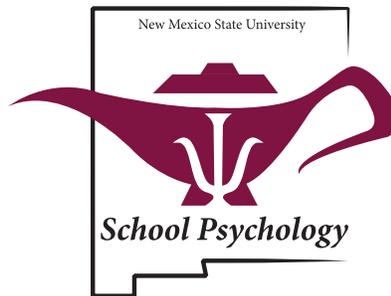


# *School Psychology*

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**SPECIALIST IN EDUCATION (ED.S.)**



**INFORMATION PACKET  
2012-2013**

**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 9/4/12, eca)

## **OVERVIEW**

Students enrolled in the School Psychology Program (SPP) at New Mexico State University are trained 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 approved by the National Association of School Psychologists (NASP) and is the only degree-granting school psychology program in the state of New Mexico. Furthermore, the College of Education, which contains the School Psychology Program, is accredited by the National Council for Accreditation of Teacher Education (NCATE). As such, all graduates will meet the training 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 trained 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, prevention, and intervention. School psychologists are trained 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 at New Mexico State University is to train students to 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 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 students in the SPP acquire training 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.

**Degree designation.** The terminal degree for graduates of the school psychology program is the Specialist in Education (Ed.S.). The Ed.S. provides advanced training beyond the masters degree, but not as advanced as the doctorate. Applicants who hold a masters degree in a related field will at a minimum complete 30 graduate semester hours to be granted the Ed.S. Applicants who do not hold a masters degree will complete a minimum of 60 graduate semester hours. The actual number of hours will be determined based on previous course work. The particular degree designation is Specialist in Education (Ed.S.). Students will receive an Ed.S. in School Psychology from the Counseling & Educational Psychology Department.

## COMMITMENT TO DIVERSITY

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 students from minority backgrounds with Financial Aid (if applicable) and other sources of funding through the office of the Vice President and Financial Aid. Program faculty makes every effort to assist students in securing graduate assistantships.

New Mexico State University (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 age, ancestry, color, disability, gender identity, national origin, race, religion, sexual orientation, spousal affiliation or veteran status. NMSU's dedication to non-discrimination extends to recruitment, hiring, promotion, compensation, training, benefits, separations, and to the availability and delivery of all educational, academic, and student welfare programs and services (see <http://www.nmsu.edu/~vpsa/APAP/nondiscrimination.html>).

## ENTRY LEVEL REQUIREMENTS

**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. Students who do not hold a master's degree may apply in their senior year of their undergraduate degree program or after obtaining the bachelor's degree. Students who already possess the master's degree should hold it in a closely-related field, such as special education, educational diagnostics, school counseling, general counseling, or psychology.

## APPLICATION PROCEDURES\*\*

1. Complete an application for admission to the Graduate School with a summer start date. Information related to applying for graduate admission can be found at the Graduate Student Services webpage at: <http://prospective.nmsu.edu/graduate/apply/index.html>. 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.

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)

**\*\*Starting mid-October, 2012 Graduate Admissions will go to an on-line system for applying to graduate programs. Once this system is live, all applicants will be 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:*

<u>Item</u>	<u>Date Submitted</u>
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 Transcript(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 training 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 training 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.

**Candidacy.** Students are expected to file for candidacy after completing 12 credit hours in the program.

**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.*

<i>COURSES</i>	<i>CREDITS</i>	<i>STANDARD COVERED</i>
CEP 517 The Psychology of Multiculturalism	3	<u>Student Diversity in Development and Learning</u>

CEP 511 Edometrics	3	<u>Research and Program Evaluation</u>
CEP 512/612 <b>Human Development</b>	3	<u>Socialization and Development of Life Skills</u>
CEP 607 <b>Curriculum-Based Assessment &amp; Intervention</b>	3	<u>Data-Based Decision-Making and Accountability</u>
CEP 608 <b>Diagnostic Classification in School Psychology</b>	3	<u>Data-Based Decision-Making and Accountability</u>
CEP 515/615 <b>Learning Theory</b>	3	<u>Effective Instruction and Development of Cognitive / Academic Skills</u>
SPED 619 <b>School Interventions &amp; Organization</b>	3	<u>School and Systems Organization, Policy Development, and Climate</u>
CEP 505 <b>Appraisal of Academic Functioning</b>	3	<u>Data-Based Decision-Making and Accountability</u>
CEP 647 <b>Appraisal of Cognitive Functioning</b>	3	<u>Data-Based Decision-Making and Accountability</u>
CEP 648 <b>Appraisal of Personality</b>	3	<u>Data-Based Decision-Making and Accountability</u>
CEP 554 <b>Counseling Theory &amp; Technique for the School Psychologist</b>	3	<u>Socialization and Development of Life Skills</u>
CEP 562 <b>Family Therapy Theory &amp; Technique</b>	3	<u>Home/School/Community Collaboration</u>
CEP 658 <b>Child/Adolescent Counseling Theory &amp; Technique</b>	3	<u>Home/School/Community Collaboration, Socialization and Development of Life Skills</u>
SPED 559 <b>Approaches to Classroom Management for Exceptional Learners</b>	3	<u>Socialization and Development of Life Skills (Behavioral Assessment/Intervention)</u>

CEP 624 <b>Professional Seminar in School Psychology</b>	3	<u>School Psychology Practice and Development, School and Systems Organizations, Policy Development, and Climate</u>
CEP 625 <b>Legal &amp; Ethical Issues in School Psychology</b>	3	<u>School Psychology Practice and Development</u>
CEP 671 <b>Consultation</b>	3	<u>Consultation and Collaboration, Effective Instruction and Development of Cognitive/ Academic Skills</u>
CEP 630 <b>School Psychology Research</b> CEP 598 <b>Ed.S. Research Project</b> <u>OR</u> CEP 599 <b>Ed.S. Thesis</b>	3 6	<u>Research and Program Evaluation</u>
CEP 672 <b>Practicum in School Psychology: Psychoeducational</b>	3	All standards are integrated
CEP 675 <b>Practicum in School Psychology: Psychological</b>	3	All standards are integrated, <b>The following are emphasized:</b> <u>Prevention, Crisis Intervention, and Mental Health, Information Technology</u>
CEP 684 <b>Internship in School Psychology (1,200 hours)</b>	12	All standards are integrated, <b>The following are emphasized:</b> <u>Research and Program Evaluation</u>

## 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 a school psychology faculty member advisor in the CEP department. 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. 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 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

### **Director of Training**

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

Associate Professor

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

**Research:** Pediatric neuropsychology, traumatic brain injury in children and adolescents, and culturally responsive practice and training

**Admissions Coordinator**

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

Assistant Professor

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

Research: Adolescent problem behaviors; risk and protective factors; resilience; prevention and intervention; and well-being of immigrant adolescents

**Practica & 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, and multicultural issues

**School Psychology Training Committee Member**

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

Professor

Teaching: Human development, Professional Seminar in School Psychology, and Spanish for Mental Health Professionals

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