

School Psychology
Doctor of Philosophy (PhD)

**NEW MEXICO STATE UNIVERSITY
PROGRAM HANDBOOK**



Department of Counseling and Educational Psychology
College of Health, Education, and Social Transformation
New Mexico State University
Las Cruces, New Mexico (updated 8/25/25)

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OVERVIEW

Students enrolled in the School Psychology Doctoral Program (SPDR) 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 SPDR is housed in and administered through the Department of Counseling and Educational Psychology (CEPY) resulting in the granting of a Doctor of Philosophy (PhD) degree in school psychology from the CEPY department. The Council for the Accreditation of Educator Preparation (CAEP) accredits the College of Health, Education, and Social Transformation where the School Psychology Program is housed. As such, all graduates will meet the preparation and practice standards set forth by NASP and APA and the school psychology and psychology licensure criteria established by the state of New Mexico.

The School Psychology PhD program at NMSU is Accredited, on Contingency by the American Psychological Association (APA) effective December 4, 2024. The expiration date of contingency status is December 4, 2029. We will apply for full accreditation at that time.

**Questions related to the program's accredited status should be directed to the Commission on Accreditation:*

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

DEPARTMENT MISSION STATEMENT

The mission of the Department of Counseling and Educational Psychology (CEPY) is to promote social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology. Our programs emphasize ethical responsibility and the development of multicultural competencies to work effectively with diverse populations and systems. We create collaborative relationships with educational, health/mental health, and community settings to reduce health and educational disparities, conduct relevant high-quality research, and nurture active learners and critical thinkers. This mission is accomplished by advancing an understanding of human behavior through teaching, research, and service. The Department promotes community outreach by developing positive working relationships with the public and private schools as well as other community institutions, which can benefit from the professional competencies of the faculty and students.

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 primary purpose of the school psychology doctoral program is to prepare students to be outstanding, ethical, and multiculturally competent scientist-practitioners who promote psychology as a profession and science for the betterment of all people, with particular emphasis on children and families from all cultural backgrounds. The program places high emphasis on instilling attitudes and skills needed to become critical consumers of research, active disseminators of research and valuable contributors to the scientific foundations of school psychology. Candidates learn to define problems clearly within a systemic context, use theory and research to analyze problems systematically, select objective and replicable methods to test hypotheses using appropriate procedures; implement science and interventions with fidelity and empirically evaluate the validity of outcomes.

The school psychology doctoral program adheres to the scientist-scholar model, which is highly consistent with the conceptual framework of the College of Health, Education, and Social Transformation 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 SPDR 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 AND OBJECTIVES

The primary goal of the school psychology doctoral program is to prepare scholars to become problem-solvers with the essential entry-level competencies to serve children and families from diverse cultural backgrounds. The program is designed to encourage innovation in the delivery of psychological services in schools and a variety of other settings that serve children and their families (e.g., hospitals, mental health clinics).

The program develops 9 Profession-Wide Competencies: Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation and Interprofessional/Interdisciplinary. Through development of these competencies have the capacity to apply knowledge and skills to promote mental health and development and prevent school failure and other handicapping conditions.

The program also develops 10 Discipline-Specific Knowledge Areas: History and Systems, Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior,

Developmental Aspects of Behavior, Social Aspects of Behavior, Advanced Integrative Knowledge of Basic DSK Content Areas, Research Methods, Statistical Analysis, and Psychometrics

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

- Acquire a broad knowledge and understanding of the principles of human growth, development, and behavior, especially cultural diversity.
- 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).
- Acquire a broad knowledge and understanding of psychology, including learning, personality, and research methodology.
- Develop competencies in data-based decision-making and psychological assessment, including non-biased assessment of students from culturally and linguistically diverse backgrounds.
- Develop competencies in remediation, counseling, and preventative and crisis procedures.
- Develop competencies in communication, supervision models and practices, and consultative skills.
- Develop an understanding and appreciation of the roles and functions of other educational personnel.
- Develop competencies in functioning in teamwork efforts and in-service training roles.
- 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.
- 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.
- Develop the competencies necessary to interpret and conduct educational research and to apply research to educational planning and programming.
- Develop skills that enable school psychology trainees to facilitate a cooperative alliance with students, parents, teachers, and school administrators, other appropriate staff, community resources, and community agencies.
- 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.

SCHOOL PSYCHOLOGY TRAINING COMMITTEE (SPTC)

General program decisions related to policies and procedures are made by the SPTC. The SPTC is comprised of school psychology faculty, including the Program Director for the program, and student representatives from each cohort. Following is the list of the current members of the

SPTC:

- Lisa S. Peterson, Ph.D. (School Psychology PhD Program Director)
- Staci Ballard, Ph.D. (School Psychology EdS Program Director)
- Kaeyoor Joshi, Ph.D. (School Psychology Faculty)
- Ersie Gentzis, Ph.D. (School Psychology Faculty)
- Student Representatives (at minimum, one from each program)
- President, Student Affiliates of School Psychology (SASP)

COMMITMENT TO DIVERSITY

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 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. Additionally, NMSU's mandated affirmative action plan is evidence of our dedication to excellence in everything we attempt to accomplish. For additional information, please, contact the Office of Institutional Equity at New Mexico State University located in the O'Loughlin House at (575) 646-3635.

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.

CANDIDATES

ENTRY LEVEL REQUIREMENTS

The NMSU Graduate School sets as a basic entry-level requirement for the graduate programs 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.

TRANSFER CREDIT

Program requirements that have been completed elsewhere may be reviewed and candidates may not be required to re-take these courses. Program policy dictates that no undergraduate course will be approved for transfer. In cases where courses are transferred, the advisor will review the student's graduate and undergraduate transcripts. Once the equivalency of courses is established (see course substitution form Appendix D), a written request for the transfer

should be made. Candidates should work with their advisor to complete the course substitution form to request the transfer. This process should be completed within the first year of the program. At a minimum, the PhD 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 or degree requirements. All courses will be added to the candidate's plan of study. The school psychology faculty determines what coursework can be transferred. Transferred courses may be used toward the 30-credit/post master's minimum degree requirements.

Once the program approves the course transfers, candidates complete the *Transfer of Credit* Form available at <http://gradschool.nmsu.edu/graduate-forms/> the Graduate School requires. Current graduate school rules apply, including that transferred courses must not be more than 7 years old at the time of graduation (or degree posting).

POLICIES AND PROCEDURES

Several policies and procedures guide the school psychology doctoral program. Included are advisor selection, candidacy, and change in program sequence, and comprehensive examination policies. Please note the policies, regulations, and procedures of the Graduate School, if of higher order, supersede the rules of the doctoral program.

ADVISOR SELECTION

The School Psychology Training Committee will assign advisors during the admissions process based on the students' stated research interests and faculty advising loads. The advisor assignment will be sent to candidates as part of their admissions letter. Once this assignment is made, candidates will need to request any changes in advisor in writing from the SPTC after the candidate discusses the change with their current and future advisors. Although the advisor will be the candidate's primary mentor, other school psychology or departmental faculty can be sought out for support and guidance. This will provide candidates with opportunities to have a broad and positive experience in the program and enhance affiliation with faculty.

GRADE POLICY

The school psychology doctoral program at New Mexico State University is committed to providing a quality and rigorous preparation that meets the standards set forth by APA and NASP and complies with licensing requirements established by the state of New Mexico. Furthermore, the program is also aligned with Graduate School requirements, which stipulate candidates must maintain a 3.0 grade point average (GPA) semester-to-semester while enrolled in a graduate program at NMSU. Additionally, although the Graduate School requires the cumulative GPA of 3.0, the program requires students to earn a B or better all core school psychology courses and clinical courses. These courses are CEPY 5310, 5235, 6340, 6350, 6510, 6530, and 6540.

CANDIDACY

A student who has completed 12 credits of graduate work beyond the master's degree, or its equivalent, in residence at New Mexico State University, is eligible for admission to candidacy.

If candidacy is achieved, then a committee is formed to assist the student in completing the remainder of the program. The committee should be comprised of members of the graduate faculty in the CEPY Department (at least 2 School Psychology faculty should be included on the committee). Students are no longer required to submit a *Program of Study* as the STAR (Student Academic Requirements) system enables students and faculty advisors to run up-to-date audits using the internet (<https://degreeaudit.nmsu.edu/>). Any exceptions (i.e., course transfers, waivers or substitutions) to the current program requirements should be discussed with the student's advisor and a *Degree Audit Exception* form should be submitted to the Graduate School (<http://gradschool.nmsu.edu/>). Please note that the program recommended by the candidate's committee is subject to the approval of the CEPY department head, the Dean of the College of Health, Education, and Social Transformation, and the Dean of the NMSU Graduate School.

CHANGE IN PROGRAM SEQUENCE

All candidates are required to enroll in a minimum of 6 credit hours per semester during the regular academic year. Candidates are also expected to follow a sequence that allows for a developmental approach to learning. For example, candidates are expected to enroll in beginning level courses such as Human Development, Psychology of Multiculturalism, and all assessment courses before enrolling in the practicum sequence. The candidate's advisor can guide the candidate in following the designated sequence. Candidates who want changes to semester plans/schedules must seek advice from their advisor to determine the impact of these changes on the candidate's plan of study. Therefore, it is imperative candidates obtain consent or guidance from the advisor before dropping courses or changing the program sequence.

CHANGE IN ENROLLMENT STATUS

Candidates accepted into the SPDR must opt to enroll on a full-time (FT) basis at the outset of their program. Full-time status requires enrollment in a minimum of 9 credit hours. Should a candidate not be able to complete the courses as outlined and require special arrangements, the candidate must receive prior approval from her or his advisor and the School Psychology Training Committee (if necessary). At that time, the candidate will be required to submit a new plan of study based on the change of enrollment status. Additionally, the candidate and her or his advisor must sign this revised plan of study.

LEAVE OF ABSENCE

If a candidate is experiencing extenuating circumstances and needs to interrupt their progress in the program, they may request a leave of absence from the program. The School Psychology Training Committee, CEPY Department and Graduate School should follow the following procedure in submitting a request for approval.

The candidate should request in writing a leave of absence from the SPTC. This written request should include, at minimum, the following information.

- State the reason for interruption of studies.
- The beginning date and anticipated end date for the absence.

Upon receipt of this letter, the SPTC will meet during their regularly scheduled meeting to

review, discuss, and make a decision on the request. The candidate will then receive a letter from the Program Director, as chair of the SPTC, indicating the decision of the committee. The Program Director will copy the CEPY Department Head on the letter as a means of informing him/her of the SPTC's decision.

If the SPTC approves the leave of absence the candidate will then need to submit a request for leave of absence through the Graduate School. Provide the SPTC's decision letter as documentation of programmatic approval of the leave of absence. Following are the guidelines provided by the Graduate School:

- Students who are working on advanced degrees and plan to have an interruption in studies request for a leave of absence through their department head. The candidate must submit a formal letter through their department head to the Dean of the Graduate School, an email will not be accepted. The request should include the beginning date and the anticipated ending date for the period of absence.
- A graduate student on leave of absence will be expected not to use university facilities and place no demands upon the university faculty and staff, and, therefore will pay no fees. Time spent in the "leave-of-absences" status will not be counted toward the advanced degree time limits.
- A graduate student who fails to register for one calendar year without obtaining a leave of absence from the Graduate School will be considered withdrawn from the university, by the Graduate School. In order to resume their studies after such absences, the student must go through the formal readmission process" (Graduate Catalog, 2019-2020 Edition).
- It will be the candidate's responsibility to contact the Program Director and/or Academic Advisor when he/she is planning on resuming their studies. It is also the candidate's responsibility to be cognizant of the program's and Graduate School's policies with regards to enrollment, readmission, and/or timelines for completing the degree.

RETURNING CANDIDATES

Returning students are those candidates who are requesting re-admittance into the school psychology program following a medical or personal leave that resulted in the candidate not being able to enroll in courses. The following tasks will need to take place for re-admittance into the program with each situation being considered on a case-by-case basis:

- If the candidate had an approved leave of absence from the SPTC and the Graduate School, they will be re-admitted into the program following the discussion of a plan of study (i.e., conditions for re-admittance) with the SPTC.
- If the candidate did not have an approved leave of absence from the Graduate School and/or the SPTC, they will need to petition the SPTC for re-admittance into the program. Furthermore, if the student was dis-enrolled from the Graduate School, she or he will need to re-apply to the Graduate School. The SPTC will consider each request individually and recommend either that the candidate be unable to return to the program or else specify conditions for return to the program.

RESIDENCY

The PhD program of study must include a minimum of 30 graduate credits past the master's degree (or its equivalent). This includes intern experiences, dissertation completion, and graduate courses. The campus residency requirement is met by completing a minimum of 50% of their coursework at NMSU. More information can be found at <https://catalogs.nmsu.edu/nmsu/graduate-school/#transfercreditstext>

DEGREE REQUIREMENTS

The total credits required for the program is 120. Candidates will complete 81 credits of coursework, at least 450 clock-hours of practicum (9 total credits), a dissertation (18 credits) and a 1500 clock-hour doctoral internship (12 credits). Of the 1500 clock-hour internship, 600 will be expected to be in a school setting unless the candidate has completed a school-based internship as part of a masters or specialist level School Psychology program.

FOUR-YEAR DEGREE PLAN

The four-year degree plan is designed for students who have entered the program after completing an educational specialist (EdS) or masters degree in school psychology or a related field. Because these students are likely to waive multiple classes, they will work with their advisor to develop a degree plan that meets the Graduate School and APA's residency requirements of earning at least 3 full-time academic years within the program and prepares them for preparation for doctoral level practice. Students on this degree plan are expected to pursue advanced field experiences to learn and build clinical skills beyond their earned degree and earn hours to become competitive for an APPIC internship or equivalent. They are also encouraged to consider a graduate minor or other electives as approved by their advisor. For more information about advanced practicum experience requirements see page 28.

| FOUR YEAR DEGREE PLAN | CREDITS |
|--|---------|
| YEAR 1 | |
| SUMMER | |
| CEPY 6120 Human Development | 3 |
| CEPY 6130 The Psychology of Multiculturalism | 3 |
| FALL | |
| CEPY 5235 Counseling Theory & Technique for School Psychologists | 3 |
| CEPY 6265 Diagnostic Classification & Interventions in School Psychology | 3 |
| CEPY 6185 Legal, Ethical & Professional Issues in School Psychology | 3 |
| CEPY 6340 Appraisal of Cognitive Functioning | 3 |
| SPRING | |
| CEPY 5310 Academic Assessment and Intervention | 3 |
| CEPY 6350 Appraisal of Personality | 3 |
| CEPY 6260 Group Work Theory/Practicum | 3 |
| CEPY 6210 School Psychology Research | 3 |
| YEAR 2 | |
| SUMMER | |
| CEPY 6150 Psychology of Social Identities (odd years) <u>or</u> | 3 |
| CEPY 6220 Spanish for Mental Health Professionals (even years) | |
| SPED 6170 School Interventions and Organizations (odd years) <u>or</u> | 3 |
| CEPY 6140 Cognitive and Affective Bases of Behavior (even years) | |
| FALL | |
| CEPY 6180 Clinical Psychopharmacology (even years) <u>or</u> | 3 |

