLoan (ILL) services for books, journals, and other documents. This allows students access to ILL materials across the USA. The GGSC Writing Center Coordinator facilitates this access and manages distribution and collection of ILL books. ILL articles can be emailed directly to students. The GGSC also regularly updates its collection of testing materials for students' use and checkout for the diagnostics and testing

courses. Each year approximately \$5,000-\$8,000 of the GGSC supplies and expense budget is committed to updating of these testing materials, which are critical to counselors' training.

D. Other academic support resources and services

Students in the Silver City Counseling program generally do not need academic support resources and/or services. There have been a few instances where students received special education assistance and counseling through the Academic Support Center. Students do use the Writing Center, often when they begin the program and they are unfamiliar with APA writing style. Students also use WNMU's computer labs frequently.

At the GGSC, many counseling candidates are either bilingual or multilingual, and many are non-traditional students who graduated years ago from their undergraduate programs. Many students take advantage of the GGSC Writing Center consultation services to improve the quality of their graduate level writing skills. In addition, the Writing Center coordinator provides mini-workshops in the introductory courses regarding how to access on-line and ILL bibliographic resources as well as mini-workshops on writing according to the APA style manual protocols. In addition, in COUN 500 Methods of Research, mini-workshops on Excel are provided to assist graduate candidates with mastery of tools for research projects.

**CRITERION D:
Program Productivity and Efficiency**

A. Major Headcount Enrollment

The 1997-1998 Program Review reported that the last head count in the Fall of 1997 was 93 students at the Gallup campus and 102 students at the Silver City campus. There is no data available between the Fall of 1997 and the Summer of 2000. The following data for the Silver City Campus reveals students who enrolled ONLY in courses with the COUN prefix and does not reflect the counseling students who enrolled in the required PSY courses. The Gallup data includes those who enrolled in PSY courses because only Counseling students take those courses at the Gallup center.

Enrollment between Summer, 2000 and Spring, 2007:

Semester	Silver City - COUN	GGSC -COUN	GGSC - PSY
Summer, 2000	35	26	0
Fall, 2000	96	42	19
Spring, 2001	91	54	21
Summer, 2001	52	104	0
Fall, 2001	65	76	20
Spring, 2002	59	58	26
Summer, 2002	28	97	6
Fall, 2002	77	70	0
Spring, 2003	78	41	47
Summer, 2003	66	74	0
Fall, 2003	107	71	14
Spring, 2004	80	50	39
Summer, 2004	52	27	27

Fall, 2004	93	81	1
Spring, 2005	105	75	16
Summer, 2005	75	39	16
Fall, 2005	83	63	6
Spring, 2006	68	44	41
Summer, 2006	45	60	0
Fall, 2006	99	74	10
Spring, 2007	90	31	35

B. Degrees Conferred

At the Silver City campus, no data is available from the last program review, which reported that 13 students graduated in the 1995-1996 school year, until the 2002-2003 school year, when only partial data is available. The number for the 2002-2003 school year is probably closer to 16, as there were 16 students who completed the Advanced Internship class during that school year. The Degrees conferred data begins in 2000-2001 for GGSC. The following students received their MA in Counseling degrees:

Year	Silver Campus	GGSC
2000-01		6
2001-02		7
2002-03	3-16 (complete data is unavailable)	15
2003-04	12	9
2004-05	17	10
2005-06	14	15
2006-07	10	13

C. Credit Hour Production

In the previous program review, it was reported that during the Fall, 1997 term 279 credit hours were produced at the Gallup Graduate Center and 309 credit hours produced at the Silver City Campus. The data does not show the credit hour production of the counseling students who took the required PSY (Psychology) courses at the Silver City campus. The following data reflects the credit hour production of students taking courses with the prefix COUN from the Summer of 2000 until the Spring of 2007 in Silver City and both COUN and PSY courses at GGSC.

