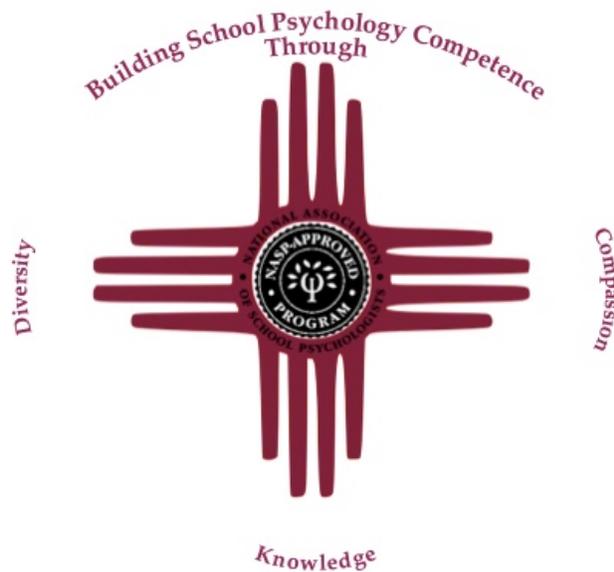


# SCHOOL PSYCHOLOGY

SPECIALIST IN EDUCATION (ED.S.)

**New Mexico State University**



**INFORMATION PACKET  
2017-2018**

**NEW MEXICO STATE UNIVERSITY  
LAS CRUCES, NEW MEXICO**

Counseling and Educational Psychology Department  
College of Education  
New Mexico State University  
Las Cruces, New Mexico  
(updated 10/23/17 cv)

## **OVERVIEW**

Students enrolled in the Program for School Psychology (SPP) at New Mexico State University are prepared as data-based decision-makers who work with teachers and other school professionals, as well as parents and families, to promote the mental health and academic development of all children and adolescents. The SPP is housed in and administered through the Department of Counseling and Educational Psychology (CEP) resulting in the granting of a Specialist in Education (Ed. S.) degree in school psychology from the CEP department. The program is accredited by the National Association of School Psychologists (NASP) and is the only school psychology program in the state of New Mexico. Furthermore, the Council for the Accreditation of Educator Preparation (CAEP) accredits the College of Education where the School Psychology Program is housed. As such, all graduates will meet the preparation and practice standards set forth by NASP and the school psychology licensure criteria established by the state of New Mexico.

## **PROGRAM PHILOSOPHY**

**School psychologists** are professionals prepared as data-based decision-makers who work with preschoolers, children, adolescents, and families. They work with all school personnel to help make education a positive and rewarding experience for students. School psychologists can provide a variety of services, including consultation, instruction, assessment, research, and intervention. School psychologists are prepared to serve students from different backgrounds with diverse educational, psychological, and emotional needs. In the state of New Mexico, particular emphasis has been placed on school psychologists to provide services to students with severe emotional disturbances and behavior disorders.

The purpose of the School Psychology Program (SPP) at New Mexico State University (NMSU) is to prepare candidates to become data-based decision-makers who promote the highest quality educational and mental health services for children and families. In addition, the members of the faculty adhere to the highest quality standards and they believe in an integrated approach to serving a multicultural population. A multicultural perspective is followed throughout program requirements. The school psychology program is housed in and administered through the CEP department located within the College of Education at NMSU. The school psychology program is competency based and designed to meet the accreditation standards of the National Council for Accreditation of Teacher Education and the National Association of School Psychologists. In fact, the SPP received accreditation from NASP in the summer of 2005, the only program in the state of New Mexico to have such accreditation. In addition, the program meets the requirements for school psychology licensure in the state of New Mexico.

The school psychology program adheres to the practitioner-scholar model, which is highly consistent with the conceptual framework of the College of Education emphasizing the professional educator as a reflective decision maker. This integrated approach to practice and science promotes development of interlocking skills fostering a career-long process of psychological investigation, assessment, and intervention. The practitioner component is emphasized and candidates in the SPP are prepared in data-based decision-making and the application of the science of behavior and development, as well as in innovation in existing theory and techniques. Throughout the curriculum, the importance of knowledge and experience with a wide range of individual differences including, but not limited to ethnicity, gender, disability, age, culture, sexual orientation, religion, and race are emphasized. Ethical and legal issues, which guide service delivery, are also stressed throughout the curriculum.