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| CEPY 6160 History and Systems (odd years) | 3 |
| CEPY 6330 Behavior Assessment and Intervention | 3 |
| CEPY 5240 Child/Adolescent Counseling Theory | 3 |
| CEPY 6510 Practicum in School Psychology: Psychoeducational | |
| <i>SPRING</i> | |
| CEPY 6630 School Psychology Practicum: Social/Emotional | 3 |
| CEPY 6260 Consultation | 3 |
| CEPY 6430 Advanced Educational Measurement & Statistics | 3 |
| CEPY 6520 Field Experience in Educational Diagnostics (optional course) | 3 |
| YEAR 3 | |
| <i>SUMMER</i> | |
| CEPY 6150 Psychology of Social Identities (odd years) <u>or</u> | 3 |
| CEPY 6220 Spanish for Mental Health Professionals (even years) | |
| SPED 6170 School Interventions and Organizations (odd years) <u>or</u> | 3 |
| CEPY 6140 Cognitive and Affective Bases of Behavior (even years) | |
| <i>FALL</i> | |
| CEPY 6180 Clinical Psychopharmacology (even years) <u>or</u> | 3 |
| CEPY 6160 History and Systems (odd years) | 3 |
| CEPY 6410 Qualitative Research | 3 |
| CEPY 6580 Supervision Theory and Practicum | 3 |
| CEPY 6420 Psychometrics | |
| <i>SPRING</i> | |
| CEPY 6440 Multivariate Research Procedures & Analysis | 3 |
| CEPY 6540 Advanced Multicultural School Psychology Practicum | 3 |
| CEPY 6450 Educational Experimentation | 3 |
| YEAR 4 | |
| <i>SUMMER</i> | |
| CEPY 6360 School Safety and Crisis Response | 3 |
| CEPY 7000 Dissertation (6 credits) | 6 |
| <i>FALL</i> | |
| CEPY 6640 Doctoral Internship in School Psychology 900 clock hours- 6 Credits | 6 |
| CEPY 7000 Dissertation (6 credits) | 6 |
| <i>SPRING</i> | |
| CEPY 6640 Doctoral Internship in School Psychology 900 clock hours- 6 Credits | 6 |
| CEPY 7000 Dissertation (6 credits) | 6 |
| <i>SUMMER</i> | |
| CEPY 6640 Doctoral Internship in School Psychology 3 Credits (optional) | 3 |

FIVE-YEAR DEGREE PLAN

The five-year degree plan is required for students who enter the program with a bachelors degree and or an advanced degree that did not provide clinical training in a mental health field. The goal of this degree plan is to allow students time to build their clinical skills while balancing required coursework. Students will earn a minimum of 900 practicum hours through the four core practicum courses (CEPY 6510, 6520, 6530, and 6540) and other courses with practicum components (CEPY 5235, 6560, 6240, 6330, 6260, and 6580). They are also encouraged to gain additional field experiences after they complete their school psychology practica, starting in summer of year 4.

| FIVE YEAR DEGREE PLAN | CREDITS |
|--|----------------|
| YEAR 1 | |
| <i>SUMMER</i> | |
| CEPY 6120 Human Development | 3 |
| CEPY 6130 The Psychology of Multiculturalism | 3 |
| <i>FALL</i> | |
| CEPY 6265 Diagnostic Classification & Interventions in School Psychology | 3 |

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| CEPY 6185 Legal, Ethical & Professional Issues in School Psychology | 3 |
| CEPY 6340 Appraisal of Cognitive Functioning | 3 |
| CEPY 5235 Counseling Theory & Technique for School Psychologists | 3 |
| <i>SPRING</i> | |
| CEPY 5310 Appraisal of Academic Achievement in a Diverse Society | 3 |
| CEPY 6350 Appraisal of Personality | 3 |
| CEPY 6210 School Psychology Research <u>or</u> CEPY 6425 Counseling Psychology Research | 3 |
| YEAR 2 | |
| <i>SUMMER</i> | |
| CEPY 6150 Psychology of Social Identities (odd years) <u>or</u> | 3 |
| CEPY 6220 Spanish for Mental Health Professionals (even years) | |
| SPED 6170 School Interventions and Organizations (odd years) <u>or</u> | 3 |
| CEPY 6140 Cognitive and Affective Bases of Behavior (even years) | |
| <i>FALL</i> | |
| CEPY 6240 Child/Adolescent Counseling Theory | 3 |
| CEPY 6510 Practicum in School Psychology: Psychoeducational | 3 |
| CEPY 6330 Academic and Behavior Assessment & Intervention | 3 |
| <i>SPRING</i> | |
| CEPY 6260 Consultation | 3 |
| CEPY 6520 Field Experience in Educational Diagnostics (optional) | 3 |
| CEPY 6450 Educational Experimentation | 3 |
| CEPY 6430 Advanced Educational Measurement & Statistics | 3 |
| <i>*complete qualifying project*</i> | |
| YEAR 3 | |
| <i>SUMMER</i> | |
| CEPY 6150 Psychology of Social Identities (odd years) <u>or</u> | 3 |
| CEPY 6220 Spanish for Mental Health Professionals (even years) | |
| SPED 6170 School Interventions and Organizations (odd years) <u>or</u> | 3 |
| CEPY 6140 Cognitive and Affective Bases of Behavior (even years) | |
| <i>FALL</i> | |
| CEPY 6410 Qualitative Research | 3 |
| CEPY 6160 History and Systems | 3 |
| CEPY 6420 Psychometrics | 3 |
| <i>SPRING</i> | |
| CEPY 6170 Psychology of Poverty | 3 |
| CEPY 6530 School Psychology Practicum: Psychological | 3 |
| CEPY 6440 Multivariate Research Procedures & Analysis | 3 |
| <i>*Dissertation proposal completed by end of spring*</i> | |
| YEAR 4 | |
| <i>SUMMER</i> | |
| CEPY 6360 School Safety and Crisis Response | 3 |
| CEPY 7000 Doctoral Dissertation | 1-3 |
| CEPY 6996 if completing extra practicum hours | |
| <i>*Take School Psychology Praxis for written comprehensive exam*</i> | |
| <i>FALL</i> | |
| CEPY 6180 Clinical Psychopharmacology (even years) | 3 |
| CEPY 6580 Supervision Theory and Practicum | 3 |
| CEPY 7000 Doctoral Dissertation (3 credits) | 3 |
| <i>*Start advanced practicum experience under CEPY 6996*</i> | |
| <i>*Complete oral comprehensive exam*</i> | |
| <i>SPRING</i> | |
| CEPY 5260 Group Work Theory and Practicum | 3 |
| CEPY 6540 Advanced Multicultural School Psychology Practicum | 3 |
| CEPY 7000 Doctoral Dissertation | 3 |
| YEAR 5 | |
| <i>SUMMER</i> | |
| CEPY 6640 SPDR Internship (optional) | 3 |
| CEPY 7000 Doctoral Dissertation | 3 |

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|---|--------|
| <i>FALL</i> CEPY 6640 SPDR Internship CEPY 7000 Doctoral Dissertation | 6 3 |
| <i>Spring</i> CEPY 6640 SPDR Internship CEPY 7000 Doctoral Dissertation | 6 3 |
| <i>Summer</i> CEPY 6640 SPDR Internship (optional) | 3 |

MASTER'S IN COUNSELING & GUIDANCE WITH SPECIALIZATION IN EDUCATIONAL DIAGNOSTICS

In spring 2013, the CEPY Department was granted approval to offer the MA in Counseling and Guidance with specialization in Educational Diagnostics. As a result, candidates admitted to the School Psychology Doctoral Program will have an opportunity to complete this MA degree prior to the completion of the doctoral degree. In order to earn the MA, students must complete CEPY 6520 Diagnostic Practicum in addition to their core coursework. Students will complete a degree plan specific to the MA when all requirements are met in order to earn the degree. The MA would be granted by Fall of the third year.

SPANISH COUNSELING MINOR

The Minor in Spanish Counseling, offered through the Counseling and Educational Psychology department is open to graduate students who are enrolled in CEPY's Counseling, School Psychology, and Counseling Psychology programs, and to graduate students who are enrolled in Social Work and Marriage and Family Therapy programs. It was established in the interest of meeting the needs of bilingual counseling students who seek training in the provision of Spanish language mental health services.

PREREQUISITES

In order to begin the Minor courses, students must currently be enrolled in a Mental Health program as described above. They must demonstrate intermediate level Spanish language skills as evidenced by the Spanish Placement Exam and an oral interview with the program coordinator. Advanced level in Spanish counseling skills is required for the completion of the Minor. If a student feels that he/she needs to improve his/her level of academic Spanish prior to completing the required course work, or if the program coordinator determines that it is necessary, the student has the option of taking additional Spanish courses through the Languages and Linguistics department (e.g. SPAN 312, SPAN 313, SPAN 314, and SPAN 315). Students will be required to take Spanish language courses until they have satisfied this requirement. Please note that online courses will not fulfill this requirement.

PROGRAM OF STUDY

Students will successfully complete 9 credits of coursework specific to this program of study in order to obtain a Minor in Spanish Counseling. Courses will be taught by culturally competent faculty, adjunct professors, or community mental health professionals in the aforementioned disciplines. Students will choose one course from each of the following components: 1) Counseling language development, 2) Clinical experience, and 3) Sociocultural experiences.

Component #1: Counseling Language Development (3 credits): Choose One of the Following:

Spanish for Mental Health Professionals CEPY 6220 (3 credits)

Basic Bilingual Counseling Skills Lab CEPY 550 (3 credits)

Component #2: Clinical Experience (3 credits): Choose One of the Following:

Bilingual Fieldwork Experience CEPY 5996/6996 (3 credits)

Bilingual Behavioral Health Practicum CEPY 670 (3 credits)

Special Topics: Child Welfare Interventions SOWK 5996 (3 credits)

Supervised Clinical Practice FCSC 525 (3 credits)

Component #3: Sociocultural Experiences (3 credits): Choose One of the Following:

Advanced Hispanic/US Hispanic Film SPAN 547/548 (3 credits)

Advanced Study in Chicano Literature SPAN 567 (3 credits)

Note: This course is not to replace required practicum or internship experiences necessary for degree completion. Students are allowed to count hours they are accruing for their internship and/or practicum as long as they are (1) enrolled in both courses [598/698 and either 578/675 or 580/684] (2) are meeting the requirements for the 598/698 course [i.e. attending class meetings, etc.] and (3) a separate log is kept documenting work with Spanish speaking clients; this log also has to be signed by both 598/698 instructor and site supervisor.

INTEGRATED BEHAVIORAL HEALTH MINOR

The Minor in Integrated Behavioral Healthcare, offered through the Counseling and Educational Psychology (CEP) department, is open to graduate students enrolled in CEP's Counseling, School Psychology, and Counseling Psychology programs, and to graduate students who are enrolled in Social Work, Public Health, Nursing, and Marriage and Family Therapy programs. It is established in the interest of meeting the needs of graduate students in the health professions who are receiving, or seeking training in, interdisciplinary or interprofessional collaborations with other healthcare disciplines. The provision of integrated behavioral health services fits within the university's broader goal of meeting the needs of the citizens of New Mexico and the department's commitment to graduating competent service providers who can be effective members of a healthcare team. Through the courses in this minor, students develop knowledge and skills in the following areas:

1. Apply the Bio psycho-social model of health and illness with primary care patients
2. Apply knowledge regarding the mind-body connection to address such issues as stress management, emotion regulation, & sleep medicine
3. Apply culturally responsive behavioral assessment/interventions
4. Demonstrate behavioral health consultation skills with other health care providers
5. Develop inter-professional collaboration skills that include understanding the roles of all healthcare professionals and learning how to communicate effectively in order to engage in service delivery as a team

PREREQUISITES

In order to begin the Minor courses, students **must currently be enrolled in a Behavioral Health program** as described above. There are no other prerequisites.

PROGRAM OF STUDY

Students will successfully complete 9 credits of work from the courses listed below in order to obtain a Minor in Integrated Behavioral Health Care.

- The Art & Science of Mindfulness for the Helping Professions, **CEP 5150** (variable 1-3 credits)
- Primary Care Psychology Course, **CEP 5280** (3 credits)
- Special Topics: Fieldwork Experience in Integrated Behavioral Health, **CEP 5997/6996** (variable 1-3 credits)
- Behavioral Health Practicum **CEP 6590** (variable 1-6 credits)

APPLIED STATISTICS MINOR

Master's level students wishing to minor in applied statistics at the master's level must have at least 10 credits of 500-level applied statistics courses. In accordance with Graduate School requirements, doctoral students must have at least 12 credits of 500-level applied statistics courses for a minor. Students who wish to focus on experimental statistics typically complete A ST 503 SAS Basics, A ST 504 Statistical Software Applications, A ST 505 Statistical Inference I, A ST 506 Statistical Inference II. A typical course sequence for students interested in data analytics consists of A ST 505 Statistical Inference I, A ST 507 Advanced Regression, A ST 515 Statistical Analysis with R, and A ST 540 Predictive Analytics.

Students wishing to obtain the minor in applied statistics should contact an applied statistics faculty member to recommend appropriate applied statistics course work to be included in the plan of study and to serve as the graduate committee representative from the minor area.

BORDERLAND AND ETHNIC STUDIES (BEST) GRADUATE CERTIFICATE

Borderlands and Ethnic Studies (BEST) offers a multidisciplinary graduate certificate that critically explores the social, historical, cultural, and legal ways communities experience and navigate social constructs such as race, gender, and sexual orientation. These constructs permeate life, are entrenched in social structures and institutions, and shift and mutate over place and time in ways that reproduce existing power relations. The program outlines and analyzes the history, cultural production, politics, and consequences of racialization and identity formation from a diasporic and transnational/transborder approach that remains rooted in a place-based, Borderlands imperative

PROGRAM OF STUDY

- Foundations in Borderlands and Ethnic Studies (**BEST 510**)
- Methodologies in Borderlands and Ethnic Studies (**BEST 511**)
- Theories in Borderlands and Ethnic Studies (**BEST 512**)
- Capstone in Borderlands and Ethnic Studies (**BEST 513**)

AUTISM & SPECTRUM DISORDERS GRADUATE CERTIFICATE

The Certificate in Autism Spectrum Disorders helps prepare highly qualified personnel, including special education teachers, speech/language pathologists, educational diagnosticians, school psychologists, and social workers to work with children with ASD and their families. The courses comprising the requirements for the certificate include patterns of development in autistic spectrum disorders, theories of underlying deficits and strengths, general and specific strategies of intervention, classroom-based approaches to communication, behavior, and social development, and methods of evaluating effectiveness as recommended by the National Research Council. The certificate is offered to students at the masters and doctoral levels. The certificate requires 12 credit hours.

PROGRAM OF STUDY

- Introduction to Autism **SPED 5310** (summer and fall)
- Behavior and Autism **SPED 5320** (fall)
- Social Skills and Autism **SPED 5330** (spring)
- Communication and Autism **SPED 5340** (spring)

PROGRAM OF STUDY AND DOCTORAL COMMITTEE

The Program of Study for the doctoral program is located in the university's Degree Audit system which can be found on the students' *myNMSU* page. In addition, a listing of the required courses is located at the end of this handbook. If a candidate is declaring a Graduate Minor (e.g., Spanish Counseling) it will need to declare this minor on your program of study. Courses required for these minors can be found on the departmental website using the "Affiliated Programs" link. If a student makes any modifications to the program of study they will need to complete a "Change of Program of Study" form that needs to be approved by the student's advisor and the Department Head before being sent to the Graduate School. **The program of study must exactly match the required courses listed in this Handbook or it will be returned by the Graduate School at the time of graduation. The Graduate School requires that this form be completed by your second semester in the program.** Occasionally, the student may also need to complete the "Degree Audit Exception" form. Please see the Training Director if you have questions about your Program of Study.

