

School Psychology

Specialist in Education (Ed.S.)

New Mexico State University

PROGRAM HANDBOOK



2025-2026

Counseling and Educational Psychology Department
College of Health, Education, and Social Transformation
New Mexico State University
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OVERVIEW

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

DEPARTMENT MISSION STATEMENT

The mission of the Department of Counseling and Educational Psychology (CEP) 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 purpose of the School Psychology Program (SPP) at New Mexico State University (NMSU) is to prepare candidates to become data-based decision-makers who promote the

highest quality educational and mental health services for children and families. In addition, the members of the faculty adhere to the highest quality standards and they believe in an integrated approach to serving a multicultural population. A multicultural perspective is embedded throughout program requirements. The school psychology program is housed in and administered through the CEP department located within the College of Health, Education, and Social Transformation at NMSU. The school psychology program is competency based and designed to meet the accreditation standards of CAEP and NASP. In fact, the SPP received accreditation from NASP in the summer of 2005, the only program in the state of New Mexico to have such accreditation. In addition, the program meets the requirements for school psychology licensure in the state of New Mexico.

The school psychology program adheres to the practitioner-scholar model, which is highly consistent with the conceptual framework of the College of 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 the SPP are prepared in data-based decision-making and the application of the science of behavior and development, as well as in innovation in existing theory and techniques. Throughout the curriculum, the importance of knowledge and experience with a wide range of individual differences including, but not limited to ethnicity, gender, disability, age, culture, sexual orientation, religion, and race are emphasized. Ethical and legal issues, which guide service delivery, are also stressed throughout the curriculum.

GOALS

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

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

OBJECTIVES

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

- A. Acquire a broad knowledge and understanding of the principles of human growth, development, and behavior, especially cultural diversity.

- B. Acquire a comprehensive understanding of problems associated with physical, social, emotional, and educational development. These problems include various human exceptionalities (e.g., hearing and vision impairments).
- C. Acquire a broad knowledge and understanding of psychology, including learning, personality, and research methodology.
- D. Develop competencies in data-based decision-making and psychological assessment, including non-biased assessment of students from culturally and linguistically diverse backgrounds.
- E. Develop competencies in remediation, counseling, and preventative and crisis procedures.
- F. Develop competencies in communication and consultative skills.
- G. Develop an understanding and appreciation of the roles and functions of other educational personnel.
- H. Develop competencies in functioning in teamwork efforts and in-service training roles.
- I. Develop the knowledge and experiences necessary to obtain a broad understanding of the profession of school psychology, including history, roles, and functions; the place of the school psychologist in the organization of the school; legal-ethical considerations; and professional problems.
- J. Develop an understanding and appreciation of the organization, administration, and operation of public schools, the various major roles of the personnel employed by the public schools, and familiarity with curriculum development in the public schools.
- K. Develop the competencies necessary to interpret and conduct educational research and to apply research to educational planning and programming.
- L. Develop skills that enable school psychology trainees to facilitate a cooperative alliance with students, parents, teachers, and school administrators, other appropriate staff, community resources, and community agencies.
- M. Develop understanding of the technological world and how new software, spreadsheets, word processing and other technology, such as assistive technology, impact and enhance the delivery of school psychology services.

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:

Staci C. Ballard, Ph.D. (Specialist Program Director)
 Elsa C. Arroyos, Ph.D., NCSP (Department Head of CEP)
 Lisa Peterson, Ph.D. (Program Director of SP Doctoral Program)
 Ersie-Anastasia Gentiz, Ph.D. (Assistant Professor)

Kaeyoor Joshii, Ph.D. (Assistant Professor)
Student Representatives (at minimum, one each from the first- and second-year cohorts)
President, School Psychology Graduate Student Organization (or reports through student reps.)

DEGREE DESIGNATION

The terminal degree for graduates of the school psychology program is the Specialist in Education (Ed.S.). The Ed.S. provides advanced preparation beyond the Master's degree, but not as advanced as the doctorate. Applicants who hold a Master's degree in a related field will at a minimum complete 30 graduate semester hours to be granted the Ed.S. Applicants who do not hold a Master's degree will complete a minimum of 60 graduate semester hours. The actual number of hours will be determined based on previous coursework and in consultation with the Program Director. The particular degree designation is *Specialist in Education*. Candidates will receive an Ed.S. in School Psychology from the Counseling and Educational Psychology Department.

Candidates will also be able to receive a Master's degree in Counseling and Guidance with specialization in Educational Diagnostics. School psychology program (Ed.S. degree) candidates will need to notify the Program Director of intent to complete the Master's degree. Candidates will be provided instructions on documentation required to complete the CEP Master's degree in Counseling and Guidance with specialization in Educational Diagnostics. Candidates need to complete curricular and field experiences (300 clock hours) and pass the Master's comprehensive exam prior to the completion of paperwork. Once approved candidates will file for the final exam for the Master's degree (through the Program Director) and submit the Master's *Program of Study or Degree Audit Exception* form. For the Comprehensive exam candidates are expected to earn within average scores in Data-Based Decision Making, Research-Based Academic Practices and Ethical, Legal and Professional Foundations of the Praxis II exam; or pass the Praxis II exam at the minimum national cut-off score of 155. For candidates who experience difficulties passing the exam, a program written exam will be administered that covers the same areas noted above for the Praxis in essay format. The program will notify the Graduate School of the results of the written exam. Candidates are encouraged to apply for graduation* in the semester they intend to earn the Master's degree.

With regards to the Ed.S. degree, candidates should submit any changes to the Ed.S. program of study (i.e., *Degree Audit Exception* form and/or *Transfer of Credit* form) prior to completing the degree, preferably after the completion of the first fall semester. The Ed.S. program of study must also include all the courses listed for the Master's degree.

*Students must be enrolled in course credit and/or pay an examination fee in the semester that they plan to apply for graduation. This is applicable to both the Master's and Ed.S. degrees.

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. The phone number is (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 Specialist in Education (Ed.S.) the holding of a Master's degree or its equivalent **except for the school psychology program**. Applicants who do not hold a Master's degree may apply in their senior year of their undergraduate degree program. Applicants who already possess the Master's degree should hold it in a closely related field, such as special education, educational diagnostics, family or school counseling, general counseling, social work, or psychology.

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 F), 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 semester of the program. At a minimum, the Ed.S degree requires 30 credit hours

beyond the Master's degree. Courses that meet the requirements will be transferred if these are needed to meet residency 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/>. Current graduate school rules apply, including that courses transferred must not be more than 7 years old at the time of graduation (or degree posting). If courses are more than 7 years old at the time of graduation additional approvals are needed. Please work with the Program Director to seek these approvals.

PART-TIME OR FULL-TIME SEQUENCE

A part-time (6 credit hours per semester) or full-time sequence (9 or more credit hours per semester) is possible. Factors to be considered in selecting a part-time or full-time sequence are job-related variables, transferable credit, class availability, class times, and that the Graduate School requires that the Ed.S. be completed in seven (7) years after being admitted into the program. Further, all school psychology students are required to complete a 1,200 clock-hour school psychology internship. See the policy on part-time vs. full-time enrollment status below for more information. See also Appendix A for Advising Worksheets.

ADVISING

Advising is taken seriously in the school psychology program and occurs in two primary formats: individual and group. Ed.S. students are assigned to the Program Director for advising. The advisor will work with the student throughout their tenure in the program. Additionally, group advising may take place as needed to address changes in program requirements, policy, registration, etc.

POLICIES AND PROCEDURES

Several policies and procedures guide the school psychology 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 SPP.

ADVISOR SELECTION

As indicated earlier, all students enrolled in the school psychology program at NMSU will receive an Ed.S degree from the CEP department upon successful completion of all program requirements. Ed.S. students are assigned to the Program Director for advising. The advisor will

work with the student throughout their tenure in the program. Candidates will need to request any changes in advisor in writing from the Program Director after the candidate discusses the change with their current and future advisor.

GRADE POLICY

The school psychology at New Mexico State University is committed to providing a quality and rigorous preparation that meets the standards set forth by 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.

CANDIDACY

A candidates committee, which will evaluate their performance on exams, should be comprised of members of the graduate faculty in the CEP 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 on-line portal (<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 student's committee is subject to the approval of the CEP department head, the Dean of the College of Health, Education, and Social Transformation, and the Dean of the NMSU Graduate School. This paperwork should be completed no later than the end of the spring semester of the first year in the program.

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 the prescribed course sequence that allows for a developmental approach to learning (see Advising Worksheet, Appendix A). For example, candidates are expected to enroll in beginning level courses such as Human Development, Psychology of Multiculturalism, and Counseling Theory & Technique before enrolling in the practicum sequence. Candidates who need changes to semester plans/schedules must seek advice from their advisor to determine the impact of these changes on the candidate's overall 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 (PART-TIME VS. FULL-TIME)

Candidates accepted into the SPP must opt to enroll on a part-time (PT) or full-time (FT) basis at the outset of their program. Part-time status requires enrollment for a minimum of 6 credit hours per semester while full-time status requires enrollment in a minimum of 9 credit hours. If a candidate decides to change her or his enrollment status from PT to FT or vice versa, they must be aware that doing so has ramifications for future coursework. For example, candidates going from PT to FT are not guaranteed a shorter program. Candidates will still be required to complete courses in the appropriate sequence (e.g., complete assessment courses/requirements prior to completing the first practicum) outlined in the advising worksheet/plan of study. Should a candidate not be able to complete the courses as outlined and require special arrangements, the candidate must receive prior approval from their 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 their advisor must sign this revised plan of study and submit the appropriate paperwork to the Graduate School.

LEAVE OF ABSENCE

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

- 1) The candidate should request in writing a leave of absence from the SPTC. This written request should include, at minimum, the following information.
 - a. State the reason for interruption of studies.
 - b. The beginning date and anticipated end date for the absence.
- 2) 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. Please note that the SPTC meets twice a month between August and May.
 - a. The Program Director will copy the CEP Department Head on the letter as a means of informing him/her of the SPTC's decision.
- 3) If the SPTC approves the leave of absence the student 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, for a calendar year, should request for a leave of absence through their department head. The student 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, 2024-2025 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:

- 1) 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.
- 2) 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, they 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

Residency and Credit Requirements The specialist in education degree requires a minimum of 30 credits including research, intern experiences and graduate courses. Twenty four of these credits must be completed at NMSU to meet the campus residency requirements. Students must maintain a 3.0 GPA, no more than 6 credits of C level work are allowed for this program.

ORAL EXAMINATION

The student's committee, along with one faculty member from the university at-large selected by the candidate in consultation with her or his advisor or appointed by the Dean of the Graduate School, will conduct an oral examination no earlier than the candidate's last semester of enrollment. The form to schedule this examination is to be submitted by the department to the Graduate School *at least ten working days prior to the proposed date for the examination.*

The examination will consist of general questions on subject matter related to theory, research, and practice using a case vignette. Any candidate who does not pass the oral examination may, upon recommendation of the Advisor and approval of the Graduate Dean, be granted a second examination after a lapse of at least one semester. Failure in the second examination disqualifies the candidate from obtaining the degree.

COMPREHENSIVE 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) no later than 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 of graduation, a program written exam may be taken. The current pass rate for the PRAXIS-II for the SPP 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).

DEGREE REQUIREMENTS

In spring 2013, the CEP 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 Program will have an opportunity to complete this MA degree prior

to the completion of the Ed.S. degree. If a candidate does not choose the MA, completion of the MA coursework will also be required for the granting of the Ed.S.

MASTER'S IN COUNSELING IN GUIDANCE WITH A SPECIALIZATION IN EDUCATIONAL DIAGNOSTICS CURRICULUM REQUIREMENTS

Please note that the school psychology program does not control offerings beyond those of the program faculty. Courses at NMSU tend to be offered in particular semesters, but forces beyond faculty control can modify the sequence within which a student completes required courses.