Credit Hour Production

Semester	Silver City - COUN	GGSC - COUN	GGSC - PSY
Summer, 2000	105	78	0
Fall, 2000	288	126	57
Spring, 2001	273	162	63
Summer, 2001	156	312	0
Fall, 2001	195	228	60
Spring, 2002	177	174	78
Summer, 2002	84	291	18
Fall, 2002	231	210	0

Spring, 2003	234	123	141
Summer, 2003	198	200	0
Fall, 2003	342	216	42
Spring, 2004	252	150	117
Summer, 2004	156	81	81
Fall, 2004	309	246	3
Spring, 2005	354	234	48
Summer, 2005	223	117	48
Fall, 2005	273	195	18
Spring, 2006	216	148	123
Summer, 2006	135	180	0
Fall, 2006	267	222	30
Spring, 2007	240	93	105

E. Average Class Size

The average class size on the Silver City campus since the summer of 2000 was determined by dividing the number of COUNSELING classes per semester by the number of students registered in those classes for that semester. Students registered in COUN 500 are not included as this is a cross listed class and includes students from other disciplines. Also, the average class size is not exactly representative of our courses as all Internship classes are much smaller than the average size of regular courses. In addition, students who took an Independent Study course are shown but not averaged into the class size.

Silver City Average Class Size, by Semester

Semester	Average Class Size	Independent Study
Summer, 2000	12	1
Fall, 2000	13	1
Spring, 2001	13	3
Summer, 2001	8	0
Fall, 2001	9	2
Spring, 2002	8	0
Summer, 2002	5	0
Fall, 2002	11	1
Spring, 2003	12	1
Summer, 2003	12	1
Fall, 2003	14	4
Spring, 2004	12	3
Summer, 2004	8	3
Fall, 2004	14	0
Spring, 2005	13	1
Summer, 2005	12	1
Fall, 2005	13	1
Spring, 2006	10	4
Summer, 2006	11	0
Fall, 2006	16	2

Spring, 2007	14	3
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Gallup Graduate Studies Center Average Class Size, by Semester

Semester	COUN - Average Class Size	PSY-Average Class Size
Summer, 2000	7	0
Fall, 2000	14	19
Spring, 2001	9	21
Summer, 2001	17	0
Fall, 2001	13	20
Spring, 2002	12	13
Summer, 2002	16	6
Fall, 2002	12	0
Spring, 2003	8	12
Summer, 2003	12	0
Fall, 2003	12	7
Spring, 2004	8	10
Summer, 2004	9	14
Fall, 2004	14	1
Spring, 2005	11	8
Summer, 2005	10	8
Fall, 2005	13	6
Spring, 2006	7	14
Summer, 2006	12	0
Fall, 2006	12	10
Spring, 2007	10	18

F. Number of Courses Offered and the Time of Offering

At the Silver City campus, the two full time faculty members teach three courses per semester and two courses each in the summer. The courses are aligned so that there are two courses offered each semester that should be taken early in a student’s program and two courses offered each semester that should be taken later in a student’s program of study. Each semester (fall and spring) both levels of internship courses are also offered. Courses that fit the summer shortened and daily format are offered on a rotating basis, which means that some courses are never offered in the summer as the course curriculum could not be accommodated in a shortened, more intense schedule. A course rotation schedule is included in Appendix F. All fall and spring courses are offered in the evenings in the 5:30 time slot, one class per week, with the exception of the COUN 500 (a cross listed course with EDUC 500) is offered at the 4:00 pm time slot once a week. The courses in the summer are offered during the day as well as at least one early evening (4:00 pm) class to accommodate students who are working.