Before students can schedule their comprehensive exams or their dissertation proposal, they must meet with their advisor to create a Doctoral Committee which may consist of either four or five members. This committee must have at least three CEPY faculty to represent the major area plus one other faculty member, not from CEPY, to serve as the Graduate School Dean's Representative. **It is a requirement that at least one of member of the student's dissertation committee is a faculty member in school psychology.**

When students schedule the comprehensive examination they must complete the "Doctorate of Philosophy Examination" form with the Graduate Student Services, which can be found on the Graduate School forms website: <http://gradschool.nmsu.edu> on which they will indicate their

committee members. This form must be signed by the advisor, the minor faculty (if applicable), and Department Head and the Dean. Occasionally, students may need to replace doctoral committee members or may elect to change advisors. Such changes will be recorded on the "Doctorate of Philosophy Examination" form when it is submitted for the either the Comprehensive Exam or the Dissertation Defense. This form must be submitted 2 weeks before the scheduled date of these events.

EXAMINATIONS

QUALIFYING PROJECT

The purpose of the doctoral qualifying procedure is the assessment of candidate competencies in practice and research. Early in students' programs they document their knowledge in foundational areas in school psychology. These areas include: Human Development, Psychology of Multiculturalism, Professional Issues, Diagnosis in the Schools, Counseling Theory & Technique, Cognitive Assessment, Academic Assessment, and School Psychology Research. The program assesses students' strengths and areas in which students have potential deficits. Recommendations for additional study in foundational areas (potentially including additional course work) may be based on this assessment.

In the first two years of doctoral study students complete the practice portion of the qualifying procedure through the following courses: CEPY 6510: Practicum in School Psychology: Psychoeducational (3 credits), CEPY 6530: Practicum in School Psychology: Psychological, and CEPY 5260: Group Work Theory/Practicum (3 credits). The research portion of the procedure includes CEPY 6420 Psychometrics, CEPY 6430: Advanced Educational Measurements & Statistics (an experimental statistics courses may be substituted) and CEPY 6210: School Psychology Research. Students must complete CITI training in order to complete their project.

The candidate must coordinate with their faculty supervisor on their qualifying project. Due to the applied nature of school psychology, students may select the following options for completing their project:

1. An empirical study completed as part of a research team. The candidate's contribution to the study must be at least 20%.
2. An empirical pilot study designed to prepare the candidate for their dissertation.
3. A single-subject research study focusing on a client of school-aged at a school or clinic setting.
4. A program evaluation conducted in coordination with a school or district. The program evaluation must include pre- and post-test data.
5. An in-service training provided to staff at a school or district. The topic for the training must be based on either a needs assessment conducted at the site, or in coordination with site administrators. A pre- and post-test must be given as part of the training, and an evaluation of the training must be completed by those in attendance.

Students must create a manuscript, poster, or PowerPoint presentation based on their

qualifying project. This manuscript, poster, or PowerPoint presentation will be disseminated at one of the following:

1. The CEPY Multicultural Research Symposium, held each spring
2. The NASP Annual Conference, held each February (proposals due in June)
3. The APA Annual Conference, held each August (proposals due in December)
4. An on-campus research conference
5. Another conference that uses peer review to select participants.

Students should also consider submitting their project for publication in a professional journal. The product (manuscript, poster, or PowerPoint presentation) is submitted to the advisor by the first day of spring semester in their second year of study. The faculty advisor determines the acceptability of the manuscript or presentation, and then submits it to the Training Director for it to be placed in the candidate's file.

A candidate's masters/EdS thesis or research project may be submitted for the qualifying research project if it was an empirical study where data was collected. It is up to the candidate's advisor to determine if the thesis is of an acceptable quality, particularly regarding how well it addresses sociocultural factors in some way.

In order to receive a pass on the qualifying procedure, the candidate must:

- Successfully complete any remedial work needed in foundational areas of School Psychology
- Complete all course work required in the first year of study, achieving a minimum grade of B in the identified practice and research courses
- Achieve a minimum G.P.A. of 3.0, and
- Submit a research project for review and acceptance by their faculty research supervisor.

The candidate will be notified in writing of the result of their performance on this procedure when their advisor completes the Doctoral Qualifying Examination form that is signed by the research supervisor and the Training Director.

https://wsm.nmsu.edu/student/forms/doctoral_qualifying_exam_form.pdf

The following three options are possible:

- Admit the candidate to further work toward the doctorate
- Recommend a reevaluation of the candidate's progress after the lapse of one semester
- Recommend a discontinuation of graduate work

An inability to meet the criteria established for the doctoral qualifying examination (including not meeting the deadline may result in a selective review meeting at which time a remedial plan, or termination from the program will be discussed.

COMPREHENSIVE EXAMINATION

CANDIDATE QUALIFICATIONS

The candidate's faculty advisor will determine candidate readiness for the comprehensive examination based on the following criteria:

- The school psychology faculty review of coursework preceding the date of the comprehensive examination indicates satisfactory progress.
- The candidate has completed all core school psychology coursework.

If a candidate wishes to take the comprehensive examination without having satisfied the criteria listed above, they may petition the School Psychology Training Committee for a waiver of that requirement. The candidate's advisor/chair is responsible for approving the composition of the comprehensive examination committee (for the written exam if this option is followed and for the oral examination). This committee should be the same as the dissertation committee; if there is only one school psychology faculty member on the committee, a second will need to be included for the exam.

The comprehensive examination consists of both written and oral assessments of students' competencies in school psychology. The two elements of the examination must be completed before the start of internship.

WRITTEN EXAMINATION

As part of program requirements, students present a written examination prior to the oral examination. Students are required to take the school psychology portion of the PRAXIS-II examination offered by Educational Testing Services (ETS) by the start of their final year of study. The candidate is referred to the ETS website (www.ets.org) for more information about the PRAXIS-II. Candidates may take the national exam numerous times; however, if candidates do not pass the exam in the semester prior to internship, a program written exam may be taken. The current pass rate for the PRAXIS-II for the SPDR is a score of 155. Specific procedures and areas covered are addressed in a separate section. Candidates are required to pass either form of the written exam before the oral examination. During the last semester before graduation, the candidate will file for degree application (requires enrollment in course credit and/or payment of examination fee), ensure all necessary forms are with the Graduate School, and arrange the final examination (contact all committee members regarding mutually open times for examination).

For the master's degree in Counseling & Guidance with specialization in Educational Diagnostics, the PRAXIS-II exam will serve as the comprehensive exam required by the Graduate School and the Graduate School granted approval of the PRAXIS-II exam in lieu of the oral exam. There are two options for passing the exam: 1) scores in the average range in Data-Based Decision Making, Research Based Academic Practices, and Ethical, Legal and Professional Foundations; or 2) pass at the minimum national level (155).

QUESTIONS ON THE ALTERNATIVE WRITTEN EXAMINATION

Candidates are allowed this alternative written examination when students do not pass the multiple-choice school psychology portion of the Educational Testing Services (ETS) PRAXIS-II. Candidates satisfy requirements for three domains: School Psychology Theory, Research and Practice. The school psychology faculty generates questions for the school psychology comprehensive examination. Ultimate authority for the composition of the comprehensive examination rests with the Program Director. The exam is four hours long and is scheduled by the Program Director and Advisor.

- A. In the broad domain of school psychology theory, questions may be presented on the
 - a. (1) explication of specific theories,
 - b. (2) comparison of theories, and
 - c. (3) critique of specific theories.
- B. In the broad domain of school psychology practice, questions may be presented on
 - a. (1) integration of theory with practice with case study material,
 - b. (2) explication of procedures, and
 - c. (3) identification of critical issues.
- C. In the broad domain of school psychology research and program evaluation, questions may be presented on
 - a. (1) process and outcome literature, and
 - b. (2) ethical issues.
- D. The questions in any of the above domains may draw upon and/or focus on theory, practice, and research and program evaluation in
 - a. (1) school psychology; issues and practices,
 - b. (2) consultation,
 - c. (3) interventions,
 - d. (4) assessment and diagnosis, and
 - e. (5) professional ethics and multicultural issues.

A list of suggested readings and copies of sample comprehensive examination questions are available from the Program Director. This list, however, is meant to be suggestive, and not inclusive, in nature. Candidates are advised to consult with their faculty advisor concerning their preparation for the comprehensive examination.

EVALUATION OF THE ALTERNATIVE WRITTEN EXAMINATION

The candidate's committee members will read the written examination and evaluate each response on the following scale:

- A. Satisfactory
- B. Satisfactory – needs improvement (address problematic areas at the oral exam)
- C. Unsatisfactory

The criteria for evaluation of responses include the adequacy of candidate's knowledge base,

familiarity with empirical findings, order and logic of thinking and presentation, and synthesis and integration of material and ideas.

Candidates should consult with their advisor after the comprehensive examination in order to determine whether their written responses were judged to be satisfactory by the committee. In the event that a candidate's responses fail to achieve a satisfactory rating by all committee members, the faculty members will convene and determine the extent of further examination.

The function of the oral examination is to allow the candidate with a Satisfactory-Needs Improvement rating a second opportunity to clarify responses to questions on the written examination. A candidate with an unsatisfactory rating may be asked to complete additional coursework or given a second attempt at the written examination.

RULES AND REGULATIONS OF THE GRADUATE SCHOOL (ORAL EXAMINATION)

Candidates are responsible for applying for the Oral Comprehensive Examination through the Graduate School (see Appendix B). The application must be submitted at least ten working days prior to the exam date. The final evaluation of the comprehensive (oral) examination follows the rules and regulations of the Graduate School as follows:

A. The oral comprehensive examination serves as a summative evaluation of candidates' acquired knowledge and skills in the program. Two weeks before the exam, candidates will provide either 1) an integrated evaluation, covering both academic and behavioral concerns or 2) a case summary of a clinical client (an outline with required information can be found in Appendix C). A case vignette is presented at the exam, and candidates answer questions related to both the vignette and the shared clinical document. The questions on the oral examination will reflect the Profession-Wide Competencies taught in the program. Alternative ways to complete this requirement may be offered on an individual basis for students who have not had this opportunity. The oral comprehensive examination is evaluated by a convened meeting of the candidate's dissertation committee based on a scoring rubric developed by the program faculty (see Appendix B) and reported as pass, adjourn, or fail to the Graduate School within fourteen days after the completion of the examination.

B. In the event of an "adjournment," the candidate may be allowed to re-convene the committee in the semester of the examination. Additional stipulations may be applied. If the stipulations involve further examination in a particular area of study, the statement should be specific in defining the area, in requiring additional courses or other procedures, and in specifying the time and method of satisfying the stipulation. The candidate will not be admitted to the final oral examination until such stipulations have been satisfied.

C. In case of a report of "fail" on a comprehensive examination, the committee at the recommendation of the adviser and approval of the graduate dean may grant the candidate permission a second examination to present him or herself for reexamination after a lapse of at least one semester. Failure in the second examination disqualifies the candidate from obtaining the degree.

DISSERTATION PROPOSAL

Dissertations are designed, conducted and reported by students under the supervision of their major advisors and dissertation committees. Students should begin thinking about their dissertations before entering the Program, and use all aspects of the Program (courses, research team participation, practica teaching and administrative experiences) to further their knowledge, skills and resources for production of the dissertation. Identification of research questions, relevant literature and study designs optimally occur by the end of the first or second year as a follow-up to the students' CEP 6210, School Psychology Research projects. The proposal is generated at the end of the second or third year in conjunction with CEPY 6450, Educational Experimentation. Students' major advisors and committee members should be continuously consulted during the writing of proposals.

Formal presentation of the proposal for approval by the dissertation committee ideally occurs by the end of the third year of the Program, and no later than when the student starts internship. A final draft of the proposal must be approved by the student's major advisor before the proposal defense can be scheduled. Committee members must have 10 working days to review the proposal before the meeting. Under the circumstance that the student is no longer on campus or a local resident, the use of Skype or Zoom is allowed upon approval of advisor and under extenuating circumstances. The formal proposal meeting involves the student presenting the proposal and responding to questions and suggestions from the dissertation committee. This is an open meeting which all students and faculty are encouraged to attend, however feedback regarding the proposal is the responsibility of the dissertation committee. The student's advisor records suggestions regarding revisions of the proposal. During a closed session at the end of the meeting the advisor and committee members decide what recommendations for revisions of the proposal will be made. Disputes may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. **The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days after the proposal meeting.**

DISSERTATION DEFENSE

A formal presentation of the completed dissertation for approval by the dissertation committee occurs when a final draft of the dissertation has been approved by the student's major advisor. At this point the dissertation is distributed to the dissertation committee members who then have two weeks (10 working days) in which to review it before the defense date. The list of agreed upon revisions which emerged from the proposal meeting is distributed with the dissertation, including statements indicating how each of the agreed upon revisions were addressed within the dissertation (and where these changes can be found in the current document). While the dissertation is being reviewed, the student and major advisor should be completing a draft of a publishable manuscript based on the dissertation (if this has not already been completed). The defense can be scheduled after a minimum of 10 working days from this point. At the time of the defense, a final draft of the publishable manuscript based on the dissertation should be submitted to the committee.

An additional option that an advisor may choose is to have the student send the dissertation document to the committee members four weeks out from the possible defense date. This is done in order for the committee to provide the student and advisor preliminary feedback on the dissertation, including whether they believe the dissertation is ready for defense. Based on the committee's feedback the major advisor decides whether to set a date for dissertation defense or to continue to revise the dissertation and distribute a subsequent draft to the committee.

The Final Examination (i.e., the Dissertation Defense) is conducted by the doctoral committee. The meeting should be scheduled for 2.5 hours, with the first 45 minutes being a presentation of the entire of project. It is entirely oral, open to the public, and is primarily a "defense of the dissertation" although any question on the entire field of study is appropriate. The meeting involves the student presenting the dissertation and responding to questions from the audience. The feedback regarding the dissertation is the responsibility of the dissertation committee. The student's advisor records the suggestions regarding revisions of the dissertation. During a closed session at the end of the meeting the advisor and committee members decide what recommendations for revisions of the dissertation will be made. Disputes about recommendations may be resolved by committee vote. The student then returns to the meeting and a final list of revisions is agreed upon. The student distributes copies of the list of agreed upon revisions to the committee members within 10 working days of the dissertation defense. The student then makes the revisions under the supervision of the major advisor. The revision list with statements about how the revisions were made in the dissertation and the final draft of the dissertation are then submitted to the committee and the final draft of the dissertation is submitted to the Graduate School.

Under the circumstance that the student is no longer on campus or a local resident, Skype may be utilized in order to complete the final defense meeting requirement. The doctoral student must be enrolled during the semester the final defense is scheduled. The student must be enrolled for a minimum of 3 credits during a fall or spring semester defense and for 1 credit during a summer session defense. The student, with the advisor's approval, is responsible for providing a copy of the dissertation to all committee members at least 10 working days before a date for the defense is established. The student also must file the "Doctorate of Philosophy Examination" form with the graduate school at least 10 working days prior to the defense. This form is available on the Graduate Student Services website:

<https://gradschool.nmsu.edu/graduate-forms/>. Each semester the graduate school establishes graduation deadlines for the final defense. Anyone who fails this final examination may: (1) upon recommendation of the doctoral committee and the approval of the Graduate Dean be granted a second examination after the lapse of at least one semester, or (2) be terminated from the doctoral program. Failure in the second examination disqualifies the candidate from obtaining the degree (NMSU Las Cruces Academic Catalog, 2021-2022, p. 62)

GENERATIVE ARTIFICIAL INTELLIGENCE POLICY

Artificial intelligence such as ChatGPT or Grammarly may only be used to proofread or assist with organization on the qualifying project or any part of the dissertation. Use of these

programs or any other tools to write any portion of a qualifying project or dissertation is considered a violation of the NMSU Code of Conduct unless otherwise agreed on in writing by the advisor.