## **GOALS**

The primary goal of the school psychology program is to prepare candidates to become data-based decision-makers with the essential entry-level competencies to serve in the schools and agencies that serve school age populations. The SPP develops three major components:

1. Knowledge of psychological and educational foundations.
2. Skills in data-based decision-making, assessment, consultation, intervention, and research.
3. Capacity to apply knowledge and skills to promote mental health and development and prevent school failure and other handicapping conditions.

## **OBJECTIVES**

Major objectives of the SPP ensure that candidates gain competency in the following areas.

- A. Acquire a broad knowledge and understanding of the principles of human growth, development, and behavior, especially cultural diversity.
- B. Acquire a comprehensive understanding of problems associated with physical, social, emotional, and educational development. These problems include various human exceptionalities (e.g., hearing and vision impairments).
- C. Acquire a broad knowledge and understanding of psychology, including learning, personality, and research methodology.
- D. Develop competencies in data-based decision-making and psychological assessment, including non-biased assessment of students from culturally and linguistically diverse backgrounds.
- E. Develop competencies in remediation, counseling, and preventative and crisis procedures.
- F. Develop competencies in communication and consultative skills.
- G. Develop an understanding and appreciation of the roles and functions of other educational personnel.
- H. Develop competencies in functioning in teamwork efforts and in-service training roles.
- I. Develop the knowledge and experiences necessary to obtain a broad understanding of the profession of school psychology, including history, roles, and functions; the place of the school psychologist in the organization of the school; legal-ethical considerations; and professional problems.
- J. Develop an understanding and appreciation of the organization, administration, and operation of public schools, the various major roles of the personnel employed by the public schools, and familiarity with curriculum development in the public schools.
- K. Develop the competencies necessary to interpret and conduct educational research and to apply research to educational planning and programming.
- L. Develop skills that enable school psychology trainees to facilitate a cooperative alliance with

- M. Develop understanding of the technological world and how new software, spreadsheets, word processing and other technology, such as assistive technology, impact and enhance the delivery of school psychology services.

## COMMITMENT TO DIVERSITY

NMSU is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws that prohibit discrimination on the basis of race, color, national origin, ethnicity, gender, gender identity, sexual orientation, spousal affiliation, physical or mental disability, serious medical condition, or veteran status. NMSU's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational programs, hiring, promotion, training and other employee actions such as work assignments, compensation, benefits, transfers, layoffs, and terminations (see <http://deanofstudents.nmsu.edu/student-handbook/>). Additionally, NMSU's mandated affirmative action plan is evidence of our dedication to excellence in everything we attempt to accomplish.

The school psychology program is committed to increasing its number of graduate students from what have traditionally been viewed as minority backgrounds. We urge applicants from minority backgrounds to apply to our program. The University supports candidates from minority backgrounds with Financial Aid (if applicable) and other sources of funding through the office of the Vice President and Financial Aid. For example, program faculty makes every effort to assist candidates in securing graduate assistantships offered by the Graduate School for all candidates, with special consideration for underrepresented candidates.

## ENTRY LEVEL REQUIREMENTS

The NMSU Graduate School sets as a basic entry-level requirement for the Specialist in Education (Ed.S.) the holding of a master's degree or its equivalent except for the school psychology program. Applicants who do not hold a master's degree may apply in their senior year of their undergraduate degree program. Applicants who already possess the master's degree should hold it in a closely related field, such as special education, educational diagnostics, family or school counseling, general counseling, social work, or psychology.

## APPLICATION PROCEDURES\*\*

1. Complete an application for admission to the Graduate School with a summer start date. Information related to applying for admission and the Graduate School can be found at the Graduate Student Services webpage (<http://gradadmissions.nmsu.edu/>). Information is also available by request from the same office at: Graduate Student Services, New Mexico State University, Educational Services Building, Suite G, MSC 3G, P.O. Box 30001, Las Cruces, NM 88003-8001; 575/646-2736).