At the GGSC, each of the two full time faculty members also teach three courses per semester and usually 1-2 courses in the summer. Several summer courses are also taught by adjuncts with expertise in specific areas, such as Marriage and Family Counseling and Vocational and Career Counseling. GGSC Counseling program faculty teach both counseling and psychology courses required in the Counseling and/or school psychology programs. Course

alignment is similar to Silver City (see above), with the beginning and advanced internships also offered each Fall and Spring. All fall and spring courses are offered in the evening in the 5-9 pm time slot, one class per week OR a weekend format, with the 45 course contact hours spread across the semester in a combination of Friday/Saturday classes. This schedule of courses meets the needs of the overwhelming majority of graduate candidates who work full time as well as travel distances to the GGSC. In the summer sessions, there is a variety of weekend, weekday, and week night courses, with 2-3 counseling or psychology courses usually offered in June and July.

CRITERION E: Program Quality

A. Other Program Evaluations

The last Counselor Education program review was completed in March, 1998. The following were the recommendations made by that study, followed by a status report regarding how those recommendations were carried out.

1. Increase the quality of supervision to our internship students to include paying supervisors an agreed upon amount - including a yearly supervision seminar.

STATUS: While we believe the quality and quantity of the supervision has increased, we still do not pay our site supervisors. The Silver City counseling program holds the Annual Spring Counseling Conference which provides all mental health professionals in the area a chance to obtain professional development, as well as required continuing education hours. Supervisors are regularly acknowledged and plans for future conferences are to include a supervision session free to all current site supervisors.

2. Require a professional issues and ethics course.

STATUS: Going forward to Graduate Council in January, 2008 is a proposal to change the title and course description of COUN 501: Introduction to Counseling to The Counseling Profession: Legal, Ethical and Professional Issues. At least half of the course focuses on legal and ethical issues, so the title and course description has been changed to reflect what is actually taught.

3. Provide different internship tracks that include marriage and family counseling, school counseling and agency counseling.

STATUS: We do not offer a Marriage and Family track program, but students do focus on either the school counseling internship or agency internships, depending on their goals.

4. Apply to Council for Accreditation of Counseling and Related Educational Programs (CACREP) accrediting body for accreditation.

STATUS: Our new faculty member, Dr. Marilyn MacGregor, comes from a CACREP school and has gone through this process. One of her professional goals for the 2007-2008 school year is to do a preliminary self-study to begin the process of deciding if the program will go for full accreditation.

5. Change the requirements for admission into the Counseling Program to a GPA of 3.0 for REGULAR ADMISSION instead of the 3.2.

STATUS: This was approved by Graduate Council for all graduate programs starting with the 2006-2007 school year.

B. Quality of Faculty

Silver City Campus: While there have been influential faculty in the program in the past and the program certainly exists because of their contributions, we are listing only the current faculty, who will be responsible for carrying the program forward.

Dr. Lynn K. Hall received her M.Ed. in Counseling and her Ed.D. in Educational Administration from the University of Arizona. Prior to finishing her Ed.D. in Educ. Admin., she completed the course work and clinical experience for a doctorate in counseling but did not complete the dissertation. She worked for eight years providing counseling through university grant funded positions serving displaced homemakers and adults returning to school, three years in private practice as a marriage and family therapist and 12 years experience as a school counselor. She began at WNMU in the fall of 2002 as an Assistant professor, was promoted to the Associate level in 2005 and to a Full Professor in 2007. Dr. Hall was recognized in 2005 by the University of Arizona as one of the outstanding women leaders in Southern Arizona by a plaque in the U of A's women's plaza.

Dr. Marilyn MacGregor has a Ph.D. in Clinical Psychology. She is a licensed Mental Health Counselor (Iowa) and a Nationally Certified Counselor (NBCC). Dr. MacGregor has over 25 years experience in a variety of clinical settings. She has worked as a counselor in private practice, non-profit agencies and colleges. She also has over 25 years experience as a trainer and has offered workshops to corporations, professional organizations and private sector groups. She was co-founder and co-director of the Women's Resource Center of Central Oregon (WRCCO).

Adjunct: Dr. Neal Bowen has a Ph.D. in Counseling Psychology from the University of Texas at Austin. He has been a professor of Psychology in Washington State and is currently the Mental Health Coordinator of Hidalgo Medical Services in Lordsburg and Silver City, NM.