SUGGESTED TIMELINE 4 YEAR PLAN

| Date | Assessment or Form |
|--|--|
| Spring of Second Year (after 12 hours of graduate work) | Qualifying Project |
| Summer after Second Year | Praxis II Exam in School Psychology (Written Comprehensive Examination) |
| Spring or Fall Third Year | Oral Comprehensive Examination (form submitted 10 days before exam) (note: if applying for an APA accredited internship, the exam must be completed before submitting rankings to APPIC) |
| Summer or Fall of Third Year (after completion of CEPY 6450) | Dissertation Proposal (note: if applying for an APA accredited internship, the proposal must be completed before submitting rankings to APPIC) |
| Before graduation | Dissertation Defense (form submitted 10 days before exam) |

5 YEAR PLAN

| Date | Assessment or Form |
|--|--|
| Spring of Second Year | Qualifying Project |
| Summer of Third Year | Praxis II Exam in School Psychology (Written Comprehensive Examination) |
| Fall of Third Year (after completion of CEPY 6450) | Dissertation Proposal (note: if applying for an APA accredited internship, the proposal must be completed before submitting rankings to APPIC) |
| Fall of Third Year | Oral Comprehensive Examination (form submitted 10 days before exam) (note: if applying for an APA accredited internship, the proposal must be completed before submitting rankings to APPIC) |
| Before graduation | Dissertation Defense (form submitted 10 days before exam) |

PRACTICUM AND FIELD EXPERIENCES

INTRODUCTION

The School Psychology Doctoral Program endorses and adheres to the standards specific to practicum training outlined by NASP in their statement, “Standards for Graduate Preparation of School Psychologists” as well as APA Profession-Wide Competencies. Practicum is a central

component of the curriculum; successful completion of the practicum requirement is prerequisite to applying for the internship and, of course, for receiving the degree. In addition to satisfactory performance in practicum courses, candidates have several responsibilities related to selecting sites, applying for practicum, documenting practicum activities, receiving supervision, and evaluating aspects of the practicum experience. These guidelines are designed to orient candidates to the practicum sequence including requirements, sites and procedures for application and evaluation, and to specify respective candidate and staff responsibilities. The guidelines are program policy; exceptions to them are made only with the approval of the School Psychology Training Committee.

Questions about practicum should be directed to the instructor of the course or the Program Director. Comments concerning the practicum sequences, sites, instructors, or supervisors should be addressed to the instructor first.

Candidates will be required to complete a background check, which may include fingerprinting, in order to be placed in local school districts. Candidates are also required to secure liability insurance throughout their tenure in the program. Documentation of liability insurance is required annually. Candidates will complete a minimum of 900 clock hours of practicum and 1,500 clock hours of internship as approved by the school psychology faculty. Practicum and field experience include CEPY 6510 (3 credits, 270 clock hours) CEPY 6530 (3 credits, 270 clock hours) and CEPY 6540 (3 credits, 270 clock hours) for a total of 810 clock hours, plus approximately 90 additional hours through CEPY 5235, 6240, and 6580. Other optional courses, such as CEPY 6520 for the MA in Educational Diagnostics and CEPY 6996 for the Spanish counseling minor, also contribute to practicum clock hours. Candidates are also encouraged to take additional practicum hours under CEPY 6996, Selected Topics. The school psychology faculty determines student readiness to apply for experiences based on successful completion of prerequisite or conjoint required coursework. Candidates must evidence appropriate levels of professional and interpersonal skills. The student must act in accordance with ethical principles of the school psychology and psychology profession (NASP and APA standards)

CLIENT CONTACT AND SUPERVISION REQUIREMENTS

According to program requirements, candidates should have a minimum of 810 clock hours (an additional 270 clock hours are required for the MA) of practicum, 360 of which must be in direct client contact, and one or more hours per week of group and individual supervision by practicum instructors. Additional hours can be devoted to such activities as writing case notes, processing tapes, preparing for sessions, and attending case conferences.

Direct client contact refers to contact with children, adolescents, or adults. It includes interviews, assessments, interventions, consultation and sessions conducted with another psychologist, if the candidate actively participates (otherwise it is considered observation). In counting hours, sessions less than 40 minutes equal ½ hour; sessions between 40 and 70 minutes equal one hour; sessions greater than 70 minutes but less than 100 minutes equal 1½ hours, and so

on. Candidates may extend their fieldwork beyond the limits of the University calendar if permission is received from the site and University supervisors.

Supervision consists of scheduled, weekly meetings with an assigned supervisor, who is a psychologist or other approved professional staff member. In some cases, a practicum student who is directly supervised by a psychologist will provide appropriate supervision. The supervisor may be on staff at the site, or if a supervisor is unavailable at the site, a member of the school psychology faculty. One-hour minimum of contact each week is devoted to supervision by the University supervisor; field supervisors devote an average of one hour per week to direct supervision.

It is the candidate's responsibility to record the hours devoted to the various activities in practicum, using the Documentation Forms provided by the program. *Forms must be kept current*, as the supervisor or practicum instructor may ask to see them at any time. Documentation is collected at the end of the semester, and placed in the candidate's training file.

PRACTICUM SITES AND APPLICATION PROCEDURES

Local school districts are approved as practicum sites for the core school psychology practicum courses (CEPY 6510, 6520, and 6530). Other sites, including private practice clinics and community-based mental health clinics, are approved as practicum sites for the subsequent years. Any site that does not have an existing contract with NMSU will require pre-approval from the course instructor and Program Director. Candidates planning to take practicum must apply for sites in the preceding semester, according to the following procedure:

- Candidates file a Practicum Application Form by March 1 in the spring of the first year.
- The School Psychology Practicum Coordinator works with sites to select placements that are a strong fit between student skills and interests and site characteristics.

Candidates unsatisfied with the site assignment are encouraged to discuss a change with the practicum coordinator, who will consult with the assigned site to see if a change can be made. If the candidate hopes to trade placements with another student they must initiate that discussion.

Advanced practicum sites are selected based on candidate interest and site approval. The advisor or program coordinator will assist in seeking appropriate placements and initiating communication. No formal application is required.

LIABILITY INSURANCE

As part of the candidate's tenure in the school psychology program, she or he must obtain professional liability insurance for school psychologists in training. Having such insurance is necessary before the candidate can participate in the required practica and internship. Liability insurance is available through NASP, which requires one to be a member of the professional organization in order to take advantage of the insurance benefit. Information about NASP membership and the liability insurance program is available at the NASP website (www.nasponline.org).

EVALUATION AND GOALS

Evaluation in a given semester of practicum is largely an individual matter, based on specific goals set by the candidate and the site supervisor, with input from the practicum instructor.

Goals should involve the following areas of skill development:

- Self-assessment, including identification of strengths and areas for improvement, initiation of relevant training activities, and monitoring of professional development;
- Consideration of a personal theory of school psychology, including a coherent view of human nature and development, the change process, interventions and goals, and the psychologist's role;
- Observation of case conceptualization and management, as evidenced in the student's interactions with the site supervisor;
- Observation of and initial practice in psychological skills, such as the systematic observation of behavior, interviewing, test administration, scoring and interpretation, intervention, and consultation.

Goals in practicum also involve personal development in the following areas:

- Understanding and appreciation of human diversity, particularly according to age, gender, ethnicity, culture, religion, disability, and sexual preference;
- Understanding of and commitment to social and professional responsibility, as defined by the ethical standards of the profession;
- Self-understanding, insights regarding one's own personality, values, and world-view and the impact of these in relationships with clients.

It is the joint responsibility of the candidate, the practicum instructor, and the site supervisor, at the beginning of the semester to operationalize the areas listed above in setting specific goals. A triad conference may be arranged by the candidate at the beginning of the semester to discuss the goals. It is the candidate and site supervisor's responsibility at formal evaluation sessions to provide specific evidence of the candidate's progress in these areas. Evaluation of the candidate's performance is both individualized and normative. It takes into account the candidate's own baseline and goals, but also estimates the candidate's performance relative to other candidates at the same level of preparation.

Formal evaluation takes place at least twice during the semester: at midterm and at the end. Formal evaluation begins with a meeting between the candidate and the site supervisor that is designed to focus on the candidate's progress to date. A meeting follows between the site supervisor, the University supervisor, and the candidate in which the evaluation is discussed. At mid-term and final evaluations, the candidate and the site supervisor provide the University supervisor with a written evaluation on the evaluation forms provided by the program. The original copy of the forms is placed in the candidate's training file. The University supervisor, upon considering the evaluation, awards the candidate a grade. Each candidate is asked to complete a written evaluation of the practicum site and supervising school psychologist or licensed psychologist.

ADVANCED PRACTICUM PLACEMENT SITE APPROVAL

The school psychology doctoral program allows for flexibility in the selection of a practicum site for CEPY6540 Advanced Multicultural Field Experience in School Psychology in order to allow the student to pursue individual interests in areas such as assessment, counseling, and systems-level programming and interventions. A list of approved sites will be provided by the instructor the semester before the course is offered. Students interested in a site that has not yet been approved by the program must contact the instructor in the prior semester. Criteria for advanced practicum sites are:

- The site must have a licensed mental health professional (psychologist, LISW, LPCC, LMFT, psychiatrist)
- Other non-licensed helping professionals may be approved as the on-site supervisors if a licensed faculty member provides the weekly supervision
- There must be weekly supervision
- The site must provide some form of training activities beyond weekly supervision
- Faculty of record must have some form of formal communication with the site supervisor and the student at mid-semester
- Written evaluations of the site/site supervisor and the student must occur at the end of each semester.

ADDITIONAL FIELD EXPERIENCES

SPDR students are encouraged to seek additional field experiences outside the required practica. As with other practica, the site must be approved by the program director. Students are required to enroll in at least one hour of CEPY6996 Special Topics in the program director's section. Additional practicum placements must meet the same criteria as those for CEPY6540.

The minimum required hours per credit for field experiences taken under CEPY6996 are:

| | |
|--|--|
| 1 Credit | 2 Credits |
| <u>50 hours total</u> | <u>100 hours total/6.7 hrs/wk</u> |
| Direct Service = 15 hours | Direct Service = 30 hours |
| Individual Supervision = 1 hour per week | Individual Supervision = 1 hour per week |
| 3 Credits | 4 Credits |
| <u>150 hours total/10 hrs/wk</u> | <u>200 hours total 13hrs/wk</u> |
| Direct Service = 45 hours | Direct Service = 60 hours |
| Individual Supervision = 1 hour per week | Individual Supervision = 1 hour per week |

TELESUPERVISION POLICY

Supervision by telephone and/or video call is allowed, provided the program criteria and circumstances are met. The overarching principle is that telesupervision is the exception, not the rule, and therefore use of telesupervision must always be justified and approved by the University Supervisor and Training Director. Supervisor expertise, and the working alliance between supervisor and supervisee are important factors in considering the use of telesupervision. In situations in which utilizing a remote supervisor would enhance either of these factors, it should be considered and may have priority over supervisory dyads that would lead to suboptimal expertise and/or working alliance. In some circumstances a student may

have the opportunity to receive training in a remote location, making in-person supervision with NMSU faculty prohibitive. Such situations will have numerous ramifications on training and must be approved by the Training Director – thus the use of telesupervision in these cases will be considered within the overall benefit of the remote training opportunity. The criteria below outlined our policy requirements for use of telesupervision and were created in accordance with the APA guidelines.

- Telesupervision can only be utilized in dyadic supervision, it is not permissible for group supervision.
- Telesupervision may not exceed one hour, or 50% of weekly supervision received during pre-practicum, practicum, or internship.
- Telesupervision cannot be utilized during a student's first two years of practicum (CEPY6510 and CEPY6530).
- Telesupervision may be conducted on a voice-only communication line, but video is preferred. The video software must be HIPAA compliant.
- Telesupervision cannot be the primary form of supervision. Students must receive regular supervision from a licensed mental health professional who works on the premises of the training site and who assumes primary responsibility for the student's clients.
- Consequently, non-scheduled and crisis situations must be addressed first with the primary supervisor.
- Primary supervisors are not always available; thus, if secondary supervision is telesupervision then there must be a written contract indicating what days/times the supervisor is available (and thus unavailable) and specific procedures for the trainee to follow in crisis situations should the primary supervisor not be available; and, situations for when the secondary supervisor is not available. This written procedure must be approved by the Training Director before any telesupervision takes place.
- Any student in good standing who has completed CEPY6510 and CEPY6530 may petition to receive telesupervision.

DUE PROCESS PROCEDURE

If candidates indicate a problem with the practicum site, the candidate is encouraged to discuss the concerns with the university faculty responsible for the practicum. It is also important to have the candidate's advisor involved if both the candidate and practicum faculty believe it necessary. Problems are to be addressed with the supervising site school psychologist in a timely fashion. The instructor must be kept apprised of the situation at all times. In addition, the Dean of the Graduate School has established a due process procedure. Candidates can follow the Graduate School procedure at any time they deem it necessary (See the 2024-2025 Graduate Catalog at <http://catalog.nmsu.edu/>).

INTERNSHIP GUIDELINES AND INFORMATION OVERVIEW

Internships are the culmination of a candidate's professional preparation. A successful internship is an interactive, dynamic experience in which the intern applies knowledge and skills gleaned from coursework to an applied setting. Successful interns develop abilities regarding problem identification, hypothesis generation, intervention, and determination of

outcomes. At New Mexico State University, the multicultural mission is of utmost importance. Candidates are expected to perform their duties with a multicultural perspective in mind, and incorporating acculturation, ethnic identity and worldview in all aspects of school psychology. Candidates are also expected to function from a multicultural view that affirms all types of diversity, including but not limited to ethnicity, religion, sexual affiliation, gender, gender identity, disabling condition, and economic status.

Internship is the culmination of the candidate's training in doctoral-level school psychology. The candidate may elect to participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC)'s Internship Match. More information can be found at <http://www.appic.org>. The candidate may also elect to complete their internship through a non-accredited site. This may impact the required hours needed for licensure, so candidates are encouraged to review licensure policies in the state they plan on practicing in. The internship may be completed full-time in one year or part-time in two years.

The program requires students to complete all coursework, pass their written and oral comprehensive examinations, and successfully complete their dissertation proposal before beginning internship. The SPTC must certify that a candidate is ready for internship.

Consistent with NASP standards and to demonstrate eligibility for school psychologist licensure, at least 600 internship hours must be completed in a school setting. This requirement can be waived if students completed this requirement as part of a masters or specialist level school psychology program or in an advanced practicum experience. In order to receive credit for this experience, students must submit one of the following documents:

- The NCSP Internship Verification Form, completed and signed
- Another internship completion form signed by the program director
- A final log signed by the practicum or internship field-based supervisor

APPIC MATCH

The program has been approved to participate in APA-accredited internship placement through the Association of Psychology Postdoctoral and Internship Centers (APPIC) match process. Students wishing to obtain licensure as psychologists will be encouraged to pursue an APA-accredited internship (required for licensure in some states and some employment positions). Students are encouraged but not required to pursue APA accredited internships. Students applying for APPIC-approved internships will meet regularly with a faculty member to complete the internship application process and prepare for interviews. All other internships must be approved by the school psychology faculty (see below).

INTERNSHIP GUIDELINES

For non-APPIC internships, the school psychology doctoral program adheres to the internship guidelines provided by the Council of Directors of School Psychology Programs (CDSPP). In summary, these guidelines state:

- The internship is an organized training program designed to provide an intern with a

planned sequence of training experience that will develop the intern's Profession-Wide Competency in health service psychology and the specialty of school psychology.