2. Complete the Graduate Record Examination (GRE) and request that an official copy of the scores be submitted to the New Mexico State University Graduate Student Services office. Submit a PDF copy of your score report on the on-line application system. These scores must be less than 5 years old at the time of application. The following criteria will also be considered:

For students who hold an advanced degree (master's degree or equivalent) or have completed graduate coursework and have taken the GRE as a requirement for admission to those programs/coursework may request that these scores be accepted for admission regardless of the date taken; however, the following also need to be met:

- a. Students will need to submit official copies of the scores to the Graduate Student Services office or a copy of their individual report to the program so that scores can be verified.
  - b. These scores will be considered in conjunction with GPA in the advanced degree and/or coursework; students will still be required to have maintained a minimum of 3.0 GPA in their prior graduate work regardless of when the GRE was taken.
  - c. Students who hold an advanced degree or graduate coursework and did not take the GRE as a requirement for admission to these program/coursework are still required to take the GRE and submit official scores to the Graduate Student Services Office for consideration for admission to the School Psychology Program.
3. Submit to the Graduate Student Services office and upload to the on-line application system (NOT the CEP department) an official transcript from every college or university attended. Transcripts that are submitted to the CEP Department/Program may result in a delay of reviewing your application with Graduate Student Services office. Graduate Student Services office cannot process your application without official transcripts.
  4. Submit a professional statement that addresses the following information:
    - Experience with Diverse Populations
    - Professional Experience (if applicable)
      - Teaching
      - Counseling
      - Assessment/Diagnostics
    - Experience working with preschool to school-age children and adolescents
    - Community Service/Volunteer Experience
    - Research Experience (if applicable)
    - Why you have chosen School Psychology as a profession
    - Statement of multicultural/diversity philosophy
  5. Request and/or submit at least three current (i.e., less than 1 year old) letters of support from different individuals. Request these letters through the on-line application system

or upload PDF copies. See Application Checklist below for more specific information and/or criteria.

6. Submit a resume or curriculum vitae (CV) outlining your educational, professional, and other experiences, interests, etc. Your resume / CV should include current contact information.
7. Other materials not required but optional are published research papers, special projects, licensure / certifications, grants, etc.

**For questions about the required materials or application process please contact:**

Dr. Heejung Chun, Admissions Coordinator  
School Psychology Program  
New Mexico State University  
P.O. Box 30001, MSC 3CEP  
Las Cruces, NM 88003-8001  
(575) 646-7676  
[chun@nmsu.edu](mailto:chun@nmsu.edu)

**\*\*Graduate Admissions uses an on-line system for graduate program applications. All applicants are required to submit/upload ALL APPLICATION MATERIALS to the on-line system located at the following URL:  
<http://prospective.nmsu.edu/graduate/index.html>**

The following checklist is provided to help you organize and verify you submit the appropriate materials.

**ED.S. IN SCHOOL PSYCHOLOGY APPLICATION CHECKLIST**

*Students are required to submit the following information to be reviewed by the School Psychology training Committee:*

<b><u>Item</u></b>	<b><u>Date Submitted</u></b>
Professional Statement	_____
3 Current (less than 1 year old) Letters of Recommendation At least 1-2 letters from faculty / professors Others from employers, training directors, practicum or internship supervisors preferred.	_____
Graduate Admissions Application (including transcripts)	_____
Official Undergraduate Transcript(s)	_____
Official Graduate Transcripts(s) (if applicable)	_____
An official copy of GRE Scores (i.e., less than 5 years old)	_____

A current resume or curriculum vitae \_\_\_\_\_

**The School Psychology Training/Admissions Committee will also consider the following information:**

- Compatibility with Program Goals and Mission/Philosophy
- Unique Contributions
- Phone Interview (by faculty)

**Application Deadline:** Students must submit the application materials to the Graduate Student Services on-line application system by the posted deadlines. Applicants are responsible for following up on the status of their application materials with the appropriate office(s). Admission decisions are made during the spring semester for enrollment the following academic year, commencing in the second summer session (July start date). The application deadline is **January 15th**, but applications will be reviewed until a full contingent of students has been admitted to and enrolled in the program.