CORE COURSES	CREDIT S	STANDARD COVERED
CEPY 6140 Cognitive & Affective Bases of Behavior	3	NASP Program Standard 2- Academic Interventions and Instructional Supports (Domain 3); Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 6130 The Psychology of Multiculturalism	3	NASP Program Standard 2-Equitable Practices for Diverse Student Populations (Domain 8)
CEPY 6265 Diagnostic Classification in School Psychology	3	NASP Program Standard 2: School-wide Practices to Promote Learning (Domain 5); Data Based Decision Making (Domain 1)
CEPY 6120 Human Development	3	NASP Program Standard 2-Mental and Behavioral Health Services and Interventions (Domain 4)
SPED 6170 School Interventions & Organization	3	NASP Program Standard 2- Academic Interventions and Instructional Supports (Domain 3); Mental and Behavioral Health Services and Interventions (Domain 4); School-wide Practices to Promote Learning (Domain 5)

SPECIALIZATION COURSES	CREDITS	STANDARD COVERED
CEPY 5310 Academic Assessment and Intervention	3	NASP Program Standard 2: Data Based Decision Making (Domain 1); Academic Interventions and Instructional Supports (Domain 3)
CEPY 6330 Behavior Assessment & Intervention	3	NASP Program Standard 2-Data Based Decision Making (Domain 1); Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 6340 Appraisal of Cognitive Functioning	3	NASP Program Standard 2- Data Based Decision Making (Domain 1)
CEPY 6510 Practicum in School Psychology: Psychoeducational	3	NASP Program Standard 3: Supervised Experiences in School Psychology (3.1-3.2)
CEPY 6520 Field Experience	3	NASP Program Standard 3: Supervised Experiences in School Psychology (3.1-3.2)

PRACTICUM AND FIELD EXPERIENCES

Candidates will be required to complete a background check, which may include finger printing 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 300 clock hours (CEPY 6510, which is also required for the Ed.S. plus CEPY 6520) of practicum, as per program and State of New Mexico Public Education Department.

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 profession (NASP and the American Psychological Association [APA] standards).

PROCESS FOR APPLYING FOR THE MA DEGREE ON ROUTE TO ED.S.

1. Apply for the MA in Counseling in Guidance with a specialization in Educational Diagnostics through Graduate Admissions. If you see the EDS or any other type of MA degree do NOT apply for it, reach back out to Dr. Arroyos for troubleshooting.
 - a. Dr. Arroyos will send an email to their assigned SPC, coping Barbara Tellez (batellez@nmsu.edu), stating that the student is in the Ed.S. program and is receiving an master's on rote.
 - b. The student creates a new Slate application for the appropriate master's program, clearly indicating in the Attestation section of the application that they

are currently enrolled in the Ed.S. program and are seeking a concurrent master's degree

- i. The student should create the new application within the same application account and use the same email address from their original Ed.S. application. Failure to use the same credentials will separate application materials and create a new Aggie ID, which will cause delay.
 - ii. The student completes personal information to ensure clean data load from Slate to Banner. This will also minimize confusion for degree certification since an official Banner record with the student in the appropriate master's category is also created.
 - iii. Student uploads unofficial transcripts to help Graduate School SPCs to process the application in a timely manner. Completion of other required steps will ensure a faster review process.
- c. Pay the application fee (it may just go directly to the student's account, but it will need to be paid).
2. Send Dr. Arroyos a copy of the degree audit for the MA degree the semester you plan to earn the degree.
 - a. If there are any exceptions on the degree audit then we will need to complete a Degree Audit Exception Form.
3. Take and pass the PRAXIS exam.
 - a. You can take this anytime at the end of your last spring semester into summer prior to the year you begin internship. You take the PRAXIS at the end of your coursework.
 - b. Send Dr. Arroyos and Dr. Ballard a copy of your PRAXIS report to verify the results and so they can let the Graduate School know that you have successfully completed the required comprehensive exam for the MA degree.
4. The summer prior to internship or Fall of Internship you will apply for the MA degree (pending that you have successfully passed the PRAXIS exam).
 - a. You have to be registered for at least one credit hour the semester you graduate with the MA degree.
 - b. Note: You can also receive the MA and EDS degree in the same semester.

SPECIALIST IN EDUCATION (ED.S.) IN SCHOOL PSYCHOLOGY CURRICULUM REQUIREMENTS

Candidates complete coursework in each of the following areas:

Practices that Permeate All Aspects of Service Delivery, Direct and Indirect Services for Children, Families, and School Foundations of School Psychologist's Service Delivery, Research Methods

In addition to coursework, candidates are involved in both formal and informal gatherings to consider issues in professional school psychology. Professional training is obtained through a

practicum sequence and a 1,200 clock-hour internship. Exposure to issues and preparation for research will evolve from the candidate's required coursework. As a NASP-approved program, the program is individually designed and in compliance with the standards of NASP.

Required Coursework

Please note that the list of courses is inclusive of the MA with specialization in Educational Diagnostics, with the exception of CEPY 6520. The program of study for the Ed.S. must embed both degree requirements except CEPY 6520. Also, please note that the school psychology program does not control offerings beyond those of the program faculty. Courses at NMSU tend to be offered in particular semesters, but forces beyond faculty control can modify the sequence within which a student completes required courses. The TPAL unit, which houses the SPED course, permits non-department students to take courses (see chart).

COURSES	CREDITS	STANDARD COVERED
CEPY 5310 Academic Assessment and Intervention**	3	NASP Program Standard 2: Data Based Decision Making (Domain 1); Academic Interventions and Instructional Supports (Domain 3)
CEPY 5235 Counseling Theory & Technique for the School Psychologist	3	NASP Program Standard 2-Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 5260 Group Work Theory	3	NASP Program Standard 2-Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 5997 Special Topic: Professional Preparation Seminar	3	Program Standard 2: Legal, Ethical, and Professional Practice (Domain 10)
CEPY 6265 Diagnostic Classification in School Psychology	3	NASP Program Standard 2: School-wide Practices to Promote Learning (Domain 5); Data Based Decision Making (Domain 1)
CEPY 6120 Human Development	3	NASP Program Standard 2-Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 6140 Cognitive & Affective Bases of Behavior	3	NASP Program Standard 2- Academic Interventions and Instructional Supports (Domain 3); Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 6130 The Psychology of Multicultural	3	NASP Program Standard 2-Equitable Practices for Diverse Student Populations (Domain 8)
SPED 6170 School Interventions & Organization	3	NASP Program Standard 2: Academic Interventions and Instructional Supports (Domain 3); Mental and Behavioral Health

		Services and Interventions (Domain 4); School-wide Practices to Promote Learning (Domain 5);
CEPY 6185 Legal, Ethical, & Professional Issues in School Psychology	3	Program Standard 2: Legal, Ethical, and Professional Practice (Domain 10)
CEPY 6420 Psychometrics	3	Program Standard 2: Research and Evidence-Based Practice (Domain 9)
CEPY 6330 Behavior Assessment & Intervention	3	NASP Program Standard 2: Data-Based Decision Making (Domain 1); Mental and Behavioral Health Services and Interventions (Domain 4)
CEPY 6340 Appraisal of Cognitive Functioning**	3	NASP Program Standard 2: Data-Based Decision Making (Domain 1)
CEPY 6350 Appraisal of Personality**	3	NASP Program Standard 2: Data-Based Decision Making (Domain 1)
CEPY 6240 Child/Adolescent Counseling Theory & Technique	3	NASP Program Standard 2-Mental and Behavioral Health Services and Interventions (Domain 4); Family, School, and Community Collaboration (Domain 7)
CEPY 6360 School Safety and Crisis Response	3	NASP Program Standard 2: Services to Promote Safe and Supportive Schools (Domain 5); Family, School, and Community Collaboration (Domain 7)
CEPY 6210 School Psychology Research	3	NASP Program Standard 2: Research and Evidence Based Practice (Domain 9)
CEPY 6260 Consultation	3	NASP Program Standard 2: Consultation and Collaboration (Domain 2); Family, School, and Community Collaboration (Domain 7)
CEPY 6510 Practicum in School Psychology: Psychoeducational	3	NASP Program Standard 3: Supervised Experience in School Psychology (3.1-3.2)
CEPY 6530 Practicum in School Psychology: Social/Emotional	3	NASP Program Standard 3: Supervised Experiences in School Psychology (3.1-3.2)
CEPY 6610 Internship in School Psychology (1,200 hours)	12	NASP Program Standard 3: Supervised Experiences in School Psychology (3.3)

** There is a course fee for test materials.

PRACTICUM AND FIELD EXPERIENCES

Candidates will be required to complete a background check, which may include finger printing in order to be placed in local school districts. Candidates are also required to secure and maintain liability insurance throughout their tenure in the program. Documentation of liability insurance is required annually. Candidates will complete a minimum of 300 clock hours of practicum and 1,200 clock hours of internship as approved by the school psychology faculty. Practicum and field experience include CEPY 6510 (3 credits, 150 clock hours) and CEPY 6530 (3 credits, 150 clock hours). The school psychology faculty determines candidate readiness to apply for experiences based on the following criteria:

- A. Completion of prerequisite or conjoint required coursework;
- B. Successful completion of practicum requirements (prior to internship).

Candidates must evidence appropriate levels of professional and interpersonal skills. The candidate must act in accordance with ethical principles of the school psychology profession (NASP and APA).

PRACTICUM GUIDELINES AND INFORMATION

INTRODUCTION

As a program approved by NASP, we endorse and adhere to the standards specific to practicum training outlined by NASP in their statement, "Standards for Graduate Preparation of School Psychologists." 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, Practicum/Internship Coordinator or the Program Director. Comments concerning the practicum sequences, sites, instructors, or supervisors should be addressed to the instructor first.

CLIENT CONTACT AND SUPERVISION REQUIREMENTS

According to program requirements, candidates should have a minimum of 300 clock hours (an additional 150 clock hours are required for the Master's) of practicum, 150 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 1 ½ 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 school psychologist or other approved professional staff member. In some cases, a practicum student who is directly supervised by a school 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. Other sites will require pre-approval from the course instructor, Program Director and SPTC. Candidates planning to take practicum must apply for sites in the preceding semester, according to the following procedure:

- A. Candidates file a Practicum Application Form with the instructor by the due date. The due date is March 1 in the spring, and November 1 in the fall.
- B. Candidates seek sites based on the recommendation of the faculty advisor. School psychology faculty allow candidates to begin practicum according to (a) satisfactory completion of the prerequisite courses, (b) student preference, (c) faculty input, (d) availability at the site, and (e) compatibility of the candidate to the site.

- C. Candidates unsatisfied with the site assignment are encouraged to first discuss a change with the university supervisor.
- D. Approved Practicum Sites
 - 1. Counseling and School Psychology Training Clinic (O'Donnell Hall, NMSU);
 - 2. Local public schools;
 - 3. Other sites as approved by the School Psychology Training Committee.

NEGOTIATION OF PRACTICUM AND INTERNSHIP SITES

The school psychology faculty must approve practicum and internship sites. Candidates interested in an unapproved site may ask the school psychology faculty to consider the site for approval, but not use the site until it has been approved.

LIABILITY INSURANCE

As part of the candidate's tenure in the school psychology program, they 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:

- A. Self-assessment, including identification of strengths and areas for improvement, initiation of relevant training activities, and monitoring of professional development;
- B. 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;
- C. Observation of case conceptualization and management, as evidenced in the student's interactions with the site supervisor;
- D. 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:

- A. Understanding and appreciation of human diversity, particularly according to age, gender, ethnicity, culture, religion, disability, and sexual preference;

- B. Understanding of and commitment to social and professional responsibility, as defined by the ethical standards of the profession;
- C. Self-understanding, insights regarding one's own personality, values, and worldview 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 school psychologist 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.

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 University has established a due process procedure. Candidates can follow NMSU procedures at any time they deem it necessary (See the 2024-2025 Catalog at <https://catalogs.nmsu.edu/nmsu/regulations-policies/>).