- The intern spends at least 25% of their time providing direct psychological services to clients, patients, or consultees.
- The intern engages in research activity, which includes the evaluation of services delivered and the effectiveness of the intern's own training.
- The internship program must provide prospective interns with a dated written statement, brochure, or website that clearly states the aims, activities, and requirements of the program, including supervision and supplemental training activities and clear expectations for the intern's work.
- The internship program, intern, and doctoral program must jointly approve in writing the goals and content of the internship, including expectations for the experiences offered by the program, quantity and quality of work, intern salary and benefits, and other policies.
- Interns will receive a formal, written evaluation at the end of each semester. The evaluation will be provided by the doctoral program, and will include areas consistent with intern development of Profession-Wide Competencies.
- Full-time internships are completed in no less than 10 months, and part-time internships may not exceed 24 months. The internship must include a minimum of 1500 total hours.
- If an intern has not previously completed their EdS or other advanced degree in school psychology, at least 600 hours of internship must take place in a school setting in order to meet NASP requirements and be eligible for school psychologist licensure.
- The doctoral internship program issues to the intern written documentation reflecting successful completion of a doctoral level internship in health service psychology.
- The internship program employs a doctoral-level psychologist who is a) currently licensed by the state regulatory board of psychology to practice at the independent level and b) is responsible for the integrity and quality of the internship program.
- The program must have at least two psychologists on staff available as supervisors. If this is not possible, a formal internship agreement can be made with other entities or the university.
- A full-time internship must include at least two hours per week of regularly scheduled individual supervision by a doctoral level psychologist. The supervisor must directly observe the intern in order to evaluate their deportment and skills in psychological service delivery.
- In addition to individual supervision, the intern must spend at least two additional hours per week in scheduled group or individual supervision conducted by an appropriately credential health service provider (psychologist, school psychologist, etc.). The intern should also have regularly scheduled training activities with other doctoral psychology interns.
- The internship program has two or more interns engaged in training at the same time. Programs with capacity for only one intern may meet this criterion by having regularly scheduled training with psychology interns at other sites in the immediate geographic area, or, when sites are at a significant distance from each other, scheduling regular

meetings on at least a monthly basis.

- Internship supervision may be provided via audio/video format if the supervisor is not at the same physical location as the intern; this may not account for more than 50% of individual and group supervision.
- Reports and documents must be co-signed by the supervising psychologist.
- The intern has a title such as “intern” or “resident”. Interns who hold another relevant credential may include this title as long as it is accompanied by the recognition of their doctoral intern status.

APPLICATION PROCESS FOR NON-APPIC INTERNSHIP SITES

Candidates, in coordination with the Program Director and their advisor, will seek out an internship using the criteria above. The Internship Approval Form must be completed by the candidate and the internship supervisor during the spring semester for approval by the School Psychology Training Committee.

All internships are governed by a written plan. Once a candidate has been placed in an internship site, a contract is negotiated with the site supervisor based on the CDSPP guidelines stated above. Expected activities are reviewed, and the University supervisor, site supervisor, and intern agree on a schedule of feedback and supervision. Other plans, contracts, etc. required by the host district must be reviewed by the University supervisor in order to approve the internship placement. In order to insure all parties are informed of internship activities, it is expected that all parties (intern, host, and University) will receive copies of all documents, letters, etc., pertaining to the internship.

UNIVERSITY SUPERVISION

SPDR provides supervision of internships via direct contact with interns in individual and group settings, indirect supervision of interns through field supervisors, or regular contacts (via telephone and visits) with site hosts. The University supervisor must, at a minimum, ensure at least one direct contact with a host supervisor per semester in order to supplement the indirect contact provided by quarterly supervision forms. More frequent contact may be necessary or desirable, and host-initiated contact is always welcomed.

EVALUATION

A candidate's progress is evaluated according to objectives contained in the contract and activities conducted and listed on the Documentation Form. Samples of all forms used for evaluation purposes are provided to interns and site supervisors. These forms are also appended to this manual.

Completion of internship involves documentation, by the intern and supervisors, of activities and contact hours. The documentation by the intern involves completion of a summary form, or its equivalent, by the intern. The University supervisor maintains a log of contacts with the intern and site supervisor, while the latter is responsible for written evaluation of the intern. Each intern maintains a log of experiences on an Excel spreadsheet. The intern provides a final evaluation of the site and supervisors. The site supervisor does not have access to the intern's

remarks on this form.

WAIVER PROCEDURE

Typically, waivers are not offered. However, should this situation occur, official candidate records are held in the CEPY Department.

- All advisors should put together an unofficial advising folder for each of his or her advisees. Records of candidate's plan of study, requests for curriculum waivers (copies), and correspondence need to be kept in this folder. If the candidate changes his/her advisor, the folders should be passed on to the new advisor.
- All official documents (i.e., waivers granted by the advisor, School Psychology faculty, or SPTC) should be forwarded through the Program Director for filing in the candidate's official folder.
- Candidates who request a waiver of a curriculum requirement based on previous equivalent graduate coursework (exceptions noted under c).

Each advisor should handle this waiver in collaboration with the current course instructor. The advisor has the obligation to evaluate prior graduate work and submit the waiver form and any supplementary materials (syllabus, completed assignments). The course instructor determines whether the course merits a full or partial waiver and return the signed form for the candidate's file.

EVALUATION OF CANDIDATE PROGRESS ANNUAL REVIEW

The Program Director initiates all candidate yearly evaluations by securing all necessary candidate and faculty from the previous fall, spring and summer. All faculty in the CEPY department will provide ratings of school psychology candidates on the forms provided by the Program Director. Candidates will complete the annual evaluation form and submit unofficial transcripts and a current CV. Where appropriate, feedback from graduate assistant supervisors will be requested and included as part of the evaluation.

Specific criterion areas:

- Progress in completion of required coursework;
- Progress in completion of required practica;
- Progress in completion of the qualifying project, comprehensive examination, and dissertation;
- Achievement in coursework (minimum grade point average across all courses of 3.0);
- Achievement in practica and internship.

The SPTC and the candidate's advisor will review documents and feedback determining the candidate's progress and development in academic and non-academic (e.g., professionalism and relationships with peers/faculty) areas.

- The candidate and their advisor will meet to discuss their progress toward the degree, strengths observed, and areas for growth

- The primary advisor will write letters to each candidate after the individual evaluation meeting summarize the discussion of progress.
- If a candidate wishes to disagree with the evaluation, she or he may address the faculty in writing, through the Program Director, concerning the points of disagreement. The Program Director will inform the faculty at the next regularly scheduled meeting of the candidate's disagreement. The candidate has the option of requesting, through her or his advisor, a special faculty meeting to discuss the points of disagreement.
- The letter to the candidate and the candidate's points of disagreement, if there are any, are kept in the candidate's permanent file.
- The yearly reviews serve as a formative evaluation of candidate progress.

SUPPLEMENTARY REVIEW PROCEDURES

Prior to registering each semester, each candidate will meet with their advisor to discuss the candidate's progress for the prior semester and plans for the upcoming semester. The advisor must approve all coursework and endorse all extra coursework experiences.

A candidate, their advisor, or any faculty member has the option of calling for a special review meeting (**selective review**) at any time during the course of an academic year by communicating such a request in writing to the Program Director.

Some problematic student behaviors may also be a violation of the NMSU Student Social Code of Conduct or the Student Academic Code of Conduct. In such cases the student may be subject to a hearing as described in the NMSU Student Handbook. <https://studenthandbook.nmsu.edu/>

The New Mexico State University Student Handbook is composed of the Student Social Code of Conduct, the Student Academic Code of Conduct, Grievance Process policies, as well as other regulations and procedures. <https://studenthandbook.nmsu.edu/>

Together, these codes and policies set forth the rights and responsibilities of NMSU students; outlines the standards for social and academic conduct; provides the types of interim measures and sanctions which may be imposed for violation; provides a prompt and fair fact-finding hearing, as well as an objective review process if students elect to appeal the outcome of the fact-finding hearing.

Examples of **academic** misconduct include: Cheating or Assisting to Cheat, Misrepresentation or Non-disclosure, Plagiarism, Unauthorized Access to or Alteration of Academic Records, and Unauthorized Possession of Academic Material. Examples of **social** misconduct include: Abuse or Interference with Conduct Process, Bullying/Cyberbullying, Discrimination, Discriminatory Harassment, Disruptive Behavior, Falsification, Retaliation and basically any violation of NMSU policy. Because graduate students are held to a higher standard of conduct, Level II sanctions are imposed for first time violations.

If a candidate fails to achieve competency or sufficient skill development, earns failing grades (D, F, U), displays inappropriate professional behavior or dispositions, engages in academic misconduct, or inadequate ethical and/or legal judgment (particularly in clinical courses), or is

in anyway not progress satisfactorily, the candidate will have a selective review with the School Psychology Training Committee (SPTC). The advisor, Program Director or other member of the SPTC or CEPY department can call the selective review. The Program Director and the advisor will arrange the meeting. The purpose of the selective review meeting is to hear the candidate's point of view, for the faculty to ask clarifying questions, and to directly express their concern about the situation. The outcome of the selective review may include the following.

- The candidate has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention.
- The candidate having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for remediation will be given.
- The duration of remediation activities and assessment of remediation outcome are based on the needs of the candidate and available resources.
- Failure to achieve minimum competencies and/or to make adequate adjustments following remediation efforts can result in a candidate being dismissed from the program due to lack of progress.
- The candidate could be immediately dismissed from the program if the reason(s) for the selective review are extremely serious (e.g., a serious violation of ethical codes).

Candidates are responsible for adhering to NASP and APA's ethical principles. Unethical behavior may result in remedial plans or dismissal from the program. While attempts at remediation are generally the first step in corrective action there may be some actions that require immediate dismissal from the program. Multiple violations around the same or new issue may also result in dismissal from the program. See also "Code of Conduct" statement found in this document.

Decisions rendered by the SPTC will be sent to the candidate in writing signed by the Program Director and his/her advisor. Most remediation plans do not have a timeframe, but rather a competency that needs to be met. Annual evaluation of candidates' progress includes an assessment of candidates' ability to take corrective action. Official closure of a selective review occurs when the candidate initiates the closure by writing a letter to the SPTC detailing how they feel they have met all the recommendations or remediation plan, and how they have resolved the concern. The SPTC will review this letter, potentially discuss this information with the candidate, and write a letter to the candidate indicating the committee's assessment of the extent to which they were successful in correcting concerns.

GRADUATION CONTRACTING POLICY AND PROCEDURES POLICIES

- Candidates are expected to complete all program requirements for graduation. Candidates will not be allowed to participate in graduation/commencement if any requirement is missing. Candidates will be allowed to walk if the only requirement needing completion is documentation of the final internship hours. However, the comprehensive exam must be convened and passed, with the exception of final

internship hours in order to participate in commencement ceremonies.

- Candidates not completing the school psychology program coursework by the end of their third year or fourth year (excluding any leaves of absence) shall file a written plan for completion with the Program Director. This plan will include both tasks and timeline for completion and is approved and signed by the candidate's advisor prior to submission. The SPTC will then review the plan.
- The candidate and advisor update the plan and the SPTC reviews the plan on a semester basis. The faculty may request a meeting with any candidate who is not meeting the timelines in their approved plan or request a selective review.
- In order to maintain satisfactory progress in the program, candidates must meet the timelines in their approved plan unless changes are agreed upon with their advisor.
- Candidates may request a leave of absence from the program during which time they are not required to work toward completion of their degree. Only the Graduate School can grant a leave of absence from the University.

CANDIDATE EMPLOYMENT POLICY AND GUIDELINES

This policy and accompanying procedures are intended to help candidates determine appropriate employment during their time in the school psychology program, and to give candidates and their advisors a framework for discussing the various employment opportunities available to candidates. As part of our evaluation policy, advisors must approve coursework and endorse all extra-curricular experiences. The advisor is in the best position to work with the candidate in determining the appropriateness of a position to contribute to the candidate's development as a professional psychologist. Either the advisor or the candidate, however, may choose to ask the faculty to serve in this capacity. Participation in Graduate Assistantships does not substitute for any portion of the clock hour requirements for practica or internship.

The following policies apply to candidate employment:

- The candidate seeks assistance from the advisor to determine appropriateness of professional extra-curricular experiences, both paid and unpaid.
- The advisor will evaluate the following aspects of professional employment:
- The agency, client population, responsibilities and tasks to be performed by the candidate,
- The degree of independent functioning assumed by the candidate on the job,
- The supervision provided to the candidate (who would be supervising, the supervision/monitoring process, the licensure status of the supervisor)
- If a candidate, as part of her or his employment, is offering services to the general public of a psychological nature, she or he must:
- Be supervised by a licensed psychologist,
- Demonstrate that appropriate malpractice insurance is available to the candidate through the supervisor.

MISCELLANEOUS OFFICES

All candidates who receive financial support via a research or teaching assistantship may

qualify for office space and/or access to a computer. Offices may be available for other candidates as well. These candidates should consult the Program Director prior to requesting office space.

UNIVERSITY FACILITIES

The CEPY department is housed in the College of Health, Education, and Social Transformation in O'Donnell Hall. Each faculty member has her or his own office. Classes are taught in buildings throughout the NMSU campus. Courses are offered during the daytime and evening hours.

The CEPY department maintains The Clinic with excellent facilities for supervised counseling and supervision-of-supervision. Many rooms (including a play therapy room) are available. Rooms are set up for videotaping, one-way mirrors, telephones, and microphone-speakers for live supervision. Some rooms are also connected to the seminar room by closed circuit camera.

NMSU has two libraries with nearly 1,000,000 books and 4,000 periodical subscriptions. In most cases, interlibrary loan services are free of charge, and materials are located and available for use within seven (7) working days. Other library services include computerized data-based searches on Medline and Social Sciences Index, and CD-ROM databases including PsychInfo, ERIC, Science Citation Index, ProQuest, ABI-Inform, Compendex, Infotrac, MLA, Computer Select, Agricola, and CINAHL.

A team of professionally licensed counselors and psychologists who provide a variety of confidential counseling and consultation services staffs the NMSU University Counseling Center. Counseling services are provided free of charge to students of the University. The Counseling Center also offers biofeedback services. Biofeedback is a training technique that helps people learn how to relax and enhance their health by measuring and recording specific physiological responses (e.g., temperature, electrical skin response, etc.). Individuals use imagery and relaxation techniques to learn how to control these responses for a variety of purposes including the reduction of pain, control of blood pressure, and control of stress and anxiety. Currently, this service is provided free of charge to NMSU students. Please contact the Counseling Center at 646-2731 for more information.

LOUNGE

A lounge area open to graduate students is located in O'Donnell Hall, room 223. The lounge is furnished with tables and chairs, computer workstations, and a printer. Kitchenette facilities (including a refrigerator and microwave) are also available to students. Vending machines are available in the building on the basement, first and second floors, as well. Subway is also located in the basement.

MAILBOXES/BULLETIN BOARD/TELEPHONE MESSAGES

A mailbox is located in the CEPY office (room 222 of O'Donnell Hall) for faculty/staff and in the Lounge for Graduate and/or Teaching Assistants (room 223 of O'Donnell Hall). Students may use the following address as their campus mailing address. All mail sent to students is

delivered to this address, even if they have an office. Information bulletin boards are contained in the CEPY department. Candidates are encouraged to check the mailbox and bulletin board on a regular basis.

Department of Counseling and Educational Psychology
MSC 3CEP
1220 Stewart Street
New Mexico State University
P.O. Box 30001
Las Cruces, New Mexico 88003-8001

COMPUTER FACILITIES/STUDENT COMPUTER FUNDS

Several computer labs are available to students. Please go to the following URL for a list of labs and operating hours (<http://studenttech.nmsu.edu/labs/>). There are labs located in Computer & Networking Center (C&N), Hardman & Jacobs Halls, and Corbett Center. The C&N and Statistical Consultant Centers provide research and instructional computing facilities to all students, faculty, and staff of the University; located in the C&N Building, Regents Row, and the Gerald Thomas/College of Business buildings, respectively. The facilities are accessible through many terminals, both batch and interactive, conveniently distributed around the campus. The Center maintains systems capable of an extremely wide variety of applications, and provides network connections with off-campus facilities. Supported applications software covers such diverse areas as statistical and numerical analysis, financial modeling, text editing and formatting, graphics, and data base management. In addition to terminals and general-purpose computing systems, the C&N has facilities for producing manuscript-quality printed and graphic output. The C&N provides users with non-credit educational services and consultative services on general computer use. The helpdesk can be reached at 575-646-1840 or help@nmsu.edu. Specialized consultation is also provided for equipment selection, laboratory support, database, and instructional design applications. Students currently enrolled at NMSU may apply for a computing account at the C&N. Some services (e.g., manuals, programming, laser printing, and data entry) are available at Branson Library.