Adjunct: Dr. Bonnie Maldonado, retired Emeritus Professor of WNMU, was instrumental in creating the Counseling program and is still available to teach courses.

Gallup Graduate Study Center:

Dr. Marita Delaney: Ph.D. Psychology, U of Dallas; MA, Psychology, U of Dallas; BA Psychology; U of Washington; NM Licensed Psychologist (#752); NM School Psychologist Level III & Clinical Supervising School Psychologist (#277769); Licenses Clinical Mental Health Counselor (#1204 – inactive); Member APA; Active member New Mexico Counseling and Therapy Conference Board – Ethics Committee; Advisory council for Presbyterian Medical Services; Presentations National Alliance of the Mentally Ill/New Mexico

Jennifer Schneider: MA Counseling, WNMU; BSN, Columbia University; BA Psychology; Religion, Oberlin. Licensed Mental Health Counselor; Developmental Specialist II; Registered Nurse. NM Association of Infant Mental Health; Experienced Sexual Assault and Rape crisis Counselor. NM Association on Play Therapy; Member - American Counseling Association;

Adjunct: Dr. Elaine Jordan, Professor Emeritus: Ph.D. Counseling Psychology, UNM; Postdoctoral Psychopharmacology NMSU; MA Learning Disorders, CSU-Northridge; BA Sociology, CSU Northridge; NM Licensed School Psychologist Level 3III Clinical Supervising School Psychologist License # 24060; Arizona Licensed School Psychologist # 1490; NM Licensed Psychologist # 560; Arizona Licensed Psychologist #1490; National Association of School Psychologists # 10904; President, NM School Psychologist Association;

Board Certified Diplomat—Prescribing Psychologists Register NM. Book Published 2006
Breaking the Barriers: Minority Assessment

Adjunct: Dr. Robert Keenan: Ph.D. Marriage and Family Counseling; American University; MA Guidance and Counseling, WNMU; BA History, WNMU. Approved Marriage and Family (MFT)Clinical Supervisor; Licensed NM Counseling and Therapy in MFT, # 72; American Association of MFT; Association; Expertise in MFT and Substance Abuse/Addictions; Clinical Director of inpatient/outpatient Native American Substance Abuse facility

Adjunct: Timothy Knowles, MA, Counseling, WNMU; MAT-SPED Teaching WNMU; BS Journalism NAU. Certified School Counselor NM; Certified SPED teacher NM; Chair of Gallup McKinley County Schools Gallup High School Student Services Department

C. Research Activity within the Program

Silver City Campus:

Dr. Lynn K. Hall has presented at four regional/national and 8 local/state conferences since joining the faculty of WNMU and will be presenting at the national American Counseling Conference in March, 2008. Since arriving at WNMU, she has published the following:

The ASCA National Model Preschool Style, *ASCA School Counselor*, July/August, 2006, 43/6.

“Stepfamilies” with Frank R. Williams, a chapter in *Adlerian Family Counseling*, ed. by O. Christensen. Educational Media Corp, 1983; reprinted 1993 and 1996, updated and reprinted, June, 2004.

She has just been informed that her article “Counseling Military Families” has been selected for inclusion in the book, *Compelling Counseling Images: The Best of VISTAS 2008* produced for the American Counseling Association and is waiting for the release of *Counseling Military Families*, a book being published by Taylor and Francis Publishing, to be released in early summer 2008.

Dr. Marilyn MacGregor was part-time faculty at Portland Community College, My. Hood Community College, and Central Oregon Community College in the Psychology and Human Development Departments. In 2004, she was hired by Oregon State University to create and implement a Master’s in Counseling program at the branch campus in Bend, Oregon. The program is CACREP accredited, and has met with great success, graduating its first group of students in June of 2007. While at OSU, Dr. MacGregor’s research interests included improving the application process for counseling graduate students and developing a program for increasing multicultural awareness/sensitivity on campus. Since coming to WNMU in the fall of 2007, Dr. MacGregor has focused her research attention on the process of attaining national accreditation for the counseling program.