INTERNSHIP GUIDELINES AND INFORMATION (12 credit hours)

OVERVIEW

As a NASP-approved program, the school psychology Ed.S program at NMSU adheres to the field placement standards of the national organization. A one-year full-time, 1,200 clock-hour internship is required. The internship must be completed during the school calendar year – August to June. Candidates may enroll in a 2-year, ½-time internship with approval from the

Program Director or internship supervisor. Six hundred (600) hours must be conducted in a school setting, of which 300 must be in direct service to students with behavior disorders. Of the 1,200 total hours, 600 must be in direct client contact. In New Mexico, supervision is provided by a Supervising School Psychologist – Level 3 license and is individual and weekly for two hours. In states where credentialing of school psychologists is conducted differently, candidates are supervised by an appropriately credentialed school psychologist or, for non-school settings a psychologist appropriately credentialed for the internship setting. Group supervision will also be provided. Interns enroll in six (6) credits per semester of internship.

APPLICATION PROCESS

An application form for the internship (available from the Practica and Internship Coordinator or Program Director and in this manual) must be completed by the candidate and submitted to the school psychology faculty for review. Candidates should submit this form the year prior to the beginning of the semester in which the internship is held. The due date is January 1 if the internship is to begin in the fall, and May 1 for an internship beginning in the spring. The faculty will review the candidate's application and inform the candidate of its decision within 20 days.

UNIVERSITY PERSPECTIVE

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.

Internships are taken at or near the end of the candidate's program of professional preparation. Ed.S students engage in the internship in their third or fourth year after successful completion of required coursework (not including internship course credits). Completion of the required hours satisfies two basic goals: meeting the State of New Mexico's current minimum experience prior to licensure and NASP's current standards for pre-employment training.

SITES

Field experience sites are offered within the local public schools and expected to provide a diverse experience. Clinic sites are offered in the Training Clinic at NMSU or the private sector.

Other sites can be considered upon candidate request to the Internship Instructor, the Program Director and SPTC.

HOST EXPECTATIONS

Host internship sites are expected to provide a minimum of two hours of face-to-face supervision per week per intern. This supervision should be regularly scheduled, formal “set-aside” time for supervision, introspection, and development of appropriate competencies. This time is not meant to be one in which the intern is taught routines, district policies, etc. The latter activities should take place on a daily basis during the internship time. The site supervisor must hold a professional credential (appropriate to the field experience setting and professional role) as a psychologist. Host sites are expected to provide the following:

- A. Two hours per week of supervision;
- B. A salary commensurate with the duties and actions of the intern;
- C. Material resources needed to perform the duties associated with the internship (e.g., office space, telephone, secretarial support, test materials);
- D. Support for developmental activities for the intern (e.g., funds with availability for in-service activities and professional conventions);
- E. Time to conduct research for professional development;
- F. Written contractual agreement specifying these features (i.e., period of appointment and terms of compensation, if applicable, schedule of appointment/calendar, provision for professional development, expense reimbursement, appropriate work environment, release time for supervision, and commitment to internships as a training experience);
- G. Quarterly evaluations by the site supervisor of the intern’s progress (using forms created by the University). The first and third are less formal; the university supervisor contacts the site supervisor by phone or email. The second is conducted in December and the fourth in May using the program forms.

In return for these services, hosts receive from NMSU the skills, abilities, and human resources from the intern, and input and contact from University trainers that naturally stems from the activities associated with supervision of an intern.

INTERN EXPECTATIONS

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. Expected activities are reviewed, and the University supervisor, site supervisor, and intern agree on a schedule of feedback and supervision. As noted previously, the intern receives supervision at least two hours/week. The intern devises the plan and negotiates its approval from University and site supervisors. 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 ensure 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.

The internship plan must be individually negotiated to reflect the needs of each intern and the intern's host. However, internship plans must have certain features if they are to meet the training needs of the University. **General guidelines** for plans include the following:

1. An expected breakdown of intern activities, including
 - 20-40% in assessment/evaluation,
 - 15-30% in consultation/indirect service delivery,
 - 20-40% in direct delivery of interventions,
 - 05-10% in research/program evaluation,
 - 05-10% in supervision and professional development, and
 - 05-10% in unstructured office time
2. A delineation of work hours (times to begin, end, and working days)
3. A graded course of activities to move the intern from a passive learner to an active psychologist with full responsibilities for at least one school or segment of a "full load."
4. Clear acknowledgment that the intern, University, and site host will honor and are bound by NASP/CAEP standards for internship and professional conduct.

The SPP provides forms that interns should use to develop internship plans. Signatures are required from appropriate parties to ensure all individuals understand and agree to the internship plan.

UNIVERSITY SUPERVISION

The SPP 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.

LIABILITY INSURANCE

As part of the candidate's tenure in the school psychology program, they must obtain professional liability insurance for school psychologists in training. Such insurance is necessary before the candidate can participate in the required 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

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.

During the internship, the candidate participates in a seminar with other interns completing their experiences. The seminar meets monthly to discuss progress, review issues in service delivery, or to present reports on cases.

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.

INTERNSHIP PORTFOLIO REVIEW PROCESS AND PROCEDURES

- A. As part of the internship, candidates must submit a portfolio containing examples of particular work completed during internship; fieldwork logs, one comprehensive psycho-educational evaluation/report, two Interventions/Problem Solving case studies (one focused on an academic issue and one on a behavioral issue), summary of an indirect intervention, to include parent/family consultation, summary of direct intervention, summary of engagement in RtI/MTSS, and documentation of school-based staff development activity or in-service. Specifically, candidates must include the following in the portfolio:
1. A summative reflective statement summarizing what the intern has learned throughout his or her field-based experience over the course of the internship and how they can and will apply that knowledge to the professional setting.
 2. One comprehensive psycho-educational report (to include the evaluation of cognitive, academic and social-emotional/psychological functioning). This report will be expunged of all identifying information. (NASP Standard II; III; VI [1-2]; VII)
 3. Two Interventions/Problem Solving Case Studies. One case study should focus on an academic issue and the other on a behavioral issue. The candidate must

generate and evaluate data that assesses positive impact for each of these case studies. (NASP Standard II; III; IV [1-2]; VII)

4. One summary of an indirect intervention. This intervention should include a parent/family consultation. (NASP Standard II; III; VI; VII)
 5. One summary of a direct intervention. This intervention may be a direct behavioral intervention targeting a specific challenge (e.g., FBA and BIP; the BIP or components of it should be implemented), an individual or group counseling experience, classroom intervention, etc. (NASP Standard II; III; IV; VII)
 6. One summary of engagement in the response to intervention (RTI) or MTSS process as practiced in the district in which the intern is employed. This summary must include a description of how RTI/MTSS is implemented in the school district and then provide a specific case example. (NASP Standard II; III; VIII [2])
 7. Documentation of a school-based staff development activity or in-service that was offered by the intern. Topics and activities must be approved by the site-based and university supervisor in advance and be offered in coordination with the site-based schedule and calendar of activities. The activity must also include an evaluation component that will be reported to the university-based instructor. NASP Standard III [consultation/collaboration]; V [direct-indirect services – systems level services- schools]; VIII-8.2 [legal, ethical and professional practice])
 8. All contracts, logs, and supervisory summaries and evaluations associated with internship.
 9. Other assignments as deemed appropriate and relevant to the training experience by the University supervisor/course instructor.
- B. The portfolio will be reviewed by the school psychology program faculty and scored according to the rubric contained in Appendix D of this document. The portfolio will be rated on a scale of 0-100 and interns are expected to earn at least 80 points to successfully pass the internship.

COMPREHENSIVE EXAMINATIONS

CANDIDATE QUALIFICATIONS

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

- A. The school psychology faculty review of coursework preceding the date of the comprehensive examination indicates satisfactory progress.
- B. The candidate has completed all or almost all required 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) which must be constituted as follows:

1. Chair - school psychology core faculty member;
2. School psychology core faculty member
3. School psychology core faculty member OR another CEP faculty and;
4. Graduate Dean's representative

PRAXIS II EXAM

Candidates are required to take the Praxis II exam. The Praxis II exam is considered the written exam. Candidates take the exam in the final year, although candidates are encouraged to take the exam prior to internship, especially if electing to complete the MA degree in Counseling & Guidance with specialization in Educational Diagnostics. Candidates are required to pass the exam at the minimum national cut-off score of 155, which also makes them eligible for the Nationally Certified School Psychologist (NCSP) credential.

QUESTIONS ON THE EXAMINATION (FOR THE PROGRAM 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 (1) explication of specific theories, (2) comparison of theories, and (3) critique of specific theories.
- B. In the broad domain of school psychology practice, questions may be presented on (1) integration of theory with practice with case study material, (2) explication of procedures, and (3) identification of critical issues.
- C. In the broad domain of school psychology research, questions may be presented on (1) process and outcome literature, and (2) ethical issues.
- D. The questions in any of the above domains may draw upon and/or focus on theory, practice, and research in (1) school psychology; issues and practices, (2) consultation, (3) interventions, (4) assessment and diagnosis, and (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 COMPREHENSIVE EXAMINATION (FOR THE PROGRAM 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. 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. A vignette is provided and candidates answer questions related to that vignette and other domains of school psychological practice. The oral comprehensive examination is evaluated by a convened meeting of the committee based on a scoring rubric developed by the program faculty (see Appendix E) 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.

OTHER POLICIES AND PROCEDURES

The responsibility for discussing a candidate’s performance on the comprehensive examination lies with the faculty advisor. Additionally, the Program Director shall maintain a file of previous questions, which are available to candidates.

WAIVER PROCEDURE

- A. Typically, waivers are not offered. However, should this situation occur, official candidate records are held in the CEP Department.
- B. 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 folder should be passed on to the new advisor.
- C. 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.
- D. Procedures for candidate requests for waivers:
 - 1. Type I: 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. The advisor has the obligation to evaluate prior graduate work and the authority to grant equivalency. Such decisions remain binding although the candidate may select a different advisor. A waiver/transfer form must be completed.
 - 2. Type II: Candidates who request a waiver of a curriculum requirement based on extra-curricular experiences, prior undergraduate coursework, etc. The faculty must evaluate this type of request. In this case, the candidate must transmit the request in writing to the Program Director through his/her advisor. This memo should specify the nature of the request, supporting evidence, and alternate proposals. The request is considered at a convened meeting of the faculty and is either approved or disapproved by majority vote.
 - 3. Waiver of Seminar, Practicum, and Field Experience requirements will be reviewed by the core faculty and is waived by majority vote.

EVALUATION OF STUDENT PROGRESS

YEARLY REVIEW

- A. 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 CEP department will provide ratings of school psychology students on the forms provided by the Program Director. Informal candidate transcripts are requested from the CEP department administrative assistant. Additionally, students will have the opportunity to rate their own performance and provide information regarding progress within the program. Performance reviews will be elicited in April of each Spring Semester. Where appropriate, feedback from graduate assistant supervisors will be requested and included as part of the evaluation.

Specific criterion areas:

1. Progress in completion of required coursework;
 2. Progress in completion of required practica;
 3. Progress in completion of research and the comprehensive examination;
 4. Achievement in coursework (minimum grade point average across all courses of 3.0); and
 5. Achievement in practica and internship.
- B. The SPTC 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.
- C. The faculty will decide on a rating of the candidate's progress. A final rating, decided by majority vote, is given. There are five (5) possible ratings:
1. The candidate is making "Excellent" progress through the program: In addition to progressing at the normal rate through courses and the comprehensive examination at the normal rate, the candidate is excelling in practice and service.
 2. The candidate is making "Satisfactory" progress through the program: The candidate has completed the normal requirements for that semester and is achieving at a satisfactory level in research, coursework, and practica.
 3. The candidate's progress is "Unsatisfactory": The candidate has not completed the normal requirements for that semester or is not achieving at a desired level in coursework and/or practica.
 4. The candidate is on formal "Probation." The Graduate School may put a candidate on probation if her or his grade point average falls below a 3.0 GPA. A candidate will also be put on probation by the SPTC when two sequential

semesters receive a designation of “Unsatisfactory” progress. When a candidate is put on probation, a letter to the candidate accompanies this rating that clearly specifies the nature of the deficiencies, the criteria for removing or addressing the deficiencies, and the length of time of the probationary period. If the end of the probationary period does not coincide with an end-of-semester review meeting, the faculty will review the candidate at the first regularly scheduled faculty meeting after the close of the probationary period. At this meeting the advisor, without the candidate if the student so chooses, will present the degree to which the candidate has fulfilled the stipulations. In the candidate’s absence, if the candidate has met with the faculty, the faculty will decide, by majority vote, either (a) to remove the candidate from the probationary status, (b) to extend the probationary period, or (c) to terminate the candidate from the program. A candidate may receive only one extension of the probationary period.