VETERANS PROGRAMS

The Veterans Programs office serves nearly 500 students who are awarded over 2 million dollars each year to continue their education. If you have any questions or would like additional information, please contact the Veterans Affairs office on campus at (575) 646-4524 or direct e-mail to mvp@nmsu.edu.

COUNSELING & SCHOOL PSYCHOLOGY TRAINING & RESEARCH CENTER USER FEE

Students are responsible for a one-time user fee to cover expenses associated with the various requirements and experiences they will have in The Clinic throughout their tenure in the department's school psychology program. The clinic staff in collaboration with the school psychology faculty will collect the user fee sometime toward the beginning of the student's program.

GRADUATE WORKERS UNION

Students that are graduate workers, full-time and part-time graduate students holding an assistantship engaged in instruction and/or research at the University's campuses at Las Cruces, Alamogordo, Dona Ana, and Grants in the following positions: Graduate Teaching Assistants – "Teaching Assistant", Graduate Research Assistants – "Research Assistant", Graduate Assistants – Other – "Grad Asst-Other", Graduate Assistant Research Fellow – "Grad Asst Fellow", and Research Assistant PSL – "Research Asst-PSL" are automatically represented in the bargaining unit by the Union. The Union is called the Graduate Workers United, under the United Electric, Radio, and Machine Workers (UE) or GWU-UE Local 1498.

As New Mexico is an open shop state, membership or non-membership in the Union is strictly voluntary. The Union and University recognize that the exercise of these rights shall not interfere with the instruction of students or the delivery of services.

Bargaining unit members may join and be a member of the Union or may choose not to join or be a member of the Union without interference, restraint, or coercion. Bargaining unit members may voluntarily pay Union membership dues through payroll deduction on a form authorized by the Union. Such authorization forms must be signed and dated by the bargaining unit member, include the amount authorized for withholding, and the bargaining unit member's Aggie ID.

A bargaining unit member may commence or terminate payroll membership dues deductions by written notice to the University's payroll office and the Union, which shall take effect no later than the second full pay period after receipt of notice by the payroll office. Notice to terminate dues deductions may be filed between March 1 - 5, July 1 - 5, or October 1 - 5. The University will remit the dues deducted to the Union Financial Secretary of UE Local 1498 within thirty (30) days after the payday covering the pay period of deduction along with a list of the names from whom deductions were made and amounts deducted. The full contract can be found [here](#).

ETHICAL CONSIDERATIONS

NEW MEXICO STATE SEXUAL HARASSMENT POLICY

It is the policy of New Mexico State University to provide an atmosphere free of sexual harassment for all faculty, staff, students, and visitors. According to the U.S. Equal Employment Opportunity Commission and the U.S. Office for Civil Rights, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic progress; (2) students' educational pursuits are adversely impacted; (3) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; (4) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or creates an intimidating, hostile, or offensive working or learning environment. Harassing conduct based on gender often is sexual in nature, but sometimes is not. Any unwelcome conduct based on gender is also forbidden by this policy

regardless of whether the individual engaged in harassment and the individual being harassed are of the same or different gender. Common forms of harassment include offensive or abusive physical contact, joking, lewd language, suggesting sexual favors, displaying sexually suggestive objects, pictures, magazines, calendars, etc.

Hostile Work/Academic Environment: A student or employee may file a claim based on sexually offensive conduct that is sufficiently severe and/or pervasive to create a hostile work or academic environment. A hostile work or academic environment based on unwelcome attention, leers, or remarks of a sexual nature may also be grounds for sexual harassment. The university extends this protection to students in the classroom or in any academic-related settings. Hostile environment harassment based on discrimination should be referred to the Institutional Equity/EEO Director. Non-discriminatory hostile environment issues are regarded management matters under the purview of the appropriate administrator.

Retaliation: Any university employee or student may report violations of this policy without fear of retribution. The university prohibits retaliation against individuals because they have in good faith: (1) opposed any discriminatory or employment practice covered by university policies/procedures or state/federal laws; (2) filed a complaint of discrimination or grievance with the Institutional Equity/EEO Office or external state/federal agency with statutory jurisdiction over discrimination filings; (3) reported a discriminatory matter to a supervisor; or, (4) testified, assisted with, or participated in an investigation, proceeding, or hearing protected under same. Such retaliation in and of itself may result in disciplinary action, up to and including termination.

Grievances: Persons who feel they have been harassed should whenever possible first approach the person or persons engaging in the inappropriate conduct indicating that the conduct is unwelcome. If the unwelcome behavior persists, the aggrieved should either report the complaint to the appropriate supervisor or the Institutional Equity/EEO Director. All sexual harassment complaints made to a person in a position of authority must be reported to the Institutional Equity/EEO Director (or the Human Resources Director if uncomfortable reporting the complaint to the Institutional Equity/EEO Director) immediately, regardless of whether or not permission was given by the party subjected to the harassment. Allegations of sexual harassment are to be reported within 15 working days of occurrence, unless extenuating circumstances warrant exception. All employees and students should be aware that the university is prepared to take action in a timely manner to prevent and remedy such behavior, and that individuals who engage in such behavior are subject to disciplinary action. Any disciplinary action may be appealed through the appropriate procedure. To the extent possible, every effort will be made to safeguard confidentiality, consistent with reporting obligations and the need to investigate promptly and thoroughly. Contact the Office of Institutional Equity/EEO, at (575) 646-3635 for any questions or clarifications to this policy statement.

If the individual is a graduate worker, they are entitled to a Union representative to attend any grievance meetings. The graduate worker grievance process is as follows:

- Informal Step – A bargaining unit member who believes that they may have a grievance, shall meet with the bargaining unit member’s immediate supervisor and/or department head in a good faith attempt to resolve the grievance. If the grievance is not resolved within ten (10) days of the date the grievant knew or should have known of the act or condition giving rise to the grievance, the bargaining unit member may file the written grievance at Step One.
- Step One – A bargaining unit member shall file a written grievance with the bargaining unit member’s Dean of the College in which the grievant is employed within the time limit described in G. above. A meeting with the Dean or designee will be held within seven (7) days of the filing of the grievance. The Dean/designee will provide a written response to the grievance within ten (10) days following receipt of the grievance. If the matter is not resolved to the satisfaction of the bargaining unit member within ten (10) days of the date of the Dean/designee’s response, the bargaining unit member may file a written grievance at Step Two.
- Step Two – Within ten (10) days of the date of the Dean/designee’s written response at Step One, the written grievance must be filed with the Provost. A meeting with the Provost or designee will be held within seven (7) days of the filing of the grievance. The Provost/designee will provide a written response to the grievance within ten (10) days following receipt of the grievance.
- Arbitration
 - In the event the grievant is not satisfied with the decision at Step Two of the Grievance Procedure, the decision may be appealed to arbitration by filing a written appeal with the Provost with a copy to General Counsel within twenty (20) days of receipt of the Provost/designee’s decision along with a copy of the request for arbitration panel that the grievant has filed with the Federal Mediation and Conciliation Service (FMCS) within fifteen (15) days of receipt of the Provost/designee’s decision. The request to FMCS shall demand a panel of seven (7) arbitrators from the region that includes New Mexico. Each party retains the right to request a second panel of seven (7) arbitrators from the region that includes New Mexico within five (5) days of receipt of the panel. The parties will meet to strike names from the list of arbitrators within fifteen (15) days of receipt of the list. Each party will strike one name followed by the other party striking one name until a single name remains, who shall become the Arbitrator. The party required to strike the first name will be the grievant.
 - If an issue of arbitrability exists, the Arbitrator shall determine such issues by briefs prior to scheduling the merits hearing. If the Arbitrator determines the grievance to be arbitrable, the case will proceed to a hearing on the merits. If prehearing briefs are not submitted, the grievance will advance to arbitration. A hearing on the merits of the grievance shall occur within three (3) months of notification of selection of the Arbitrator. Failure of the grievant and/or union to advance the grievance to a hearing within this time limit will render the matter closed and not subject to arbitration.
 - The Arbitrator is limited to interpreting and applying the language in the agreement. The Arbitrator shall not add to, subtract from, or alter the Agreement in any way,

nor shall the Arbitrator substitute their discretion for the University where such discretion is retained by the University. The Arbitrator's decision is limited to the precise issue submitted for arbitration. The Arbitrator shall prepare and submit a written decision to the parties, which shall include the decision, rationale, findings of fact, conclusions of law, and if appropriate, relief, within thirty (30) calendar days after the close of the hearing, which may include submission of post-hearing briefs. The decision of the Arbitrator is final and binding on the parties, subject to appeal as set forth in the Uniform Arbitration Act for compulsory arbitration.

Sanctions: Individuals who engage in sexual harassment, or supervisors who neglect to control the work environment and/or learning environment, will be held accountable. If it is determined that a violation of this policy has occurred, appropriate disciplinary action, training, and other measures will be taken to remedy the situation. All individuals are required to cooperate with any investigation in response to an allegation of harassment. Refusal to cooperate in an investigation may result in disciplinary action in accordance with university policy.

AMERICANS WITH DISABILITIES ACT

New Mexico State University complies with the Americans with Disabilities Act. If a student has, or thinks she or he may have, a disability that interferes with her or his performance as a student in a class, she or he is encouraged for academic reasons to discuss this on a confidential basis with the instructor and/or the Director of Student Accessibility Services. Additionally, if a student has a condition that may affect the student's ability to exit from the premises in case of an emergency, she or he is urged, for safety reasons, to notify any of the above persons. Feel free to call Trudy Luken, Director of Student Accessibility Services, at (575) 646-6840 (V/TTY) with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

GRADUATE STUDENT APPEALS BOARD

(REFER TO GRADUATE CATALOG ([HTTP://CATALOG.NMSU.EDU](http://catalog.nmsu.edu)))

Each academic year a standing committee, consisting of three members of the graduate faculty and two graduate students, is appointed by the dean of the Graduate School to handle grievance complaints. Any graduate or prospective graduate student who believes that she/he has been unjustly treated within the academic process may proceed as far as necessary in the following steps to resolve their grievance. In general, there are three levels at which a grievance can be addressed: a course instructor or adviser, a department head, or the dean of the Graduate School. If the initial grievance is with an instructor or adviser, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

Under normal circumstances, the student should discuss the issue with the instructor/adviser. If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or

adviser within 30 calendar days of the beginning of the following full (i.e., fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 30 calendar days to the student.

If the student is not satisfied with the response from Steps 1-2, he/she must submit a written appeal to the department head within 10 working days of the initial decision. If the student is initiating the appeal at the departmental level, he/she must do so, in writing, within 30 calendar days of the beginning of the following full (i.e. fall or spring) semester. The department head must respond in writing within 10 working days to the student, the instructor or adviser (if one is involved), the dean of the college, and the dean of the Graduate School.

If, after the third step the student or any of the other parties involved is still not satisfied with the response, she/he must present to the dean of the Graduate School within 10 working days a written complaint detailing the nature of their grievance and requesting a Graduate Student Appeals Board hearing. After receiving a written complaint, the dean of the graduate school will determine whether the complaint has merit. If the graduate dean determines that the appeal does not have merit, he/she will inform the appellant and other parties, in writing, within 10 working days of receiving the appeal. If the graduate dean decides that the appeal does have merit, he/she will convene the graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the dean of the Graduate School a recommendation to resolve the grievance.

After reviewing the recommendation of the Graduate Student Appeals Board, the dean of the Graduate School will, within 10 working days, inform all parties involved of his/her decision in writing. The decision of the dean of the Graduate School is final.

ETHICAL PRINCIPLES OF SCHOOL PSYCHOLOGISTS

Students will follow the ethical guidelines provided by the National Association of School Psychologists (NASP; (2010 NASP Principles for Professional Ethics and the American Psychological Association (APA; 2017 APA Ethical Principles of Psychologists and Code of Conduct) In working with diverse populations students will follow the Guidelines for Providers of Psychological Services for to Ethnic, Linguistic, and Culturally Diverse Populations (APA). The Program adheres to the APA Equity, Diversity, Inclusion, and Accessibility in Quality Continuing Education and Professional Development:

<https://www.apa.org/about/policy/resolution-edi-accessibility-professional-development.pdf>

CODE OF CONDUCT STATEMENT

As candidates in the school psychology program at New Mexico State University, the program and its members are bound to the ethical guidelines and standards of the National Association of School Psychologists (NASP) and the American Psychological Association (APA). Thus, candidates are expected to conduct themselves in a legal, professional and ethical manner when representing the program, completing requirements for the program, and when interacting with the community at large (e.g., in public service and citizenship). Regarding the latter, candidates

should be aware that they are considered to be an extension of NMSU and, in particular, the school psychology program while in the community and they are expected to conduct themselves in a manner that is consistent with the expectations of the university, the program, and accrediting/ethical organizations. Students are reminded to refer to NMSU's Code of Conduct policy (<https://studenthandbook.nmsu.edu/>) and the standards set out by NASP <https://www.nasponline.org/standards-and-certification/professional-ethics> for a clearer understanding of ethical and professional behavior.

RECORDS RETENTION

The Department of Counseling and Educational Psychology maintains a file on each doctoral student that is kept in the departmental file room. These files are the property of the department and are archived in perpetuity. Additionally, the School Psychology PhD program maintains electronic copies of all student files in our departmental server through OneDrive and any hard copies have been scanned. Doctoral students are encouraged to make copies and record information electronically of all materials they submit to the Training Director to be placed in their files (particularly records of their practicum evaluations and practicum logs), as well as upload them into Canvas as part of the annual evaluation process. These records will assist the student as they submit applications for internship and licensure. Students are also encouraged to keep their doctoral handbook, the graduate catalog, and copies of course syllabi, as state licensure boards often request information from these sources. The program keeps all paper and electronic files in perpetuity.