Gallup Graduate Studies Center:

Dr. Delaney – Research interests: Published in *The Therapists Notebook*, V 2 SU 07; editing volume of papers on integration of Western and Navajo healing traditions; developing paper on changing face of school psychology; Jungian Psychology

Jennifer Schneider – Research Interests: Infant Mental health and attachment

D. Community Service Activity within the Program

Silver City Campus:

Dr. Lynn K. Hall is currently serving the third year of a five year term on the national Center for Credentialing and Education Board of Directors, an affiliate agency of the National Board of Certified Counselors. She sits on the Board of Directors of the largest community mental health agency in Grant County, Border Area Mental Health Services, as well as the Board of the Early Childhood Education Programs. She serviced for two years as the Treasurer/Secretary of the New Mexico Association of Counselor Educators and Supervisors and served on the Board and is past Chair of the Partnership for Children. She has coordinated the Annual Spring Counseling Conference held in Silver City each April for the last three years.

Dr. Marilyn MacGregor: While on faculty at Oregon State University, Dr. MacGregor was a member of Executive Council and the Multicultural Committee. She was on the Board of Directors for WRCCO and offered pro bono counseling services to that agency. Now at WNMU, Dr. MacGregor serves as a member of the Early Childhood Development Center's advisory council; she is also part of the Western Mental Health Advisory Committee. The School of Education selected her to be the representative to Graduate Council. She is currently investigating various mental health agencies within the community, and will offer her services as a board member.

Gallup Graduate Studies Center:

Dr. Marita Delaney is a committee member of the Ethics Board for the NM Counseling and Therapy Practice Board from 2004 to the present. She is also a member of the Community Advisory Council for Presbyterian Medical Services in Thoreau, NM from 2004 to the present.

CRITERION F: Program Demand/Need

A. Student Demand for the Program

Silver City Campus: Approximately 12-18 students enter the program each school year; in the past few years, we have begun to have students come to our campus from out of the county and even out of the state. The program has also drawn by southeastern Arizona as there is not a masters level counselor education program anywhere in Southern Arizona, including the University of Arizona. There are two school counseling programs in Tucson, one from the University of Arizona (60 credit CACREP program) and one offered through Northern Arizona University (also a 60 credit CACREP program). While we are not CACREP accredited, we have the reputation of being an excellent program with very qualified faculty. Overall more students come into the program planning to go into mental health counseling rather than school counseling but, in the past 2-3 years, we have had an increased number of students interested in school counseling.

Gallup Graduate Studies Center: The numbers and statistics are very similar on the Gallup Campus. Approximately 12-18 students enter the program each year. Students come from as far East as Grants, as far North as Farmington, as far west as the Western edges of the Navajo Reservation, and as far South as the Zuni Pueblo and Ramah Navajo Reservation. There are counselor education programs offered at NAU in Flagstaff, AZ, UNM in Albuquerque (48 hour

CACREP program) and NM Highlands in Farmington. We are currently one of the largest programs at the Gallup campus and we also have a strong reputation for quality in this area. The Gallup program has also seen similar trends in student interest. More of our recent students have been most interested in pursuing school counseling.

B. Employment Needs and Job Opportunities

Silver City Campus: As noted above, Dr. Hall is a member of the Board of Directors of Border Area Mental Health Services (BAMHS). We also have a close working relationships with Dr. Neal Bowen, who teaches as an adjunct for us and is the director of Mental Health Services for Hidalgo Medical Services. Both of these large agencies have continual openings for Masters level counselors, they cannot fill the positions they have and they continually ask us if there is anyway they can help us in finding more students for our program. BAMHS currently has openings for 3 Masters level therapists, and they have many bachelors level practitioners who are working in positions that actually should be Masters level therapists. There is less of a demand in the four county area for school counselors, as the numbers of these positions do not increase and counselors in these positions tend to remain until retirement. Virtually all of our graduates find jobs within a few months of graduation, and often they are working prior to graduation.