5. A candidate, for reasons that are both extremely serious and unusual in nature (e.g., a serious violation of ethical codes), may be terminated from the program without a probationary period. In this case, the faculty would hold a formal review of the candidate prior to the termination action, which would follow the guidelines presented in this handbook.
- D. The Program Director will write letters to all candidates after the evaluation meeting to inform them of the progress rating and to summarize the faculty discussion of progress on or before the conclusion of the Spring Semester.
 - E. If a candidate wishes to disagree with the evaluation, they 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.
 - F. The letter to the candidate and the candidate’s points of disagreement, if there are any, are kept in the candidate’s permanent file.
 - G. The yearly reviews serve as a formative evaluation of candidate progress.

SUPPLEMENTARY REVIEW PROCEDURES

- A. Prior to registering each semester, each candidate will meet with her or his 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.
- B. 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.
- C. If a candidate fails to achieve competency or sufficient skill development, earns failing grades (D, F, U), displays inappropriate professional behavior or dispositions, or

inadequate ethical and/or legal judgment (particularly in clinical courses), or is in anyway not progressing 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 CEP 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.

1. The candidate has made, or is currently making adequate adjustments that the concern is considered corrected or needs no further intervention.
2. The candidate having difficulty demonstrating minimum competencies or behaving inappropriately will be so informed and recommendations for remediation will be given.
3. The duration of remediation activities and assessment of remediation outcome are based on the needs of the candidate and available resources.
4. 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.
5. 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's Principles for Professional Ethics. 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

- A. 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, and the internship portfolio must be submitted, with the exception of final internship hours in order to participate in commencement ceremonies.
- B. Candidates not completing the school psychology program coursework by the end of their second year or third year (excluding any leaves of absence and depending on their full/part-time status) 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 student's advisor prior to submission.
- C. The SPTC will then review the plan.
- D. The student 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 her or his approved plan or request a selective review.
- E. In order to maintain satisfactory progress in the program, candidates must meet the timelines in their approved plan.
- F. 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.

PROCEDURES

- A. Plans are filed by each candidate and reviewed by the SPTC for approval.
- B. Updated plans are reviewed by the SPTC (the yearly candidate review). At this time, the faculty will also review initial plans of current second year candidates who will not graduate by August.
- C. After the initial phase-in-year, the written plans would be submitted immediately prior to the semester review (normally December), with formal updates submitted at the end of each semester.
- D. The plan must specify the process to be utilized between candidate and advisor in the implementation of the plan (i.e., regular meetings, correspondence, etc.) as well as the tasks to be completed.

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:

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

MENTORING

As noted previously, the Program Director initially will be appointed as the candidate's advisor and will continue to serve as primary advisor throughout their time in the program. 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.

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 CEP 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 CEP 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 CEP 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 CEP department. Candidates are encouraged to check the mailbox and bulletin board on a regular basis.

Department of Counseling and Educational Psychology
College of Health, Education, and Social Transformation
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 ours (<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

The student is responsible for a one-time, \$35.00 user fee to cover expenses associated with the various requirements and experiences they will have in The Clinic throughout her or his 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. The student may pay with a check or money order made out to the NMSU Department of Counseling & Educational Psychology.

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.

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 they may have, a disability that interferes with her or his performance as a student in a class, they are 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, they are urged, for safety reasons, to notify any of the above persons. Feel free to

call Aaron Salas, 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 (<https://catalogs.nmsu.edu/nmsu/glossary/>))

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.

1. Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2. 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.
3. 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.
4. 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.

5. 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 (2020 NASP Principles for Professional Ethics) provided by the National Association of School Psychologists (NASP). In working with diverse populations students will follow the Guidelines for the Provision of Psychological Services for Diverse populations. These guidelines are available on-line from the respective organizations. The Program adheres to the NASP Anti-Discrimination Policy [http://www.nasponline.org/assets/documents/About%20School%20Psychology/nondiscrimination_equal_opportunity\(0\).pdf](http://www.nasponline.org/assets/documents/About%20School%20Psychology/nondiscrimination_equal_opportunity(0).pdf).

PROFESSIONAL COMMUNICATION AND INTERACTIONS

Students will check their NMSU email regularly and use it as their sole email for university related business, as it is the primary mode of communication for faculty, staff, and other University personnel. Students can generally expect responses to inquiries during normal business hours, allowing 1-3 business days for response. Faculty and staff are generally not available on the weekends.

Students' verbal and written communication (emails) are to reflect that of a professional work environment and appropriate academic etiquette. While we often become habituated to the immediacy and informalities of written communication via technology (i.e., text-messaging), students should pay particular attention to the tone of email communications, as they are professional exchanges. Therefore, in email correspondence, students should offer faculty the same level of appropriate courtesy and integrity they would expect in any other place of business when interacting with supervisors. For example, students should request, rather than demand, use complete sentences with correct grammar, spelling, and punctuation. All emails include a brief subject line describing the purpose of the email, a greeting (i.e., Hi Dr. Smith... Good morning Dr. Smith...), a clear and concise message, closing, and signature.

Finally, students will not make unreasonable requests of faculty, instructors, or staff, such as requesting modifications to assignments or expectations if not related to a legitimate disability (this should also be requested initially through disability services) or other extenuating circumstances (i.e., pandemics). Students should also refrain from sending emails to faculty, instructors, or staff deemed unnecessary, such as requesting or confirming information readily available in syllabi, or otherwise would be able to access themselves if applying appropriate problem solving.

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). 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 the NMSU System Academic Regulations (<https://catalogs.nmsu.edu/nmsu/regulations-policies/>) and the standards set out by NASP (<http://www.nasponline.org/standards/ethics/index.aspx>) for a clearer understanding of ethical and professional behavior.

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 Director, Assistant Professor</i>
Staci Ballard, Ph.D. (University of Massachusetts Boston) Teaching: Behavioral Assessment and Intervention, Academic Assessment and Intervention, Group Counseling Theory and Technique, Counseling for School Psychologists Research: Alternative Education, Social-Emotional Supports	<i>Ed.S. Program Director, Assistant Professor</i>
Kaeyoor Joshii, Ph.D. (University of Nebraska-Lincoln) Teaching: Cognitive Assessment	<i>Assistant Professor</i>
Ersie-Anastasia Gentzis, Ph.D. (Michigan State University) Teaching: Ethical, Legal and Professional Issues	<i>Assistant Professor</i>
Elsa C. Arroyos, Ph.D., NCSP (University of Iowa)	<i>Counseling and Educational Psychology Department Head</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, Associate 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	<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+ population	<i>Assistant Professor</i>
Bhanu Moturu, Ph.D. (University of Maryland College Park) Teaching: Ethics and Professional Issues	<i>Assistant Professor</i>

Research: Enhancing mental health and career outcomes for youth and adults, especially at the intersections of gender identity, ability, race, and immigration status	
Halin Chung, Ph.D. (University of Iowa) Teaching: Child and Adolescent Counseling Research: Career development among youth and college students from underrepresented backgrounds	<i>Assistant Professor</i>
Melinda Shane, Ph.D. (New Mexico State University)	<i>Visiting 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>
Yadira Ibañez	<i>Program Coordinator</i>

APPENDIX A: ADVISING WORKSHEETS

SCHOOL PSYCHOLOGY FULL TIME ADVISING WORKSHEET		
2025-2026 Cohort		
YEAR 1	Taken	Grade
SUMMER SESSION II - 2025		
CEPY 6120 Human Development (10 wks)	_____	_____
CEPY 6130 The Psychology of Multiculturalism (10 wks)	_____	_____
FALL 1 - 2025		
CEPY 5235 Counseling Theory & Technique for School Psychologists	_____	_____
CEPY 6265 Diagnostic Classification & Interventions in School Psychology	_____	_____
CEPY 6185 Legal, Ethical & Professional Issues in School Psychology	_____	_____
CEPY 6340 Appraisal of Cognitive Functioning	_____	_____
SPRING 1 - 2026		
CEPY 5310 Academic Assessment and Intervention	_____	_____
CEPY 5260 Group Work Theory & Technique	_____	_____
CEPY 6210 School Psychology Research	_____	_____
CEPY 6350 Appraisal of Personality	_____	_____
YEAR 2		
SUMMER SESSION I & II – 2026		
CEPY 6140 Cognitive Affective Bases of Behavior (even year)	_____	_____
CEPY 6360 School Safety and Crisis Response	_____	_____
FALL 2 - 2026		
CEPY 6420 Psychometrics	_____	_____
CEPY 6240 Child/Adolescent Counseling Theory	_____	_____
CEPY 6330 Behavior Assessment & Intervention	_____	_____
CEPY 6510 Practicum in School Psychology: Academic	_____	_____
SPRING 2 - 2027		
CEPY 5997 Special Topic: Professional Preparation Seminar	_____	_____
CEPY 6260 Consultation	_____	_____
CEPY 6530 School Psychology Practicum: Social/Emotional	_____	_____
[CEPY 6520 Field Experience – MA degree only]	_____	_____
YEAR 3		
SUMMER SESSION I/II 3 - 2027		
CEPY 6175 School Organization and Systems (odd year)	_____	_____
FALL 3 2027		
CEPY 6610 Internship in School Psychology 600 clock hours-6 Credits	_____	_____
SPRING 3 2028		
CEPY 6610 Internship in School Psychology 600 clock hours-6 Credits	_____	_____

SCHOOL PSYCHOLOGY PART TIME ADVISING WORKSHEET		
2025-2026 Cohort		
YEAR 1	Taken	Grade
SUMMER SESSION II - 2025		
CEPY 6120 Human Development	_____	_____
CEPY 6130 The Psychology of Multiculturalism	_____	_____
FALL 1 - 2025		
CEPY 5235 Counseling Theory & Technique for School Psychologists	_____	_____
CEPY 6265 Diagnostic Classification & Interventions in School Psychology	_____	_____
CEPY 6185 Legal, Ethical & Professional Issues in School Psychology	_____	_____
SPRING 1 - 2026		
CEPY 5260 Group Work Theory & Technique	_____	_____
CEPY 6210 School Psychology Research	_____	_____
YEAR 2		
SUMMER SESSION I & II - 2026		
CEPY 6140 Cognitive Affective Bases of Behavior (even year)	_____	_____
CEPY 6360 School Safety and Crisis Response	_____	_____
FALL 2 - 2026		
CEPY 6340 Appraisal of Cognitive Functioning	_____	_____
CEPY 6240 Child/Adolescent Counseling Theory	_____	_____
CEPY 6420 Psychometrics	_____	_____
SPRING - 2027		
CEPY 6350 Appraisal of Personality	_____	_____
CEPY 5310 Academic Assessment and Intervention	_____	_____
CEPY 6530 School Psychology Practicum: Social/Emotional 120 Clock Hrs.	_____	_____
YEAR 3		
SUMMER SESSION I & II 3 - 2027		
CEPY 6175 School Organization and Systems (odd year)	_____	_____
FALL 3 - 2027		
CEPY 6330 Behavior Assessment & Intervention	_____	_____
CEPY 6510 Practicum in School Psychology: Academic 120 clock hrs.	_____	_____
SPRING 3 - 2028		
CEPY 5997 Special Topic: Professional Preparation Seminar	_____	_____
CEPY 6260 Consultation	_____	_____
[CEPY 6520] Field Experience – MA degree only	_____	_____
YEAR 4		
FALL 4 - 2028		
CEPY 6610 Internship in School Psychology 600 clock hours-6 Credits	_____	_____
SPRING 4 - 2029		
CEPY 6610 Internship in School Psychology 600 clock hours-6 Credits	_____	_____

APPENDIX B: PRACTICUM AND FIELD EXPERIENCE FORMS

STUDENT APPLICATION FOR PRACTICUM IN SCHOOL PSYCHOLOGY

CEPY 6510

School Psychology Program
New Mexico State University

1. PERSONAL INFORMATION

Name: _____ ID#: _____
Address: _____
Phone #: _____
In case of emergency, please
contact: _____
Address: _____
Phone: _____ Relationship to
you: _____

2. EDUCATIONAL BACKGROUND

Degrees _____ Date: _____
Earned: _____ Date: _____

3. WORK EXPERIENCES

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

- A. Teaching: _____
B. Counseling: _____
C. Assessment: _____
D. Other: _____

4. 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).