SCHOOL PSYCHOLOGY FACULTY

| | |
|---|---|
| Lisa S. Peterson, Ph.D. (Texas A&M University) Teaching: Diagnostic Classification in School Psychology, Practicum in School Psychology, Advanced Multicultural School Psychology Practicum, Cognitive and Affective Bases of Behavior, Doctoral Internship in School Psychology Research: Social-emotional needs of English language learners, school-based mental health, professional issues in school psychology | <i>Ph.D. Program Coordinator, Assistant Professor</i> |
| Staci Ballard, Ph.D., (University of Massachusetts- Boston) Teaching: Behavioral Assessment and Intervention, Group Therapy and Technique, Psychology of Multiculturalism Research: Alternative education settings, social justice in school psychology | <i>Ed.S. Program Coordinator, Assistant Professor</i> |
| Kaeyoor Joshi, Ph.D. (University of Nebraska) Teaching: Cognitive Assessment, Consultation, Multivariate Statistics Research: Educational neuroscience, culturally responsive mental health, contextual behavioral science | <i>Assistant Professor</i> |
| Ersie-Anastasia Gentzis, Ph.D. (Michigan State University) Teaching: Professional Issues in School Psychology, Academic Assessment and Intervention, Practicum | <i>Assistant Professor</i> |

| | |
|---|--|
| Research: Academic motivation, hope, achievement in underserved populations, academic intervention development, Self-Determination Theory | |
| Elsa C. Arroyos, Ph.D. (University of Iowa) Research: Multicultural school psychology, training, recruitment, and retention, women in academia | <i>Department Head, School Psychology Faculty, Associate Professor</i> |
| | |
| Enedina Vazquez, Ph.D. (University of Iowa) | <i>Professor Emeritus</i> |

RELATED CEPY FACULTY/STAFF

| | |
|--|---|
| Michael Kalkbrenner, Ph.D. (Old Dominion University) Teaching: Counseling Theory and Techniques, Psychometrics, Human Development, Research Methods, Appraisal Theory and Techniques, School Psychology Research and Program Evaluation Research: Measurement and evaluation of dimensions of integrated mental and physical wellness, psychometrics, and college student mental health | <i>M.A. Clinical Mental Health Counseling Program Director, Full Professor</i> |
| Sarah Ramos, Ph.D. (New Mexico State University) Teaching: Counseling Psychotherapy/Practicum, Internship for Counseling Psychology, Field Experience in Integrated Behavioral Healthcare Research: Lived experiences of Latinas in higher education and bilingual clinical mental health training | <i>Co-Director of Clinical Training and Clinic Training Director, Assistant Professor</i> |
| Anna Lopez, Ph.D. (The University of Texas at San Antonio) Teaching: Qualitative Research Methods, Counseling Practicum, Counseling Internship Research: Social justice and advocacy of undocumented immigrants and families, multicultural/bilingual counseling and supervision, body image, and eating disorders | <i>M.A. Clinical Mental Health Counseling Clinical Director, Full Professor</i> |
| Casey McDougall, Ph.D. (The University of North Dakota) Teaching: Clinical Psychopharmacology Research: Rehabilitative psychology, training and education in clinical psychopharmacology, longitudinal patient outcomes | <i>Clinical Psychopharmacology Training Director</i> |
| Jessica Lopez-Harder, Ph.D. (New Mexico State University) Teaching: Supervision Theory and Practicum, Advanced Counseling Psychology Practicum, Multicultural Counseling, Interprofessional Immersion, Art and Science of Mindfulness, Appraisal of Personality Research: Intersections of sexism, heterosexism, transphobia, racism and culturally responsive healthcare/mental healthcare services for transgender and gender diverse communities | <i>Assistant Professor</i> |

| | |
|---|---------------------------------|
| Gladys De Necochea, Ph.D. (University of California, Santa Barbara) Teaching: Introduction to Counseling Research: Career development, cross-cultural counseling and corporate psychology | <i>Associate Professor</i> |
| Wiley Stem, Ph.D. (New Mexico State University) Teaching: History and Systems of Psychology Research: Cyberpsychology, geek therapy, graduate student well-being, mindfulness-based interventions, and LGBTQ+ populations. | <i>Assistant Professor</i> |
| Bhanu Moturu, Ph.D. (University of Maryland College Park) Teaching: Ethical and Professional Issues in Counseling Psychology Research: Vocational psychology and career development | <i>Assistant Professor</i> |
| Halin Chung, Ph.D. (University of Iowa) Teaching: Child and Adolescent Counseling Research: Vocational psychology, college student therapy | <i>Assistant Professor</i> |
| Eve Adams, Ph.D. (Ohio State University) Research: Multicultural identity development, gender role beliefs, LGBT psychology, mindfulness | <i>Professor Emeritus</i> |
| Sarah Molina | <i>Administrative Assistant</i> |

APPENDIX A - PRACTICUM AND FIELD EXPERIENCE FORMS

STUDENT APPLICATION for PRACTICUM IN SCHOOL PSYCHOLOGY

School Psychology Program
New Mexico State University

PERSONAL INFORMATION

Name: _____ ID#: _____

Address: _____

Phone #: _____

In case of emergency, please contact: _____

Address: _____

Phone: Relationship to you: _____

EDUCATIONAL BACKGROUND

Degrees Earned: _____ Date: _____

_____ Date: _____

WORK EXPERIENCES

List experiences in school/non-school settings (employer, type of work, year).

Teaching: _____

Counseling: _____

Assessment: _____

Other: _____

PROFESSIONAL PREPARATION

List all work completed in School Psychology prior to the practicum.

Course Title and Hours (Or you may attach a copy of your current advisee worksheet).

| | |
|--|--|
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| | |

Previous practicum experiences (describe your previous practicum experiences in terms of the

following: name of agency, client population, your responsibilities, name of supervisor, dates and time spent in settings):

Name of Agency:

Client Population:

Your Responsibilities:

Name of Supervisor:

Dates and Time Spent in Setting:

MISCELLANEOUS INFORMATION

Identify community service and/or volunteer work experiences you have had with school-aged individuals

Identify New Mexico State University activities in which you have participated

Identify activities and/or areas of interest that you consider to be assets in working with children/adolescents(jobs, hobbies, social and professional affiliations)

Identify any language proficiencies you have

PLACEMENT

What do you consider to be your strengths as a practicum student?

List those specific strategies/activities for which you would appreciate special assistance (i.e., planning, organizing, interpersonal relationships, assessment, counseling, parent and teacher conferences, etc.) during your field experience:

Days Available:

(Must be full days, i.e., 7:30 am-4:00 pm or two half days)

Site Desired:

(First Choice)

(Second Choice)

Indicate the type and level of school setting you prefer (i.e., urban, suburban, rural, multi-ethnic, elementary, middle school, secondary, etc.):

YOUR PROFESSIONAL OUTLOOK

Write a brief statement indicating reasons for your interest in the profession of school psychology. Indicate why you entered the field, your aspirations, goals, etc. If you prefer, you may comment upon: 1) what you believe will be your major contribution to the profession and/or 2) what you believe you will learn during your field experience.

Signature:

Date:

ID#_

Please return to the Program Director, School Psychology Program, Department of Counseling and Educational Psychology, College of Health, Education, and Social Transformation, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

PRACTICUM CONTRACT

CEPY 6510____ CEPY 6520____ CEPY6530____ CEPY 6540____ CEPY6996

School Psychology Program
New Mexico State University

Student:

Site Supervisor:

NMSU Supervisor:

As a practicum student from the School Psychology Program at New Mexico State University, I agree to complete a practicum experience with _____ on the following terms:

Total days per semester on agency site as practicum student:

Days per week on agency site (specify days):

Hours per practicum day on site:

As part of my practicum experience, I will demonstrate competency in the following areas:

I will maintain a log of my experiences to be reviewed by my University supervisor. My site and University supervisors at the middle and end of the semester will evaluate me.

My University supervisor will meet with me on the following basis:

My site supervisor will meet with me on the following basis:

| | |
|--|-------------|
| Student Signature: _____ | Date: _____ |
| Site Supervisor Signature: _____ | Date: _____ |
| University Supervisor Signature: _____ | Date: _____ |

Return to University/Practicum Supervisor, Department of Counseling & Educational Psychology, College of Health, Education, and Social Transformation, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

Practicum Evaluation for School Psychology Doctoral Students

Please complete the evaluation of your practicum student below.

Thank you!

1) Student Name

2) Supervisor Name

3) Semester and year

4) Course associated with this form

☐ CEPY6510 Practicum in School Psychology-
Psychoeducational

☐ CEPY6520 Field Experience in Educational
Diagnostics

☐ CEPY6530 Practicum in School Psychology-
Psychological

☐ CEPY6580 Supervision Theory and Practicum

☐ CEPY6540 Advanced Multicultural School Psychology
Field Experience

☐ CEPY6996 Special Topics (Field Experience)

5) Evaluation:

☐ Mid-semester

☐ Final

6) Did you directly observe this trainee's work at least
once this semester using any of the methods listed in
the next question?

☐ Yes

☐ No

7) Indicate how you observed this trainee's work (check
all that apply):

☐ Live observation

☐ Video recording

☐ Audio recording

☐ Other

8) If other, please specify

ONLINE SURVEY POWERED BY REDCAP

1) Student Name

* must provide value

2) Supervisor Name

* must provide value

3) Semester and year

* must provide value

4) Course associated with this form

* must provide value

CEPY6510 Practicum in School Psychology-Psychoeducational

CEPY6530 Practicum in School Psychology-Psychological

CEPY6520 Field Experience in EducationalDiagnostics

CEPY6580 Supervision Theory and Practicum

CEPY6540 Advanced Multicultural SchoolPsychology Field Experience

CEPY6640 Doctoral Internship in School Psychology

CEPY6996 Special Topics (Field Experience)

5) Evaluation:

Mid-Semester

Final

6) Did you directly observe this trainee's work at least once this semester using any of the methods listed in the next question?

* must provide value

7) Indicate how you observed this trainee's work (check all that apply):

Live observation

Video recording

Audio recording

Other

* must provide value

This evaluation is intended to provide feedback to students on their progress toward achievement of profession-wide competencies.

Students must obtain a rating of 3 or better in order to be making adequate progress in the program. Lower ratings will result in a performance improvement plan.

Please rate the trainee on each competency using the following scale:

5: Student's performance is exceptional. Student is able to work through complex cases with considerable insight into their performance. This skill can be performed independently or with minimal supervision.

4: Student's performance is above average. Skills are very well developed and performed at an advanced level. Less supervision is needed than one would expect at this level of training.

3: Student's performance is satisfactory. Performance reflects mastery for practice at the pre-professional level with appropriate supervision. If an end-of-year evaluation, the student is ready for the next stage of training, to include advanced practicum, internship, or early career psychologist.

2: Student's performance is minimally satisfactory. Possesses basic knowledge and skills and requires more supervision than would be expected at this level of training. Additional training is needed to show skills at a satisfactory level, and a plan may be needed.

1: Student's performance is unsatisfactory. Student's competence in this area is below that expected of a student at this level of training. Simplistic understanding of concepts and requires supervision with a great deal of structure. A plan for further skill acquisition is needed.

N/A: Not Applicable or enough information to form a judgment.

| Basic Work Requirements | | | | | | |
|--|---|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | NA |
| 8) Arrives on time consistently * must provide value | | | | | | reset |
| 9) Uses time effectively and completes requirements of practicum * must provide value | | | | | | reset |
| 10) Informs supervisor and staff to make arrangements for changes in schedule * must provide value | | | | | | reset |
| 11) Keeps records in a reliable and timely manner * must provide value | | | | | | reset |
| 12) Demonstrates appropriate use of consultation * must provide value | | | | | | reset |
| 13) Comments regarding Basic Work Requirements | | | | | | |
| | | | | | | |
| Ethical Awareness and Conduct | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |
| 14) 2A. Is knowledgeable of and acts in accordance with professional standards and guidelines as well as relevant laws and regulations * must provide value | | | | | | reset |
| 15) 2B. Is able to recognize ethical dilemmas as they arise and apply ethical decision-making in order to resolve them * must provide value | | | | | | reset |
| 16) 2C. Conducts self in an ethical manner in all professional activities in this practicum * must provide value | | | | | | reset |

17) Comments regarding Ethical Awareness and Conduct

Individual and Cultural Diversity

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|---|----|
| 18) 3A. Demonstrates an understanding of how their own personal/cultural history, attitudes,and biases may affect how they understand and interact with people different from themselves <small>* must provide value</small> | | | | | | |
| reset | | | | | | |
| 19) 3B. Demonstrates theoretical and empirical knowledge that is related to addressing diversity in all professional activities in thispracticum <small>* must provide value</small> | | | | | | |
| reset | | | | | | |
| 20) 3C. Integrates one's cultural awareness and knowledge of individual and cultural differences in their professional roles (e.g., able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers and to work effectively with individuals whose group membership, demographic characteristics, orworldviews create conflict with their own) <small>* must provide value</small> | | | | | | |
| reset | | | | | | |
| 21) 3D. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individualsand groups and apply this approach effectively in their professional work <small>* must provide value</small> | | | | | | |
| reset | | | | | | |

22) Comments regarding Individual and Cultural Diversity

Professional Values and Attitudes

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|---|----|
| 23) 4A. Behaves in ways that reflect the values and attitudes of psychology (e.g. integrity, deportment, professional identity, accountability, lifelong learning, and concernfor the welfare of others) <small>* must provide value</small> | | | | | | |
| reset | | | | | | |
| 24) 4B. Engages in self-reflection regarding one'spersonal and professional functioning <small>* must provide value</small> | | | | | | |
| reset | | | | | | |
| 25) 4C. Engages in activities to maintain andimprove performance, wellbeing, and professional effectiveness (e.g. self-care,reading articles, etc.) <small>* must provide value</small> | | | | | | |
| reset | | | | | | |

26) 4D. Actively seeks and demonstrates openness and responsiveness to feedback and supervision

* must provide value

reset

27) Comments regarding Professional Values and Attitudes

| Communication and Interpersonal Skills | | | | | | |
|--|-------------|---|---|---|---|-----------------------|
| | 1 | 2 | 3 | 4 | 5 | NA |
| 28) 5A. Develops and maintains effective relationships with a wide range of individuals(including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services) <small>* must provide value</small> | | | | | | reset |
| 29) 5B. Produces and comprehends oral, nonverbal, and written communications thatare informative and well-integrated (demonstrates a thorough grasp of professional language and concepts) <small>* must provide value</small> | | | | | | reset |
| 30) 5C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well <small>* must provide value</small> | | | | | | reset |
| 31) Comments regarding Communication and Interpersonal Skills | <div></div> | | | | | |
| Assessment and Diagnosis | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | NA |
| 32) 6A. Demonstrates current knowledge of diagnostic classification systems, functionaland dysfunctional behaviors, including consideration of client strengths and psychopathology <small>* must provide value</small> | | | | | | reset |
| 33) 6B. Demonstrates understanding of human behavior within its context (e.g., family, social,societal and cultural) <small>* must provide value</small> | | | | | | reset |
| 34) 6C. Demonstrates the ability to apply the knowledge of functional and dysfunctionalbehaviors including context to the assessment and/or diagnostic process <small>* must provide value</small> | | | | | | reset |
| 35) 6D. Selects and applies assessment methodsthat draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient <small>* must provide value</small> | | | | | | reset |
| 36) 6E. Interprets assessment results, followingcurrent research and professional standards | | | | | | |

and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective

* must provide value

reset

37) 6F. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

* must provide value

reset

38) Comments regarding Assessment

Intervention (Including individual/group counseling and academic/behavioral interventions)

| | 1 | 2 | 3 | 4 | 5 | NA |
|--|---|---|---|---|---|----|
| 39) 7A. Establishes and maintains effective relationship with clients | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 40) 7B. Develops evidence-based intervention plans specific to the service delivery goals | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 41) 7C. Implements evidence-based interventions informed by assessment findings, diversity characteristics, and contextual variables | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 42) 7D. Demonstrates the ability to apply the relevant research literature to clinical decisionmaking | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 43) 7E. Modifies and adapts evidence- based approaches effectively when a clear evidence base is lacking | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 44) 7F. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |
| 45) Comments regarding Intervention | | | | | | |

Consultation and Interprofessional/Interdisciplinary Skills

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|---|---|---|---|---|----|
| 46) 8A. Demonstrates knowledge and respect for the roles and perspective of other professions | | | | | | |
| * must provide value | | | | | | |
| | | | | | | |

47) 8B. Demonstrates knowledge of consultation models and practices

* must provide value

[reset](#)**Supervision (Supervision Practicum and Internship Only)****1****2****3****4****5****NA**

49) Demonstrates knowledge of supervision model and practices:

* must provide value

[reset](#)

50) Comments regarding Supervision

51) Overall, what would you identify as this trainee's strengths?

* must provide value

52) What would you identify as this trainee's areas for development?

* must provide value

53) Are there any areas for remediation? If so describe.

* must provide value

54) I attest that I reviewed this evaluation with this student.

Yes

No

Thank you for completing this evaluation. In order to share a copy of this evaluation with your supervisee, please click on the Adobe Reader button and save or print a copy.