Gallup Graduate Studies Center: The Gallup area and the Navajo area continually struggle to fill counseling positions. Both the GMCS school districts and the districts to the north and west have school positions open yearly. The BIE on the Navajo Reservation has openings for both school and mental health counselors. The community mental health organizations in Gallup continue to struggle to fill positions.

C. Societal Needs for the Program

New Mexico statistics show that the percentage of growth for school counseling and clinical counseling is between 27% and 29% between the years 2000 and 2010 (www.wia.state.nm.us/WIA_demand.htm) with almost 200 annual openings. With the increase of early diagnosis of mental health problems, the continued concerns over substance abuse use and the aging of America, there will be a continued increased need for counselors for the foreseeable future. Border Area Mental Health Services, the largest mental health agency in SW New Mexico always has numerous openings for counselors. BAMHS and other local agencies have come to us asking if there is any way we can enlarge our programs as they cannot find enough counselors in the area.

CRITERION G: Program Duplication

NMSU offers both the school counseling and mental health counseling MA programs at Las Cruces; student have come to our program complaining that there are far too many students who apply to the NMSU program and few are admitted. Also, they have complained that because of the size, there is little flexibility in the program and it is not “student-friendly” in regards to its course offerings, etc. As mentioned above, the University of Arizona and Northern Arizona University have school counseling master’s degree programs in Tucson. Program duplication in the northern part of the state include the counselor education programs offered at

Northern Arizona University in Flagstaff, AZ, UNM in Albuquerque (48 hour CACREP program) and NM Highlands in Farmington.

SUMMARY AND RECOMMENDATIONS

It is with a great deal of excitement about the past and potential of the counselor education program at WNMU, that we wholeheartedly recommend continuation of the program at both the Silver City and Gallup campuses.

A. Strengths –

Silver City Campus

Faculty; we have always had well qualified and committed faculty and when we used adjuncts there are very well qualified adjuncts available.

Commitment to increase numbers and better the program offered to students

Need and demand for the program continues as there are not enough qualified master's level therapists in the area.

CACREP standards: Even though we are not CACREP accredited, we follow all CACREP standards.

Student success rates: Our students score at or above average in almost all categories on the national test.

Annual counseling conference is offered to the community and the state in order for practicing mental health professionals to obtain professional development and required continuing education credits.

Gallup Graduate Studies Center

Faculty-full-time and adjunct-range and depth of clinical experience

Commitment of faculty to continue to review and update program

Diverse student population (high percentage of non-traditional students and/or minority students), program attracts students with variety of life experiences

Variety of internship placements in surrounding communities

Supervisory relationships

Long history of continuing demand for program

PSY courses in Gallup taught by counseling faculty, better program alignment to fit counselors' needs

Cooperative working relationship between GGSC and GMCS counseling department

B. Concerns

Silver City Campus:

Continued recruitment, from all over New Mexico as well as SE Arizona and Texas

Recruitment of qualified faculty to fill positions when they open

Facility requirements; need for in-house counseling center with better media services to supervise graduate students, such as counseling offices and a one-way viewing room.

Gallup Graduate Studies Center:

Monitoring of internship sites to assure quality placements

Variety of Internship sites, turnover of internship site staff in a rural community, finding supervisors who can be available to students given a heavy workload in an understaffed site

Attracting qualified faculty to rural area (extremely limited pool of applicants to position)
CACREP- neighboring states requiring programs to be CACREP accredited, does
WNMU have resources to meet CACREP standards?)
Resources to meet both counseling and school psych needs

C. Recommendations for Action

CACREP accreditation which demands us to look at above concerns regarding resources
and faculty
Acknowledge/ compensate site supervisors

D. Five Year Goals for the Program

Build both programs in terms of numbers as well as continue to improve quality
CACREP Accreditation
Better coordination between the two sites, which will be required for CACREP
accreditation.