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:

5. 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

6. 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	(First Choice)
Desired: _____	(Second Choice)

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

7. 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

STUDENT APPLICATION FOR PRACTICUM IN SCHOOL PSYCHOLOGY
CEPY 6530

School Psychology Program
New Mexico State University

1. PERSONAL INFORMATION

Name: _____ ID#: _____
Address: _____
Phone #: _____
In case of emergency, please
contact: _____
Address: _____
Phone: _____ Relationship to
you: _____

2. EDUCATIONAL BACKGROUND

Degrees _____ Date: _____
Earned: _____
_____ Date: _____

3. WORK EXPERIENCES

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

E. Teaching: _____
F. Counseling: _____
G. Assessment: _____
H. Other: _____

4. 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).

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:

5. 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:

6. 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

(First Choice)

Desired:

(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 ____ CEP 6530
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:

(Agency)

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 (please summarize here and attached a detailed list of competencies/learning goals):

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 DOCUMENTATION FORM

School Psychology Program
New Mexico State University

Name: _____ Site: _____

Supervisor: _____ ☐ 6510 ☐ 6530

Instructions: Give each case (e.g.; client) a number, beginning with #1 in each category. Record total sessions and total hours per case in this way: sessions less than 40 min. = 1/2 hour; sessions between 40 and 70 minutes = 1 hour; sessions greater than 70 minutes = 1.5 hours; and so on. In the Client Characteristics section of a category, indicate proportion of contact with personal/social and academic cases, and (optionally) describe the age range, gender, and ethnicity of the clients, also by proportion. Students are required to use Excel to format their documentation form, making sure to retain the signature page as shown in these forms.

Date	Client Initials or Number	Characteristic s: client demographics & background	Setting	Direct Hours	Indirect Hours	Individual Supvn		Group Spvn		Description of Technique/Service Provided
						O S	UN	OS	U N	
**Total 1 Hours:				0	0	0	0	0	0	

OS = On-Site
UN= University

Practicum Documentation Form Page 2

Indicate total number of sessions and clock hours:

Total client contact hours:	
Total supervision hours:	
Total other hours:	
Total:	

I certify the above record to be accurate to the best of my knowledge.	
Student Signature: _____	Date: _____
Site Supervisor: _____	Date: _____
NMSU Supervisor: _____	Date: _____

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 STUDENT EVALUATION
CEPY 6510/6520

School Psychology Program
New Mexico State University

Student: _____ Site: _____
Site Supervisor: _____
NMSU Supervisor _____
Evaluation: (Check appropriate choice) _____ Mid-semester _____ Final

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in practicum. (In the summary evaluation you may wish to elaborate on these ratings.) Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert.

NA	Not Applicable	Skill either not observed or there is insufficient data to make a rating at this time.
1	Unsatisfactory	Student's competence in this area is below that expected of a student at his/her level of training.
2	Needs Improvement	Student's skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program.
3	Satisfactory	Student's performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision.
4	Highly Competent	Students' skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision.
5	Exceptional	Student's skills in this area are exceptionally strong. Student is well prepared for independent practice in this area.

Dispositions and Professionalism

Shows interest and enthusiasm in the work	NA	1	2	3	4	5
Is willing to put in essential time and effort	NA	1	2	3	4	5
Is punctual	NA	1	2	3	4	5
Attends as scheduled	NA	1	2	3	4	5
Willingly accepts and carries out assignments	NA	1	2	3	4	5

Completes assigned tasks and duties in a thorough, accurate and timely manner	NA	1	2	3	4	5
Accepts guidance and suggestions from others	NA	1	2	3	4	5
Is a cooperative team member	NA	1	2	3	4	5
Establishes basic rapport and effective working relationships	NA	1	2	3	4	5

Comments:

DOMAIN 1: DATA-BASED DECISION MAKING

A. Cognitive assessment

Demonstrates proficiency in administering, scoring, and interpreting measures of <u>cognitive</u> functioning with diverse populations by using the following procedures:						
Interview with parents	NA	1	2	3	4	5
Interviews with teachers	NA	1	2	3	4	5
Interviews with children	NA	1	2	3	4	5
Observations	NA	1	2	3	4	5
Sensitivity to relevant environmental variables	NA	1	2	3	4	5
Formal tests	NA	1	2	3	4	5
Informal tests	NA	1	2	3	4	5
Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)	NA	1	2	3	4	5

B. Academic assessment

Demonstrates proficiency in administering, scoring, and interpreting measures of <u>academic</u> functioning with diverse populations by using the following procedures:						
Interview with parents	NA	1	2	3	4	5
Interviews with teachers	NA	1	2	3	4	5
Interviews with children	NA	1	2	3	4	5
Observations	NA	1	2	3	4	5
Sensitivity to relevant environmental variables	NA	1	2	3	4	5
Formal tests	NA	1	2	3	4	5
Informal tests	NA	1	2	3	4	5
Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)	NA	1	2	3	4	5

C. Case Conceptualization

Can identify and synthesize children's strengths and weaknesses	NA	1	2	3	4	5
Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results	NA	1	2	3	4	5
Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources	NA	1	2	3	4	5
Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness	NA	1	2	3	4	5
Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity)	NA	1	2	3	4	5

D. Dissemination of Information

Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results	NA	1	2	3	4	5
Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals)	NA	1	2	3	4	5
Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties	NA	1	2	3	4	5

Comments:

DOMAIN 3: ACADEMIC INTERVENTIONS AND INSTRUCTIONAL SUPPORTS

In collaboration with others, provides recommendations on academic intervention strategies related to assessment results and consistent with student present levels of cognitive functioning	NA	1	2	3	4	5
Demonstrate knowledge and skills in outlining goals and intervention techniques based on assessment results	NA	1	2	3	4	5
Demonstrate knowledge of empirically-based interventions to address a wide variety of academic needs as well as progress monitoring strategies	NA	1	2	3	4	5
Integrates cultural, social, and developmental factors, along with other relevant background information when recommending culturally responsive interventions	NA	1	2	3	4	5

Comments:

DOMAIN 7: FAMILY, SCHOOL, AND COMMUNITY COLLABORATION

Collaborates with parents or integrates parent assessment information regarding academic and behavioral-social-emotional problems	NA	1	2	3	4	5
Promote effective communication with parents/caregivers when presenting information on assessment results	NA	1	2	3	4	5
Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions	NA	1	2	3	4	5
Understands how family characteristics and practices affect individuals' attitudes, feelings and behavior	NA	1	2	3	4	5
Demonstrates knowledge of community resources and shares information with schools and families/guardians as needed.	NA	1	2	3	4	5
Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers	NA	1	2	3	4	5
Uses technology to acquire information and current evidence-based practices (e.g., internet, email, distance learning, current research, etc.) for use with parents, educators, and students	NA	1	2	3	4	5
Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention	NA	1	2	3	4	5
Promotes learning, prevention, and intervention by fostering respectful relationships with all stakeholders.	NA	1	2	3	4	5
Participates in decision-making that promotes effective services for students and their families/guardians	NA	1	2	3	4	5

Comments:

DOMAIN 8: EQUITABLE PRACTICES FOR DIVERSE STUDENT POPULATIONS

Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference	NA	1	2	3	4	5
Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background	NA	1	2	3	4	5

Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention.	NA	1	2	3	4	5
When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice	NA	1	2	3	4	5
Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences.	NA	1	2	3	4	5

Comments:

DOMAIN 10: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE

Behaves in accordance with ethical principles and prevailing norms for professional and collegial contact	NA	1	2	3	4	5
Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice	NA	1	2	3	4	5
Is ethical in the delivery of services, accepting and carrying out tasks in an ethical manner, with respect for human diversity	NA	1	2	3	4	5
Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity	NA	1	2	3	4	5
Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided	NA	1	2	3	4	5
Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants	NA	1	2	3	4	5

Comments:

I certify that I have read the evaluation.

Student Signature: _____ **Date:** _____

Site Supervisor: _____ **Date:** _____

University Supervisor: _____ **Date:** _____

SUPERVISOR'S SUMMARY EVALUATION

(Completed by the Supervisor)

Summarize what you consider to be the student's strong areas of functioning as a school psychologist, as well as areas requiring further attention in subsequent training. Please provide a grade for the school psychology's trainee's overall performance (A+, A, A-, B+, B, B- etc.).

Overall Performance Grade: _____

Signature of Supervisor: _____

Signature of Record: _____

Date: _____

STUDENT'S REACTION
(Completed by the Student)

Comment on the evaluation provided by the supervisor, indicating points of agreement and disagreement with this assessment of your performance.

Printed Name: _____

Student 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 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 C: INTERNSHIP HANDBOOK AND FORMS

**Counseling and Educational Psychology Department
College of Health, Education, and Social Transformation
New Mexico State University
Las Cruces, New Mexico**

Please refer questions regarding this document to the Program Director

INTERNSHIP (12 credit hours)

1. Overview

As a NASP-approved program, the school psychology Ed.S. program at NMSU adheres to the field placement standards of the national organization. A one-year full-time, 1,200 clock-hour internship is required. The internship must be completed during the school calendar year – August to June. Students may enroll in a 2-year, 1/2-time internship with approval from the Training Director(s) or internship supervisor. Six hundred (600) hours must be conducted in a school setting, of which 300 must be in direct service to students with emotional disabilities. Of the 1,200 total hours, 600 must be in direct client contact. Supervision is provided by a Supervising Clinical Psychologist – Level 3 license and is individual and weekly for two hours. In states where credentialing of school psychologists is conducted differently, students are supervised by an appropriately credentialed school psychologist or, for non-school settings a psychologist appropriately credentialed for the internship setting. Group supervision will also be provided for one hour per week. Students sign up for six (6) credits per semester of internship.

2. Application Procedures

An application form for the internship (available from the Training Director(s) and in this manual) must be completed by the student and submitted to the school psychology faculty for review. Students should submit this form the year prior to the beginning of the semester in which the internship is held. The due date is January 1 if the internship is to begin in the fall, and May 1 for an internship beginning in the spring. The faculty will review the student's application and inform the student of its decision within 20 days.

3. University Perspective

Internships are the culmination of a student's professional training. 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. Students 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. Students are also expected to

function from a multicultural view that affirms all types of diversity, including but not limited to ethnicity, religion, sexual orientation, gender, gender identity, disabling condition, and economic status.

Internships are taken at or near the end of the student's program of professional preparation. Ed.S. students engage in the internship in their third or fourth year after successful completion of required coursework (not including internship credit hours). Completion of the required hours satisfies two basic goals: meeting the State of New Mexico's current minimum experience prior to licensure and NASP's current standards for pre-employment training.

4. Sites

Sites for field experiences are offered within the local public schools and expected to provide a diverse experience. Clinic sites are those offered in the Training Center at NMSU or the private sector. Other sites can be considered upon student request to the Internship Instructor, the Training Director(s) and the SPTC.