PRACTICUM SITE EVALUATION FORM

School Psychology Program

New Mexico State University

Site:

Supervisor:

Student (completing the evaluation):

Approximately what percentage of your time did you spend in the following activities?

Assessment/testing_____ Interventions _____ Counseling_____

Workshops/programming_____ Consultation/outreach_____ Supervision_____

Report writing/paperwork_____

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students?

_____ Yes _____? _____ No

Please return to the Program Director, School Psychology Program, Department of Counseling and Educational Psychology, College of Health, Education, and Social Transformation, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, New Mexico 88003-8001

(This page will be detached from the previous page, and not made available to other students.)

Name of Supervisor:

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student?

_____ Yes _____? _____ No

APPENDIX B - INTERNSHIP FORMS

INTERNSHIP APPROVAL FORM
School Psychology Doctoral Program
New Mexico State University

Name of Intern:

Name of Agency:

Address:

Dates of Internship Placement:

Program Characteristics

- A. Type of agency (school, clinic, etc.):
- B. Populations to be served: (includes age ranges, disability categories, etc.):
- C. Percent of time devoted to the following
 - a. Counseling
 - b. Assessment
 - c. Consultation
 - d. Other individual interventions
 - e. Systems-level interventions
 - f. Research
 - g. Supervision
 - h. Indirect hours (report writing, documentation, etc.)

Supervision

- A. Name of primary field-based supervisor (must have a doctoral-level psychology license):
- B. Qualifications of supervisor (degree, license, certification):
- C. Plan for individual supervision (two hours a week):
- D. Name and qualifications of other mental health providers supervising interns:
- E. Plan for additional supervision (individual and/or group; two hours a week):
- F. Training opportunities available:
- G. Number of interns on site:

Other Considerations

- H. Salary:

- I. Benefits:
- J. Other incentives:

Attach to this form:

- CV/Resume of Primary Supervisor
- Written Documentation of Internship Program (brochure, website, written communication)

Please return to the Director of Training, School Psychology Doctoral Program, Department of Counseling & Educational Psychology, College of Health, Education, and Social Transformation, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, NM 88003-8001

Internship Evaluation for School Psychology Doctoral Students

Please complete the evaluation of your intern below.

Thank you!

- 1) Student Name _____
- 2) Supervisor Name _____
- 3) Semester and year _____
- 4) Course associated with this form ☐ CEPY6640 Doctoral Internship in School Psychology
- 5) Evaluation: ☐ Mid-semester
☐ Final
- 6) Did you directly observe this trainee's work at least once this semester using any of the methods listed in the next question? ☐ Yes
☐ No
- 7) Indicate how you observed this trainee's work (check all that apply):
☐ Live observation
☐ Video recording
☐ Audio recording
☐ Other
- 8) If other, please specify _____

This evaluation is intended to provide feedback to students on their progress toward achievement of profession-wide competencies. Interns are expected to demonstrate skills with increasingly levels of independence and complexity in order to demonstrate preparation for entry level independent practice and licensure. Students must obtain a rating of 3 or better in order to be making adequate progress in the program. Lower ratings will result in a performance improvement plan.

5: Student's performance is exceptional. Student is able to work through complex cases with considerable insight into their performance. This skill can be performed independently or with minimal supervision.

4: Student's performance is above average. Skills are very well developed and performed at an advanced level beyond what is expected at this level of training. Supervision is needed that reflects the student's independence and complexity.

3: Student's performance is satisfactory. Performance reflects mastery for practice at the pre-professional level with appropriate supervision for the expected level of independence and complexity. If an end-of-year evaluation, the student is ready for entry level independence practice and licensure.

2: Student's performance is minimally satisfactory. Possesses basic knowledge and skills but is not at the expected level of independence and complexity. Student requires more supervision than would be expected at this level of training. A plan may be needed address needed skills.

1: Student's performance is unsatisfactory. Student's competence in this area is below that expected of a student at this level of training. Simplistic understanding of concepts and inability to work independently. Student requires supervision with a great deal of structure. A plan for further skill acquisition is needed

N/A: Not Applicable or enough information to form a judgement

Basic Work Requirements

| | 1 | 2 | 3 | 4 | 5 | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1) Arrives on time consistently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) Uses time effectively and completes requirements of practicum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3) Informs supervisor and staff to make arrangements for changes in schedule | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) Keeps records in a reliable and timely manner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) Demonstrates appropriate use of consultation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) Comments regarding Basic Work Requirements | <hr/> | | | | | |

Ethical and Legal Standards

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 7) 2A. Is knowledgeable of and acts in accordance with professional standards and guidelines as well as relevant laws and regulations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8) 2B. Is able to recognize ethical dilemmas as they arise and apply ethical decision-making in order to resolve them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9) 2C. Conducts self in an ethical manner in all professional activities in this practicum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10) Comments regarding Ethical Awareness and Conduct | <hr/> | | | | | |

Individual and Cultural Diversity

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11) 3A. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12) | | | | | | |

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 3B. Demonstrates theoretical and empirical knowledge that is related to addressing diversity in all professional activities in this practicum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1) 3C. Integrates one's cultural awareness and knowledge of individual and cultural differences in their professional roles (e.g., able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers and to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2) 3D. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3) Comments regarding Individual and Cultural Diversity _____

Professional Values and Attitudes

- | | 1 | 2 | 3 | 4 | 5 | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4) 4A. Behaves in ways that reflect the values and attitudes of psychology (e.g. integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) 4B. Engages in self-reflection regarding one's personal and professional functioning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6)

| | | | | | | | |
|----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 4C. Engages in activities to maintain and improve performance, wellbeing, and professional effectiveness (e.g. self-care, reading articles, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1) | 4D. Actively seeks and demonstrates openness and responsiveness to feedback and supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2) Comments regarding Professional Values and Attitudes

Communication and Interpersonal Skills

| | | 1 | 2 | 3 | 4 | 5 | NA |
|-----|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 29) | 5A. Develops and maintains effective relationships with a wide range of individuals (including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30) | 5B. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated (demonstrates a thorough grasp of professional language and concepts) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31) | 5C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

32) Comments regarding Communication and Interpersonal Skills

Assessment and Diagnosis

| | | 1 | 2 | 3 | 4 | 5 | NA |
|-----|--|---|---|---|---|---|----|
| 33) | | | | | | | |

| | | | | | | | |
|-----|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 6A. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34) | 6B. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35) | 6C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36) | 6D. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37) | 6E. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38) | | | | | | | |

| | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6F. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|

34) Comments regarding Assessment

| Intervention (Including individual/group counseling and academic/behavioral interventions) | | | | | | |
|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|

| | 1 | 2 | 3 | 4 | 5 | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 35) 7A. Establishes and maintains effective relationship with clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36) 7B. Develops evidence-based intervention plans specific to the service delivery goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37) 7C. Implements evidence-based interventions informed by assessment findings, diversity characteristics, and contextual variables | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38) 7D. Demonstrates the ability to apply the relevant research literature to clinical decision making | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 39) 7E. Modifies and adapts evidencebased approaches effectively when a clear evidencebase is lacking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40) 7F. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

41) Comments regarding Intervention

| Consultation and Interprofessional/Interdisciplinary Skills | | | | | | |
|---|--|--|--|--|--|--|
|---|--|--|--|--|--|--|

| | 1 | 2 | 3 | 4 | 5 | NA |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 42) 8A. Demonstrates knowledge and respect for the roles and perspective of other professions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43)

8B. Demonstrates knowledge of consultation models and practices

☐
☐
☐
☐
☐
☐

Supervision (Supervision Practicum and Internship Only)

| | 1 | 2 | 3 | 4 | 5 | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 34) Demonstrates knowledge of supervision model and practices: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

35) Comments regarding Supervision

Overall Performance

36) Overall, what would you identify as this trainee's strengths?

37) What would you identify as this trainee's areas for development?

38) Are there any areas for remediation? If so describe.

39) I attest that I reviewed this evaluation with the student.

Yes
No

Thank you for completing this evaluation. In order to share a copy of this evaluation with your supervisee, please click on the Adobe Reader button and

INTERNSHIP SITE EVALUATION FORM
School Psychology Doctoral Program
New Mexico State University

Site: _____

Supervisor: _____

Student (completing the evaluation): _____

Approximately what percentage of your time did you spend in the following activities?

| | |
|-----------------------|-------|
| Assessment/testing | _____ |
| Interventions | _____ |
| Counseling | _____ |
| Workshops/programming | _____ |
| Consultation/outreach | _____ |
| Supervision | _____ |
| Report | _____ |
| writing/paperwork | _____ |

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students?

_____ Yes _____? _____ No

Please return to the Director of Training, School Psychology Doctoral Program, Department of Counseling & Educational Psychology, College of Health, Education, and Social Transformation, MSC 3CEP, New Mexico State University, P.O. Box 30001, Las Cruces, NM 88003-8001

APPENDIX C – ORAL COMPREHENSIVE EXAM FORMS

Case Summary for Comprehensive Oral Exam

1. Client Pseudonym:
2. Demographics (age, gender, race/ethnicity/culture):
3. Reason for Referral:
4. Background Information (family, medical, social, other information pertinent to the client):
5. Assessment Results (previous information from school or other clinician, current assessment data):
6. DSM-5-TR Diagnosis and Special Education Eligibility if Applicable
7. Treatment Goals:
8. Other Supports (school, community agency, etc):
9. Example of one Case Note:
10. Progress toward Goals (include any measures, such as rating scales and verbal feedback, used to monitor progress):
11. Termination Reason (if applicable):
12. Future Treatment Goals:

SCORING RUBRIC FOR THE ORAL COMPREHENSIVE EXAMINATION
SCHOOL PSYCHOLOGY DOCTORAL PROGRAM
NEW MEXICO STATE UNIVERSITY

Scoring Rubric for the Final Oral Comprehensive Examination and Written Report

Student Name: _____ Date: _____
Committee Members: 1) _____ 2) _____ 3) _____
Dean's Representative: _____

Scoring Rubric:

| | |
|---|--|
| 1 | Student demonstrated no knowledge or skills related to the question or type of information requested or provided erroneous information. |
| 2 | Student demonstrated minimal knowledge or skills related to the question or type of information requested. |
| 3 | Student demonstrated knowledge and skills of key concepts to answer the question or for information requested. |
| 4 | Student demonstrated advanced knowledge and skills of key concepts with minimal prompting related to the question or type of information requested. |
| 5 | Student demonstrated advanced knowledge and skills of key concepts with no prompting related to the question or type of information requested. |

Research (PWC I)

1. The student demonstrated knowledge of and an ability to apply general research design principles and methodology.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

2. The student demonstrated knowledge regarding key issues and processes of program evaluation.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

3. The student demonstrated knowledge regarding the evaluation of scientific research studies/literature.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

4. The student demonstrated adequate knowledge regarding of data analysis techniques.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

5. The student demonstrated knowledge regarding conducting single subject design studies.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

6. The student demonstrated an understanding of psychometrics as it applies to theories of psychological measurement and assessment.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

7. The student demonstrated an understanding of the key issues in instrument validity, reliability, practicality, cross-cultural fairness and selection of measures.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Ethical and Legal Standards (PWC II)

8. The student identified legal/ethical issues pertinent to the case vignette and integrated report, anchored in the law and specific ethical guidelines.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

9. The student demonstrated knowledge of pertinent legal and/or ethical issues through the discussion of dilemmas posed in the case vignette and integrated report (e.g., IDEiA-exclusionary factors).

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Individual and Cultural Diversity (PWC III)

10. The student identified cultural variables (e.g., acculturation, ethnic identity, worldview, language use and preference, etc.) pertinent to the assessment process as they apply to the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

11. The student identified cultural variables (e.g., acculturation, ethnic identity, worldview, language use and preference, etc.) pertinent to the intervention process as they apply to the case vignette and integrated report. (PWC III)

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Professional Values, Attitudes, and Behaviors (PWC IV)

12. The student identified and discussed best practices regarding school psychological and psychological services.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Communication and Interpersonal Skills (PWC V)

13. The student displayed appropriate professional verbal communication skills

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

14. The student displayed appropriate professional written communication skills

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Assessment (PWC VI)

15. The student identified issues of concern apparent to her or him in the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

16. The student provided a tentative DSM-5-TR diagnosis and special education classification for the person portrayed in the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

17-20. The student demonstrated and applied an understanding of the four pillars of assessment as they pertain to the case vignette in the following areas:

-Formal/standardized assessment

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

-Informal assessment

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

-Observation

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels
-Interview

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

21. The student identified and demonstrated an understanding of pre-referral processes (e.g., MTSS, SAT) as they apply to the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Intervention (PWC VII)

22. The student demonstrated knowledge of developmental theories as they apply to the case vignette and integrated report. (PWC VI, VII)

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

23. The student identified appropriate academic and/or behavioral interventions as they apply to the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

24. The student identified and discussed the use evidence-based interventions as they apply to the case vignette and integrated report. (PWC VII)

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Supervision (PWC VIII)

25. The student identified the role of supervision in developing competencies (PWC VIII)

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

Consultation and Interprofessional/Interdisciplinary Skills (PWC IX)

26. The student demonstrated an understanding of consultation theory and practice as it applies to the case vignette and integrated report. (PWC IX)

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

27. The student identified appropriate home/school and interprofessional collaboration approaches as they apply to the case vignette and integrated report.

(1) No knowledge (2) Minimal knowledge (3) Adequate knowledge (4) Advanced knowledge (5) Excels

*Total Points: __/135

High Pass= 122-135 Pass=108-122 No Pass= 107 or below

Adjourn = Discretion of the committee member

*Average score of raters will be used to determine final decision/outcome, with outliers eliminated from the calculation of the average score:

_____ Pass _____ No Pass _____ Adjourn

Rater Name: _____

Rater Signature: _____

Date: _____

APPENDIX D - COURSE SUBSTITUTION FORM

**DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
SCHOOL PSYCHOLOGY DOCTORAL PROGRAM
PETITION FOR COURSE SUBSTITUTION**

Student's name: _____ Date: _____
NMSU course to be substituted (number, title, credits): _____
Title, department, number, and credits of course considered equivalent to the NMSU course: _____
Institution where taken: _____
Date taken: _____ Grade obtained: _____

Attach a copy of the original course syllabus (including information regarding required readings, course activities, assignments, examinations, and other relevant data). If the original syllabus is not available, then attach a current syllabus. If a current or past syllabus is not available, please, attach a copy of a description for the course provided by the institution in which it resides. Attach any other information regarding significant aspects of the course that are not readily apparent from the syllabus (e.g., assignment/course handouts or readings). **Note: Courses that are more than 7 years old at the time of graduation are not normally substituted.** Submit this material to the instructor who will examine the attached documentation. After the instructor makes a determination, the packet will be forwarded to the Program Director. The Training Director will consult with the faculty member who teaches the course to make a final determination if the courses are equivalent. The Program Director will sign the form indicating that the second level of review was completed. If the instructor and Program Director disagree regarding the petition, the petition will go to the full School Psychology Training Committee for a vote. In some instances, if it is difficult for the instructor and/or Program Director to determine equivalency, students may be required to pass an equivalency exam before the course is substituted. Students will be required to sign the form and they will receive a copy after a decision has been reached.

Course substitution recommended: Yes ___ No ___

Reasoning: _____

Instructor's signature: _____ Date: _____

Course substitution recommended: Yes ___ No ___

Reasoning: _____

Program Director's signature: _____ Date: _____

Student's signature: _____ Date: _____

Additional comments/actions:

Substitution approved: _____ Substitution rejected: _____

FORM ADAPTED FROM MARQUETTE UNIVERSITY'S COUNSELING PSYCHOLOGY PROGRAM 11/09/05