**Transfer Credit:** Typically, courses are not transferred nor waived; however, program requirements that have been completed elsewhere may be reviewed and students may not be required to re-take these courses. In cases where courses are transferred, an advisor will review the student's graduate transcripts for possible course substitutions. Once the equivalency of courses is established via transcript review, a written request for the transfer should be made to the program director. At a minimum, the Ed.S. degree requires 30 credit hours beyond the master's degree. Courses that meet the requirements will be transferred if these are needed to meet residency and degree requirements. Only those courses that have not been fulfilled will be added to the student's program of study. The program director in collaboration with program faculty determines what coursework can be transferred. Transferred courses may be used toward the 30-credit/post master's minimum degree requirements.

**Part-time or Full-time Sequence:** A part-time (6 credit hours per semester) or full-time sequence (9 or more credit hours per semester) is possible. Factors to be considered in selecting a part-time or full-time sequence are job-related variables, transferable credit, class availability, class times, depth of research project, and that Graduate Student Services requires that the Ed.S. degree be completed in seven (7) years after being admitted into the program. Further, all school psychology students are required to complete a 1,200 clock-hour school psychology internship.

**Comprehensive Exams:** Students must take and successfully pass written and oral comprehensive examinations in the last year of the program.

## DEGREE REQUIREMENTS CURRICULUM/COURSEWORK

*Please note that the school psychology program does not control offerings beyond those of the program faculty. Courses at NMSU tend to be offered in particular semesters, but forces beyond faculty control can modify the sequence within which a student completes required courses. The Psychology Department (PSY courses) permits non-department students to take courses, however, most graduate courses are offered during the day.*

COURSES	CREDITS	STANDARD COVERED
CEP 517 The Psychology of Multicultural	3	NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools
CEP 612 Human Development	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)
CEP 607 Curriculum Based Assessment & Intervention	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 608 Diagnostic Classification in School Psychology	3	NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.2); NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 515 Learning Theory	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1)
SPED 619 School Interventions & Organization	3	NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.1)
CEP 505 Appraisal of Academic Functioning**	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 647 Appraisal of Cognitive Functioning**	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 648 Appraisal of Personality**	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 554 Counseling Theory & Technique for the School Psychologist	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)
CEP 662 Family Therapy Theory & Technique	3	NASP Standard VI-Direct and Indirect Services: Systems Level Services-Family-School Collaboration
CEP 649 Behavioral Assessment & Intervention	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 566 Group Work Theory/Practicum	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)
CEP 658 Child/ Adolescent	3	NASP Standard VI-Direct and

		<b>Collaboration; Socialization and Development of Life Skills</b>
<b>CEP 624</b> Professional Seminar in School Psychology	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.2); NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.1)</b>
<b>CEP 625</b> Legal & Ethical Issues in School Psychology	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.2)</b>
<b>CEP 671</b> Consultation	3	<b>NASP Standard III-Practices that Permeate all Aspects of Service Delivery: Consultation and Collaboration, NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1)</b>
<b>CEP 630</b> School Psychology Research	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.1)</b>
<b>CEP 598</b> Ed.S. Research Project <b>OR</b> <b>CEP 599</b> Ed.S. Thesis	6	
<b>CEP 672</b> Practicum in School Psychology: Psychoeducational	3	<b>NASP Standard IX-Practica and Internships in School Psychology; Standard II</b>
<b>CEP 675</b> Practicum in School Psychology: Social/ Emotional	3	<b>NASP Standard IX-Practica and Internships in School Psychology; Standard II</b>
<b>CEP 684</b> Internship in School Psychology (1,200 hours)	12	<b>NASP Standard IX-Practica and Internships in School Psychology</b>



## FINANCIAL ASSISTANCE

**Financial Aid:** Financial aid is usually available for students. All students are expected to apply through the Financial Aid office. Applicants are strongly encouraged to apply as early as possible after the Free Application for Federal Student Aid forms are available (usually in January for the following academic year). Some graduate assistantships are also available throughout the university. Out-of-state students who receive a graduate assistantship are eligible for in-state tuition rates. Professional employment in other areas of the university or community is also available; however, an advisor must endorse all extra-curricular activities.