5. Host Expectations

Host internship sites are expected to provide a minimum of two hours of face-to-face supervision per week per intern. This supervision should be regularly scheduled, formal "set-aside" time for supervision, introspection, and development of appropriate competencies. This time is not meant to be one in which the intern is taught routines, district policies, etc. The latter activities should take place on a daily basis during the internship time. The site supervisor must hold a professional credential (appropriate to the field experience setting and professional role) as a psychologist. Host sites are expected to provide the following:

- A. Two hours per week of supervision;
- B. A salary commensurate with the duties and actions of the intern;
- C. Material resources needed to perform the duties associated with the internship (e.g., office space, telephone, secretarial support, test materials);
- D. Support for developmental activities for the intern (e.g., funds with availability for in-service activities and professional conventions);
- E. Time to conduct research for professional development;
- F. Written contractual agreement specifying these features (i.e., period of appointment and terms of compensation, if applicable, schedule of appointment/calendar, provision for professional development, expense reimbursement, appropriate work environment, release time for supervision, and commitment to internships as a training experience);

- G. Quarterly evaluations by the site supervisor of the intern's progress (using forms created by the University). The first and third are less formal; the university supervisor contacts the site supervisor by phone or email. The second is conducted in December and the fourth in May using the program forms.

In return for these services, hosts receive from NMSU the skills, abilities, and human resources from the intern, and input and contact from University trainers that naturally stems from the activities associated with supervision of an intern.

6. Intern Expectations

All internships are governed by a written plan. Once a student has been placed in an internship site, a contract is negotiated with the site supervisor. Expected activities are reviewed, and the University supervisor, site supervisor, and student agree on a schedule of feedback and supervision. Each intern receives at least two hours per week (and often more) of feedback. It is the responsibility of the intern to devise a plan and negotiate its approval from University and site supervisors. 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 ensure 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.

The internship plan must be individually negotiated to reflect the needs of each individual intern and the intern's host. However, internship plans must have certain features if they are to meet the training needs of the University. General guidelines for plans include the following:

- A. An expected breakdown of intern activities, including
 - 20-40% in assessment/evaluation,
 - 15-30% in consultation/indirect service delivery,
 - 20-40% in direct delivery of interventions,
 - 05-10% in research/program evaluation,
 - 05-10% in supervision and professional development, and
 - 05-10% in unstructured office time.
- B. A delineation of work hours (times to begin, end, and working days).
- C. A graded course of activities to move the intern from a passive learner to an active psychologist with full responsibilities for at least one school or segment of a "full load."
- D. Clear acknowledgment that the intern, University, and site host will honor and are bound by NASP/NCATE standards for internship and professional conduct.

The SPP provides forms that interns should use to develop internship plans. Signatures are required from appropriate parties to ensure all individuals understand and agree to the internship plan.

7. University Supervision

The SPP 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.

8. Evaluation

A student'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 students and site supervisors.

During the internship, the student participates in a seminar with other students completing their experiences. The on-campus seminar meets monthly to discuss progress, review issues in service delivery, or to present reports on cases.

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

9. Internship Portfolio

- A. As part of the internship, candidates must submit a portfolio containing examples of particular work completed during internship; fieldwork logs, one comprehensive psycho-educational evaluation/report, two Interventions/Problem Solving case studies (one focused on an academic issue and one on a behavioral issue), summary of an indirect intervention, to include parent/family consultation, summary of direct intervention, summary of engagement in RtI, and documentation of school-based staff development activity or in-service. Specifically, candidates must include the following in the portfolio:
 - i. A summative reflective statement summarizing what the intern has learned throughout his or her field-based experience over the course of the internship and how they can and will apply that knowledge to the professional setting.
 - ii. One comprehensive psycho-educational report (to include the evaluation of cognitive, academic and social-emotional/psychological functioning). This report will be expunged of all identifying information. (NASP Standard II; III; VI [1-2]; VII)
 - iii. Two Interventions/Problem Solving Case Studies. One case study should focus on an academic issue and the other on a behavioral issue. The candidate must

- generate and evaluate data that assesses positive impact for each of these case studies. (NASP Standard II; III; IV [1-2]; VII)
- iv. One summary of an indirect intervention. This intervention should include a parent/family consultation. (NASP Standard II; III; VI; VII)
 - v. One summary of a direct intervention. This intervention may be a direct behavioral intervention targeting a specific challenge (e.g., FBA and BIP; the BIP or components of it should be implemented), an individual or group counseling experience, classroom intervention, etc. (NASP Standard II; III; IV; VII)
 - vi. One summary of engagement in the response to intervention (RTI) process as practiced in the district in which the intern is employed. This summary must include a description of how RTI is implemented in the school district and then provide a specific case example. (NASP Standard II; III; VIII [2])
 - vii. Documentation of a school-based staff development activity or in-service that was offered by the intern. Topics and activities must be approved by the site-based and university supervisor in advance and be offered in coordination with the site-based schedule and calendar of activities. The activity must also include an evaluation component that will be reported to the university-based instructor. NASP Standard III [consultation/collaboration]; V [direct-indirect services – systems level services- schools]; VIII-8.2 [legal, ethical and professional practice])
 - viii. All contracts, logs, and supervisory summaries and evaluations associated with internship.
- B. The portfolio will be reviewed by the school psychology program faculty and scored according to the rubric contained in this Appendix (F-1). The portfolio will be rated on a scale of 0-100. The following criteria will be applied and interns are expected to earn at least 80 points to successfully pass the internship.

THE SCHOOL PSYCHOLOGY INTERNSHIP EXPERIENCE (SECOND SEMESTER)

NOTE: Second semester activities will be based upon the individual goals and objectives delineated in the first semester that are in progress and the following areas needing further experiential development.

Orientation to Public School Organization

A. Goals

1. To develop a broad understanding of the organizational framework of the public schools.
2. To provide a general orientation to administrative policies and personnel practices in the public schools.
3. To thoroughly acquaint the intern with the role and function of the various specialists on the school staff in the areas of child study, guidance, pupil personnel, curriculum development, etc.

B. Desirable and Useful Experiences

1. Assignment to elementary, junior, and senior high schools during the school year in order to become clearly acquainted with all aspects of the operation of the school system.
2. Participation in child study staff meetings.
3. Participation in school counselor staff meetings.
4. Participation in special education staff meetings.
5. Participation in meetings of special committees established to examine presenting areas of concern to the school.

Orientation to the Organization of Psychological Services in the Public School

A. Goals

1. To gain an understanding of both the unique and the common problems involved in the organization of psychological services in the schools.
2. To become familiar with the office and clerical procedures involved in the organization of psychological services in the schools.

B. Desirable and Useful Experiences

1. Discussions with the staff of Psychological Services about problems encountered in organizing and administering psychological services and ways of solving them, as well as involvement in problems of organization and administration where possible.

Orientation to School Psychological Services in Relation to the Community

A. Goals

1. To provide knowledge of the variety of services offered to school age children by professional persons or facilities.

2. To develop an understanding of the place of the school and its psychological program in the community, especially the relationship of the school psychologist to community referral and to welfare services.
3. To familiarize the intern with parent and private groups concerned with the welfare of children with exceptionalities and the education of children, in general.

B. Desirable and Useful Experiences

1. Visits to (with discussion of programs):
 - a. Child welfare agencies
 - b. Family service agencies (e.g., FYI)
 - c. Speech and hearing centers
 - d. Juvenile court and detention facilities
 - e. Residential treatment centers for children
 - f. Psychiatric centers
 - g. City and county health departments and medical clinics
2. Information about special services in the community.
3. Visits to sheltered workshops for children with mental, emotional, and physical disabilities.

Orientation to the Teacher's Responsibilities in the Classroom

A. Goals

1. To foster an awareness of the developmental sequence of academic skills.
2. To develop skills in sensitizing teachers to the implications of individual differences as they relate to the learning process.
3. Develop effectiveness as a consultant to teachers and other school personnel in the development of a positive mental health atmosphere in the schools.
4. To become familiar with instructional materials and techniques.
5. To develop awareness of the challenges associated with group management.
6. To develop skill in interpreting classroom behavior within an educational-learning framework.
7. To develop skills in working with teachers.
8. To develop skills in establishing and maintaining communication with teachers and principals.

B. Desirable and Useful Experiences

1. Planned observations of classes and special programs at the elementary, middle, and senior high level.
2. Discussion with classroom teachers.
3. Discussions with building principals.
4. Attendance at in-service training workshops (i.e., programs for classroom teachers).

Development of Skills in the Diagnostic Study of the Individual Child

A. Goals

1. To provide a broad experience in the diagnostic evaluation of children with exceptionalities at various age levels.

2. To provide a broad experience with children experiencing a wide-range of challenges in terms of school placement and programming.
3. To expand the experience of the intern with various diagnostic tests including intelligence and achievement tests, special tests used in the assessment of children with physical, sensory, and/or mental disabilities, developmental scales, and projective techniques for personality evaluation.
4. To provide supervised experience in the administration, scoring, and interpretation of individual tests, and in interviewing techniques.
5. To develop skill in identifying factors which influence learning efficiency and classroom behavior (i.e., pupil teacher interaction).
6. To sensitize the intern to sources and value of information in formulating diagnostic impressions and recommendations (i.e., previous psychological testing, achievement tests, cumulative folders, socioeconomic and demographic data, acculturation, language proficiency, classroom and playground behavior, medical history, etc.).
7. To assist the intern in the integration of all diagnostic findings into a useful and understandable written report that provides realistic recommendations pertinent to the case.

B. Desirable and Useful Experiences

1. Experience evaluating a variety of types of children with exceptionalities at various age levels including children with
 - a. Mental disabilities
 - b. Orthopedic difficulties
 - c. Learning disabilities (neurological impairments, perceptual difficulties, minimal cerebral dysfunction, etc.)
 - d. Speech impairments
 - e. Language disorders
 - f. Behavior problems
 - g. Traumatic brain injury
 - h. Emotional disturbances
 - i. Hearing impairments
 - j. Visual impairments
 - k. Various cultural backgrounds
 - l. Gifted abilities.
2. Experience with a variety of referral problems including
 - a. Eligibility for underage admission to school
 - b. Exclusion of children and eligibility for community classes
 - c. Classroom placement (retention, promotion)
 - d. Adjustments in classroom teachers or changes in academic program
 - e. Evaluating causes and/or disabilities resulting in underachievement or specific challenges in reading, arithmetic, etc.
 - f. Learning and behavior problems, and
 - g. Emotional disturbance.
3. Experience with a wide variety of diagnostic tests.
 - a. Intelligence tests.
 - b. Specialized tests oriented toward relatively specific areas of functioning.
 - c. Education achievement tests.

- d. Projective tests.
- e. Miscellaneous: The intern should also familiarize him/herself with non-standardized measures such as teacher rating scales, sociometric devices, etc.
- 4. Diagnostic interviews with teachers, parents, social agencies, physicians, etc.
- 5. Diagnostic observations of the child in the classroom, on the playground, in the lunchroom, etc.
- 6. Frequent and regular conferences with the supervising psychologist regarding collection of data, interpretation of data, report writing, etc.

Development of Skills in Interviewing and Counseling

A. Goals

- 1. To develop skills in diagnostic interviewing.
- 2. To develop skills in parent interviewing.
- 3. To develop skills in teacher interviewing (individually and in groups).
- 4. Individual and group counseling of pupils.
- 5. Frequent and regular conferences with the supervising psychologist regarding the techniques and practice of counseling.

Development of Skills in Consultation and Teamwork Effort

A. Goals

- 1. To develop familiarity with the routing procedures involved in follow up of the plans and recommendations formulated for individual children.
- 2. To develop effective techniques of communication and participation as a member of a team of professional specialists representing a variety of skills, training, philosophy, and modes of operation.
- 3. To develop skills in the oral interpretation of test findings to children, parents, teachers, building principals, and other members of the school staff.
- 4. To develop skills in the presentation, discussion, and implementation of diagnostic findings in professional group conferences.
- 5. To develop skills in the effective referral and follow up of cases to child guidance centers, community classes, and other community agencies.
- 6. To develop an awareness of the psychologist's contribution in such areas as pupil personnel, special education, evaluation, pupil mental health, teaching method and classroom management, curriculum planning, etc.

B. Desirable and Useful Experiences

- 1. Instruction by the supervising psychologist as to school policies, customary channels of communication, procedures and forms needed for interdepartmental referrals, etc.
- 2. Conferences with individual teachers and building principals to interpret results of diagnostic studies of individual children.
- 3. Experience in interpreting group test results to teachers.
- 4. Participation in case conferences with other specialists (school social workers, school counselors, speech and hearing therapists, etc.) in a joint effort to develop and carry out educational and treatment plans.