APPENDIX A: Counseling Degree Plan

APPENDIX B: School of Education LFC Audit Report

APPENDIX C: Miller Library Resources to the Counselor Education Program

WESTERN NEW MEXICO UNIVERSITY
Degree Plan - Master of Arts in Counseling (0826)
School of Education

Student Name: _____ ID# _____

Complete Mailing Address: _____ Telephone: _____
 (incl street, city, state, zip)

Email Address: _____ Catalog Authority: _____ Advisor: _____
 Letters of Reference: 1. _____ 2. _____ 3. _____

Intake Interview Date: _____ Date Admitted to Graduate School: _____ Date Admitted to Counseling Program: _____

Select any that apply: NCC licensure NM Mental Health licensure NM School licensure

Psychology Core Courses (9)*

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
PSY 512 Psychopathology	(3) _____	_____
PSY 520 Diagnostics & Eval	(3) _____	_____
PSY 525 Theories of Personality	(3) _____	_____

Graduate Core (12)

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
COUN 500 Methods of Research	(3) _____	_____
COUN 501 Intro Profession of Coun	(3) _____	_____
COUN 505 Multicultural Counseling	(3) _____	_____
COUN 581 Internshp in Counseling	(3) _____	_____

* If Psychology core courses were taken at the undergraduate level, PSY 520 and an additional 6 graduate hours must be taken for NM mental health licensure and NBCC national counselor certification.

Counseling Core Requirements (27)

<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>	<u>Course(Credits)</u>	<u>Sem/Year</u>	<u>Grade</u>
COUN 531 Theories/Tech of Couns	(3) _____	_____	COUN 582 Adv Internshp in Couns	(6) _____	_____
COUN 532 Program Dev & Mgmt			COUN 586 Voc Guid/Career Dev	(3) _____	_____
or COUN 555 School Counseling	(3) _____	_____	COUN 587 Seminar-Group Process	(3) _____	_____
COUN 534 Life Themes & Stages	(3) _____	_____	COUN 596 Marriage & Fam Couns	(3) _____	_____
COUN 578 Topics in Counseling	(3) _____	_____			

Additional Graduate Courses (if needed)

<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: _____ () _____		

Total Credit Hours: _____ **Exit Requirements:** _____ **Praxis Exam** _____ **Date Passed:** _____
 (minimum of 48 required) **Written Comps** _____ **Date Passed:** _____
CPCE _____ **Date Passed:** _____

Copy to Registrar on: _____ **Date:** _____ **Grad. Audit sent on:** _____ **Date:** _____

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Dean, School of Education: _____ **Date:** _____

**VP of Academic Affairs/
 Dean of Graduate Division:** _____ **Date:** _____

Note: All graduate credit, including transfer credit, must have been earned within the seven years prior to issuance of the graduate degree.

Appendix B:

Page 6-7 from the School of Education, LFC Audit Report, dated September 20, 2006.

Funding for Academic Years 2000-2006—question 1 and matrix

Funding for the academic years 2000-2006 illustrated below reflects **total university funds** as well as the **total School of Education funds** for the Silver City campus. These figures include all programs and services including graduate, undergraduate and alternative licensure programs and staffing for teacher education, counseling, school psychology, and educational leadership. It should be noted that the 2005-2006 figures reflect unaudited numbers. The Mimbres Valley Learning Center, the Gardner Learning Center and the Gallup Graduate Studies Center's funding are included below in the second table, but are maintained by the Extended University Office, which supports off-campus efforts. The Extended University budget represents the portion of their budget attributed to SOE programs at the Gallup Graduate Studies Center and the Mimbres Valley and Gardner Learning Centers. The teacher education programs offered at these off-campus sites are aligned programmatically with the Silver City Campus. The student credit hours (SCH) listed for the Silver City campus reflect initial licensure undergraduate and graduate courses. The student credit hours (SCH) listed for the Gallup Graduate Studies Center, the Mimbres Valley Learning Center in Deming, and the Gardner Learning Center in Truth or Consequences reflect only initial licensure courses within the Extended University. Sources of data for this report came from Banner, the Office of Statistical Analysis and Research, the Registrar and the Business Office.