## MENTORING/ADVISING

School psychology students are assigned to the program director for advising in the first semester. Students are provided one semester to meet other program faculty. At the end of the student's first fall semester, the student submits a ranked order list of advisor choices. Students are advised to consult with the faculty advisor to be certain that the students' intended research project topic is within the faculty member's area of expertise and that the faculty's advisement load will permit the addition of the advisee. In most cases, students will get their first choice but the decision is based on fit and balance in student-advisor ratio. The faculty mentor/advisor provides support and encouragement throughout the program.

## MISCELLANEOUS

**Housing:** Housing for students on campus includes a variety of options. Residence halls are designed as double occupancy suites that are fully furnished. Apartment complexes are made up of individual efficiency duplexes, and two or four bedroom apartments. Student family housing consists of two-story townhouse apartments or single story two bedroom homes. Specially-equipped residence hall rooms, apartments, and family housing units are available for students with disabilities. Off-campus housing is plentiful and reasonably priced throughout the Las Cruces area.

**Life in Las Cruces:** Las Cruces is located in southwestern New Mexico, 50 miles from El Paso, Texas and Ciudad Juarez, Chihuahua, Mexico. The Las Cruces area is well known for the majestic Organ Mountains, White Sands National Monument, and the Rio Grande River, which winds its way through fields of chile, cotton, and pecan orchards. The mild climate allows for year round swimming, golf, backpacking, and other outdoor activities. Cultural events include the Renaissance Arts & Crafts Festival, The Whole Enchilada Festival, Diez-y-Seis de Septiembre celebrations, Day of the Dead celebrations, and a variety of events sponsored by the American Southwest Theater Company and the Las Cruces Symphony.

Las Cruces, hometown of the university and New Mexico's second largest city, blends Latino/a American, American Indian, African American, and European American cultures in

its colorful city life. Desert landscape, the fabled Rio Grande, high forested mountains, and the proximity of the U.S./Mexico border contribute to the rich multicultural ambiance of the region.

## SCHOOL PSYCHOLOGY FACULTY

### **Program Coordinator**

*Elsa C. Arroyos, Ph.D.* (The University of Iowa)

Associate Professor

Teaching: Assessment, practicum and internship in school psychology and educational psychology.

Research: Traumatic brain injury in children and adolescents, pediatric neuropsychology, and multicultural school psychology/training.

### **Admissions Coordinator**

*Heejung Chun, Ph.D.* (University of Missouri, Columbia)

Associate Professor

Teaching: Assessment, Consultation, Diagnostics, Professional Seminar and Practicum in School Psychology.

Research: Adolescent problem behaviors; risk and protective factors; resilience; academic achievement gap, particularly addressing school and cultural factors such as school belonging and culturally responsive teaching; immigrant paradox; and acculturation.

### **Practicum & Internship Coordinator**

*Ivelisse Torres Fernandez, Ph.D.*, (The University of Iowa)

Assistant Professor

Teaching: Counseling Theory/Technique, Assessment, Diagnostics, Child/Adolescent Counseling, Human Development, and Practicum in School Psychology.

Research: Social and emotional development in children and adolescents, resiliency, child and adolescent psychopathology, multicultural issues, and social justice issues in psychology, particularly examining the mental health needs of children and adolescents in the borderlands

### **Associate Dean**

*Enedina García-Vázquez, Ph.D.* (The University of Iowa)

Professor

Teaching: Human development, Curriculum Based Assessment, and Research.

Research: Social, emotional, and cultural factors and academic success, acculturation in children and adolescents, assessment strategies with diverse populations, intervention techniques.