**University and SOE I&G Funding Comparison to Initial Licensure SCH Production
Silver City Campus**

Year	Total University I&G Budget	SOE I&G Budget	University SCH production	SOE Initial Licensure SCH production	% of SOE Initial Licensure Budget to Total University (+/-)	% of SOE Initial Licensure SCH to University (+/-)
2000-01	15,763,576	584,637	47078	3317	3.71	7.08
2001-02	17,562,103	651,238	49187	3045	3.71	6.34
2002-03	17,845,872	675,932	52792	3021	3.79	5.80
2003-04	19,465,539	674,872	50345	3072	3.47	6.10
2004-05	20,419,250	746,840	50788	2714	3.66	5.32
2005-06	21,398,340	672,763	47350	2769	3.14	5.99

University and Extended University Funding Comparison to Initial Licensure SCH Production for Gallup, Mimbres Valley and Gardner Learning Centers

Year	Total University I&G Budget	EXTU I&G Budget	EXTU University SCH production	EXTU SOE Initial Licensure SCH production	% of EXTU Budget to Total University (+/-)	% of EXTU SOE Initial Licensure SCH to EXTU (+/-)
2000-01	15,763,576	638,020	8329	1686	4.05	21.85
2001-02	17,562,103	811,220	9561	1755	4.62	20.25
2002-03	17,845,872	1,206,196	12045	2007	6.76	18.63
2003-04	19,465,539	1,440,672	16064	2104	7.40	13.52
2004-05	20,419,250	1,732,355	12226	1949	8.48	15.94
2005-06	21,398,340	1,858,224	11731	1653	8.68	14.09

Appendix C: Miller Library Resources

SUBJECT HEADING AND LIBRARY OF CONGRESS CALL NUMBER RANGES	NUMBER OF ITEMS IN MILLER LIBRARY
Aggression, Anxiety, & Anger Call Number Range: BF 575 A3 – BF 575 A5; BF 723.A4	35
Applied Psychology Call Number Range: BF 636	14
Behavior Modification Call Number Range: Mostly in BF 637.5	31
Counseling (Case studies, certification, evaluation, counseling psychology, philosophy and professional ethics, ethics research methodology, social aspects, study and teaching, vocational guidance) Call Number Range: BF 637.C6	133
Cognition in Children (includes emotional development, Piaget’s theories, loss, expression in art; children’s realities) Call Number Range: BF 723 A- 723 H	60
Sex Education Call Number Range: HQ 56 – HQ 60.5	27
Child Sexual Abuse Call Number Range: HQ 71 – HQ 72	17
Counseling Youth & Teenagers Call Number Range: HV 1421 – HV 1441	23
Educational Counseling Call Number Range: LB 1027.5	90
School Psychology Call Number Range: LB 1027.55	8
Educational Psychology Call Number Range: Mostly in LB 1051	54
Counseling in Elementary Education Call Number Range: Varies	10
Counseling in Higher Education (includes academic advising, student success, career guidance, transitioning to college, study habits, learning behavior) Call Number Range: LB 2343	45
Counseling in Middle School Call Number Range: LB 1620.5	15
Motivation in Education Call Number Range: LB 1065	33
Classroom Management (includes	130

disruptive students, discipline) Call Number Range: LB 3011-LB 3013	
Bullying in Schools Call Number Range: LB 3013.3	3
Drug Abuse Counseling Call Number Range: Varied	25
TOTAL	753