5. Participation in case conferences with community agencies.
6. Participation in the activities of such committees as curriculum evaluation, teacher personnel, special education, pupil mental health, teaching methods, classroom management, human relations, etc.

APPLICATION for INTERNSHIP

School Psychology Program

New Mexico State University

Name: _____ ID#: _____ Date: _____

Advisor: _____

Check the following if successfully completed:

a) Required coursework

1. Courses not completed include:

b) Ed.S. research or thesis title:

c) Practicum requirements

1. a)

b)

Placements

c)

d)

2. Total Number of Practicum Client Contact Hours:

Practicum Supervision Hours:

Overall Hours:

d) Comprehensives

1. Date of

Comprehensives:

Minor Area:

Advisor's signature: _____ Date: _____

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

INTERNSHIP APPROVAL FORM

School Psychology Program

New Mexico State University

Name of Intern: _____

Name of _____

School/Agency: _____

Address: _____

Dates of Internship _____

Placement: _____

Salary: _____

Name of Primary Field-based _____

Supervisor: _____

Qualifications of _____

Supervisor: _____

(degree, license, _____

certification) _____

Provisions for Supervision _____

(number of hours, range of _____

supervisors, individual or _____

group): _____

Populations to be Served: _____

(includes age ranges, _____

handicapping conditions, _____

etc.) _____

* Request copy of supervisor's curriculum vitae or resume for our files.

Internship Planning Form
School Psychology Program
New Mexico State University

Student Name: _____ ID# _____ Date: _____
Internship Site: _____

This form will be required from all students for those sites being considered as final choices. Students and their advisors in making final site selection will use the form.

- I. Years of prior experience in delivering school psychological services (beyond the Master's degree) affects the kinds of experiences expected on internship (Item 2) and the nature of supervision (Item 4). Have you had?

_____ less than two years prior experience
_____ two years or more

II. Internship Plan

1. Describe the Programmed Sequence, which the intern will follow. Designate those experiences, which enhance the following: Professional Attitudes, Responsibility, Communication Skills, Critical Judgment, and Technical Skills

2. State the expected proportion of time to be spent and the range for each type of training activity provided with children needing school psychological services:

% Time	Activity	Range/Type of Training Activities
_____	Intervention	
_____	Consultation	
_____	Supervision	
_____	Other Services (describe)	

3. Name, specialty, and credentials of the clearly designated activity licensed/certified psychologist responsible for the internship:

4. Name, credentials and agency/staff affiliation/sponsorship of intern's supervisor(s):

5. Schedule and amount of regular, formal, face-to-face individual supervision dealing with school psychological services rendered by the intern:

Days/Times: _____

6. Time, schedule and nature of training-learning activities:

Amount of Time	Day/Time	Activity
_____	_____	Case Conference (Intern's)
_____	_____	Prof Issue Seminar(s)
_____	_____	In-Service
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Weekly hours to be spent in:

Supervision: _____

Education

(#6): _____

Total: _____ /40 _____ % (minimum of 10%
 _____ hours _____ required)

8. Settings in which internship will be served (if more than one, additional forms will be needed for each):
-

9. Total hours to be spent on internship = _____ (Minimum = 1200)

Beginning Date _____ to Ending Date _____ = _____ months

10. Time to be spent in direct client contact = _____ (Minimum 50%, 600 hours)

11. Allowance for intern's research activities = _____ (Maximum 10%, 120 hours)

12. Identity of other interns/psychologists with who intern will interact;

13. Identity of other professionals with who interns will have opportunity to interact:

14. Official title by which intern will be designated:

15. Written statement is on record that describes:

_____ Goals and content of internship
_____ Clearly states expectations for the nature of experiences
_____ Quantity of work
_____ Quality of work
_____ Salary
_____ Benefits
_____ Reimbursable travel
_____ Holidays
_____ Other _____

16. Research Time Allowance

Time allowed for research must not reduce the basic internship time below a minimum of 1,080 hours. Perform the following calculations before submitting the Planning Form:

Total Time	_____ 1,200
Research Allowance	_____ 60
Remaining Time (1,080+ hrs)	_____ 1,140

After subtracting the allowance for research time, your remaining time must equal or exceed 1,080 hours. If it does not, you must increase the total time commitment.

17. School Related Component

The internship must include a minimum of 600 hours spent in a school setting, counseling with severe emotional disturbances and/or behavior disorders. A minimum of 300 hours supervised by a level 3-school psychologist or appropriately credentialed school psychologist. Declare the proportion of time to be spent in school-related activities within the minimum 600 hours under Item 2.

18. Balance of Time Spent with Regular and Special Education Programs

The time spent in school-related activities must represent a balance between contact with children in general and those in special programs. Describe the way that this will be documented.

Designation of Fully Credentialed Psychology Supervisor(s)

Name and credentials of supervisor(s) must be provided. The supervisor of the school-related portion of the internship must be appropriately and fully credentialed.

Student's comments and faculty notes:

Advisor's Signature: _____ Supervisor's Signature _____

Student's Signature: _____ Date: _____

INTERN CONTRACT
School Psychology Program
New Mexico State University

Intern: _____

Site Supervisor: _____

University Supervisor: _____

Please read and sign:

As an intern from the School Psychology Program at New Mexico State University, I agree to complete an internship with _____ on the following terms:
(agency)

Total days per semester on agency site as an intern: _____

Start and End Date for Internship: _____

Days per week on agency site (specify days): _____

Hours per day on site: _____

Salary: _____

As part of my internship, I will demonstrate competency in the following areas (summarize here and attach a detailed goals' statement):

I will maintain a log of my internship to be reviewed by my University supervisor. At the middle and end of the semester, my site and University supervisors 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:

Intern Signature: _____	Date: _____

Site Supervisor: _____	Date: _____

University Supervisor: _____	Date: _____

INTERNSHIP EVALUATION FORM

CEPY 6610

School Psychology Program

New Mexico State University

Student: _____ Site: _____

Site Supervisor: _____

NMSU

Supervisor: _____

Evaluation (check appropriate choice): _____ Midterm _____ Date _____

_____ Final _____ Date _____

Rating of student performance (completed by supervisor): In each of the following areas, for which you have information, indicate the student's performance in internship. Circle the number that indicates your evaluation of the student's skills. Use the following scale to rate students on the 5-point Likert.

NA	Not Applicable	Skill either not observed or there is insufficient data to make a rating at this time.
1	Unsatisfactory	Student's competence in this area is below that expected of a student at his/her level of training.
2	Needs Improvement	Student's skills are developing in this area. Plans should be made to ensure student gains extra practice in this skill before leaving the program.
3	Satisfactory	Student's performance in this area reflects sufficient mastery for practice at the pre-professional level, with appropriate supervision.
4	Highly Competent	Students' skills in this area are very well developed and performed at an above average level. Student demonstrates an ability to function with only occasional supervision.
5	Exceptional	Student's skills in this area are exceptionally strong. Student is well prepared for independent practice in this area.

DISPOSITIONS AND PROFESSIONALISM

Shows interest and enthusiasm in the work	N A	1	2	3	4	5
Is willing to put in essential time and effort	N A	1	2	3	4	5
Is punctual	N A	1	2	3	4	5
Attends as scheduled	N A	1	2	3	4	5

Willingly accepts and carries out assignments	N A	1	2	3	4	5
Completes assigned tasks and duties in a thorough, accurate and timely manner	N A	1	2	3	4	5
Accepts guidance and suggestions from others	N A	1	2	3	4	5
Is a cooperative team member	N A	1	2	3	4	5
Establishes basic rapport and effective working relationships	N A	1	2	3	4	5

Comments:

STANDARD II - DATA-BASED DECISION MAKING & ACCOUNTABILITY

Demonstrates proficiency in administering, scoring, and interpreting measures of cognitive functioning with diverse populations by using the following procedures:						
Interview with parents	N A	1	2	3	4	5
Interviews with teachers	N A	1	2	3	4	5
Interviews with children	N A	1	2	3	4	5
Observations	N A	1	2	3	4	5
Sensitivity to relevant environmental variables while administering, scoring, and interpreting cognitive measures	N A	1	2	3	4	5
Formal tests	N A	1	2	3	4	5
Informal tests	N A	1	2	3	4	5
Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)	N A	1	2	3	4	5
Demonstrates proficiency in administering, scoring, and interpreting measures of academic functioning with diverse populations by using the following procedures:						

Interview with parents	N A	1	2	3	4	5
Interviews with teachers	N A	1	2	3	4	5
Interviews with children	N A	1	2	3	4	5
Observations	N A	1	2	3	4	5
Sensitivity to relevant environmental variables while administering, scoring, and interpreting academic measures	N A	1	2	3	4	5
Formal tests	N A	1	2	3	4	5
Informal tests	N A	1	2	3	4	5
Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)	N A	1	2	3	4	5
Demonstrates proficiency in administering, scoring, and interpreting measures of behavioral-social-emotional and psychological functioning with diverse populations by using the following procedures:						
Interview with parents	N A	1	2	3	4	5
Interviews with teachers	N A	1	2	3	4	5
Interviews with children	N A	1	2	3	4	5
Observations	N A	1	2	3	4	5
Sensitivity to relevant environmental variables while administering, scoring, and interpreting behavioral-social-emotional and psychological functioning measures	N A	1	2	3	4	5
Formal tests	N A	1	2	3	4	5
Informal tests	N A	1	2	3	4	5
Uses technology-based productivity tools to function more effectively and efficiently (e.g., scoring software/programs, progress monitoring software/programs, word processing, spread sheets, test scoring programs, etc.)	N A	1	2	3	4	5

Comments:

A. Case Conceptualization						
Can identify and synthesize children's strengths and weaknesses	N A	1	2	3	4	5
Can provide culturally, linguistically and developmentally appropriate recommendations based on assessment results	N A	1	2	3	4	5
Can conduct a review of historical data, gathering and interpreting relevant background information from multiple sources	N A	1	2	3	4	5
Selects appropriate assessment instruments based on linguistic, psychometric and cultural soundness	N A	1	2	3	4	5
Evaluates psychometric properties when selecting assessment methods (i.e., reliability and validity)	N A	1	2	3	4	5
B. Dissemination of Information						
Demonstrates skills in writing psychological reports that are concise, organized, meaningful, appropriate to the referral problem and consistent with assessment results	N A	1	2	3	4	5
Demonstrates skills in presenting assessment and intervention results orally, in a clear, concise, organized manner; sensitive to educational, personal, cultural and linguistic characteristics of intended recipients (parents, students, teachers, other professionals)	N A	1	2	3	4	5
Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies to disseminate information to appropriate parties	N A	1	2	3	4	5

Comments:

STANDARD III - PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: CONSULTATION AND COLLABORATION

Is able to serve as a consultant by offering pertinent consulting services to school/agency personnel	N A	1	2	3	4	5
Is an effective contributor to the function of the multidisciplinary team as part of the Response to Intervention process	N A	1	2	3	4	5
Communicates effectively with school personnel, parents, and students in the consultation/collaboration process	N A	1	2	3	4	5
Serves to enhance the general educational environment of the school/agency	N A	1	2	3	4	5

Understands conceptual models, techniques, procedures, and resources to provide effective consultation services for individuals, small groups and/or for systems	N A	1	2	3	4	5
Demonstrates core consultation skills by using the following skills:						
Identification	N A	1	2	3	4	5
Data collection	N A	1	2	3	4	5
Analysis	N A	1	2	3	4	5
Intervention development	N A	1	2	3	4	5
Progress monitoring	N A	1	2	3	4	5
Evaluation	N A	1	2	3	4	5

Comments:

STANDARD IV – ELEMENT 4.1 INTERVENTIONS AND INSTRUCTIONAL SUPPORT TO DEVELOP ACADEMIC SKILLS

In collaboration with others, provides recommendations on academic intervention strategies related to assessment results and consistent with student present levels of cognitive functioning	N A	1	2	3	4	5
Demonstrate knowledge and skills in outlining goals and intervention techniques based on assessment results	N A	1	2	3	4	5
Demonstrate knowledge of empirically-based interventions to address a wide variety of academic needs as well as progress monitoring strategies	N A	1	2	3	4	5
Integrates cultural, social, and developmental factors, along with other relevant background information when recommending culturally responsive interventions	N A	1	2	3	4	5
Engages in responsible, professional and ethical practices in using technology to develop, monitor or implement academic interventions	N A	1	2	3	4	5
Understands the use of technology in assisting students with special needs who are exhibiting academic challenges	N A	1	2	3	4	5

Comments:

STANDARD IV – ELEMENT 4.2 INTERVENTIONS AND MENTAL HEALTH SERVICES TO DEVELOP SOCIAL AND LIFE SKILLS

Demonstrates effective individual and/or group counseling skills with diverse populations	N A	1	2	3	4	5
Demonstrates knowledge of empirically-based interventions to address a wide variety of behavioral concerns as well as progress monitoring strategies	N A	1	2	3	4	5
Integrates cultural, social and developmental factors and other relevant background information when recommending culturally responsive interventions	N A	1	2	3	4	5
When applicable, engages in responsible, professional and ethical practices in using technology to develop, monitor and implement behavioral interventions	N A	1	2	3	4	5
Knows when and how to use empirically validated behavioral, affective, adaptive, and social skill intervention strategies to achieve learning goals for students from diverse backgrounds	N A	1	2	3	4	5
Has knowledge of human developmental processes and applies techniques to assess these processes when working towards the development of behavioral, affective, adaptive and social skills of diverse students	N A	1	2	3	4	5
Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior	N A	1	2	3	4	5

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.1 SCHOOL-WIDE PRACTICES TO PROMOTE LEARNING

Contributes to the development of practices that provide beneficial programs and services for students and their family	N A	1	2	3	4	5
Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians	N A	1	2	3	4	5
Participates in decision-making that promotes effective services for students and their families/guardians	N A	1	2	3	4	5
Understands general and special education and the range of service delivery options	N A	1	2	3	4	5
Follows appropriate procedures for operating within the school buildings	N A	1	2	3	4	5

Knows components of effective problem-solving team structure and operation (e.g., RTI)	N A	1	2	3	4	5
Facilitates the development of attitudes and practices that foster a positive school climate (i.e., knowledge of effective disciplinary policies and practices; knowledge of institutional practices that foster positive school climate; and participates, when feasible, in activities/programs to foster positive school climate)	N A	1	2	3	4	5
Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers	N A	1	2	3	4	5
Understands how family characteristics and practices affect patterns of attitudes, feelings, and behavior	N A	1	2	3	4	5
Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies	N A	1	2	3	4	5

Comments:

STANDARD V – DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES- SCHOOLS: ELEMENT 5.2 PREVENTIVE AND RESPONSIVE SERVICES

Identifies and recognizes behaviors and personal risk factors that are precursors to academic, behavioral, and/or personal difficulties (i.e., threats to wellness)	N A	1	2	3	4	5
Promotes mental health in the schools and other agencies	N A	1	2	3	4	5
Is familiar with prevention, intervention and risk-reduction programs and activities within the school and community	N A	1	2	3	4	5
Provides or contributes to prevention, intervention and risk-reduction programs that promote the mental health and physical well being of diverse students	N A	1	2	3	4	5
Empowers students, their families/guardians, educators and others to gain access to and effectively use school and community resources	N A	1	2	3	4	5
Knows and is able to apply principles for responding to crises (e.g., suicide, death, natural disaster, violence) when applicable	N A	1	2	3	4	5

Comments:

STANDARD VI –DIRECT AND INDIRECT SERVICES: FAMILY-SCHOOL COLLABORATION

Collaborates with parents to gather assessment information regarding academic, behavioral-social-emotional problems	N A	1	2	3	4	5
Promotes home-school collaboration through effective communication with parents/caregivers when presenting information on assessment results	N A	1	2	3	4	5
Demonstrates knowledge of facilitating collaboration between schools and parents/guardians when recommending educational interventions	N A	1	2	3	4	5
Understands how family characteristics and practices affect individuals' attitudes, feelings and behavior	N A	1	2	3	4	5
Demonstrates knowledge of community resources and facilitation of communication between schools, families/guardians, and community agencies	N A	1	2	3	4	5
Takes into consideration parent/caregiver needs, preferences, values, and cultural characteristics when presenting information and providing recommendations to parents/caregivers	N A	1	2	3	4	5
Uses technology to acquire information and current evidence based practices (e.g., internet, email, distance learning, CD/DVD ROM, PsychInfo, etc.) for use with parents, educators, and students	N A	1	2	3	4	5
Demonstrates knowledge of family interactions, dynamics, and systems in the context of case conceptualization, assessment, or intervention	N A	1	2	3	4	5
Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families/guardians	N A	1	2	3	4	5
Participates in decision-making that promotes effective services for students and their families/guardians	N A	1	2	3	4	5

Comments:

STANDARD VII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: DIVERSITY IN DEVELOPMENT AND LEARNING

Understands principles and research related to individual differences in children, families and schools according to age, gender, ethnicity, culture, religion, and sexual preference	N A	1	2	3	4	5
---	--------	---	---	---	---	---

Demonstrates skill and sensitivity in working with individuals with varying abilities and disabilities to include personal biases, beliefs and cultural background	N A	1	2	3	4	5
Applies multicultural understanding to family issues in the context of case conceptualization, assessment, or intervention	N A	1	2	3	4	5
When appropriate, addresses concerns with social discrimination (racial, gender, socio-economic, political, cultural, linguistic, etc.) in daily practice	N A	1	2	3	4	5
Employs assessment, intervention and consultation strategies based on individual characteristics, strengths and needs in relation to culture, context, and individual and role differences	N A	1	2	3	4	5
Takes into account cultural context of the child and family when conducting assessments and interventions	N A	1	2	3	4	5

Comments:

**STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY:
ELEMENT 8.1: RESEARCH AND PROGRAM EVALUATION**

Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements	N A	1	2	3	4	5
Evaluates psychometric properties when selecting assessment methods (e.g., reliability, validity, norming)	N A	1	2	3	4	5
Provides suggestions for evidence-based assessment and intervention based on current research	N A	1	2	3	4	5
Applies knowledge of intervention research in recommending and/or designing psycho-educational and mental health programs for diverse students	N A	1	2	3	4	5
Provides recommendations based on relevant research findings to school personnel, parents/guardians, and others as appropriate	N A	1	2	3	4	5
Understands program evaluation principles and outcomes to be able to recommend and explain them to others (i.e., multidisciplinary team and parents/guardians)	N A	1	2	3	4	5
Applies program evaluation principles and strategies to support students, families and schools	N A	1	2	3	4	5

Comments:

**STANDARD VIII – FOUNDATIONS OF SCHOOL PSYCHOLOGISTS’ SERVICE DELIVERY:
ELEMENT 8.2: LEGAL, ETHICAL, AND PROFESSIONAL PRACTICE**

Behaves in accordance with APA/NASP ethical principles and prevailing norms for professional and collegial contact	N A	1	2	3	4	5
Demonstrates knowledge of relevant state, federal and local laws governing the practice of school psychology and education and uses these laws in daily practice	N A	1	2	3	4	5
Is ethical in the delivery of school psychological services, accepting and carrying out tasks in an ethical manner, with respect for human diversity	N A	1	2	3	4	5
Seeks supervision and consultation in delivering services to a broad range of clients with sensitivity to ethnicity, language, development and other forms of diversity	N A	1	2	3	4	5
Applies methods (ethical decision models) to routinely evaluate her/his own knowledge and outcomes of services provided	N A	1	2	3	4	5
Demonstrates skill in sharing information with students, parents, teachers and school staff in ways that indicate professional concern for the confidentiality and integrity of all participants	N A	1	2	3	4	5
Provides services that have a positive and measurable impact on student learning, and development	N A	1	2	3	4	5
Maintains accepted standards in assessment, consultation, intervention and general professional practice	N A	1	2	3	4	5
Practices ethical, legal, and socially responsible behavior when using technology, computer software, and when accessing and using information from various technologies	N A	1	2	3	4	5

Comments:

I certify that I have read the evaluation.

Student Signature _____ Date _____

Site Supervisor _____ Date _____

University Supervisor _____ Date _____

Return to the University Internship Supervisor in the 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

INTERNSHIP DOCUMENTATION FORM

School Psychology Program

New Mexico State University

Name:
Site:
Supervisor:

Instructions: Give each case (e.g.; client) a number, beginning with #1 in each category. Record total sessions and total hours per case in this way: sessions less than 40 min. = 1/2 hour; sessions between 40 and 70 minutes = 1 hour; sessions greater than 70 minutes = 1.5 hours; and so on. In the Client Characteristics section of a category, indicate proportion of contact with personal/social and academic cases, and (optionally) describe the age range, gender, and ethnicity of the clients, also by proportion. Students are required to use Excel to format their documentation form, making sure to retain the signature page as shown in these forms.

Date	Client Initials or Number	Characteristics: client demographics & background	Setting	Direct Hours		Indirect Hours	Individual Supvn		Group Supvn		Description of Technique	Technique Domain(s)			
				No n-ED	ED		O S	U N	O S	U N		Indicate ALL the domains that apply*			
M/D/Y	1	2nd grade Latina referred for reading difficulties	XX Elementary	0.5							Completed an observation in the child's classroom and playground	1B	5B		

Internship Documentation Form Page 2

Indicate total number of sessions and clock hours:

Total client contact hours: _____

Total supervision hours: _____

Total other hours: _____

TOTAL _____

I certify the above record to be accurate to the best of my knowledge.

Student Signature: _____ **Date:**

Site Supervisor: _____ **Date:**

Supervisor of Record: _____ **Date:**

INTERNSHIP 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 Director of Training, School Psychology 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

STATEMENT of COMPLETION of INTERNSHIP

School Psychology Program
New Mexico State University

I certify that _____ has successfully completed the Ed. S. Internship experience as required by the School Psychology program at New Mexico State University and is released for graduation. The official ending date of the internship was _____.

The Internship was completed at

Official Site Supervisor:

Total Direct Client Contact Hours: _____

Total Supervisor hours: _____

Total Other Hours: _____

Total Hours: _____

Field-based Internship Supervisor

Date

Director of School Psychology Program

Date

Department of Counseling & Educational Psychology

College of Health, Education, and Social Transformation, New Mexico State University

APPENDIX D: EVALUATION CRITERIA AND RUBRICS FOR THE INTERNSHIP PORTFOLIO

ACADEMIC & BEHAVIOR CASE STUDY RUBRIC

Your case study should be in a 12-point font, 1-inch margins and not exceed 10 pages, including charts and graphs. Please use the following criteria to develop and present your case study. Please begin your case study with a thorough description of the demographics of the case (e.g., type of class/school, grade, SES, disability, etc.). (NASP Domain 1, Domain 2, Domain 3, Domain 4, and Domain 8)

Section 1: PROBLEM IDENTIFICATION

	Effective (2)	Needs Development (1)
1.1	Information is gathered from multiple sources (e.g., record review, interview, observation, and testing)	Data are not gathered from multiple sources. The following are missing: ___record review ___interview ___observation ___testing
1.2	Collaboration with relevant stakeholders is evident (e.g., parents, teachers, and other professionals)	Collaboration with relevant stakeholders is not evident (e.g., parents, teachers, and other professionals)
1.3	The student's behavior is operationally defined in observable, measurable terms (i.e., referral concern is restated as an observable, measurable dependent variable)	The student's behavior is not operationally defined (e.g., it is reported as a categorical/descriptive cause such as Autism, Depression, ADHD; or terms such as aggression, anxiety, or hyperactivity).
1.4	Expectations for the student's behavior are based upon an appropriate source for comparison (e.g., grade level standards, peer performance, normative data, etc.)	Expectations for the student's behavior is not based on an appropriate source for comparison or is not included
1.5	The difference between actual and expected level of performance for the student's behavior is explicitly stated.	The difference between actual and expected levels of performance for the student's behavior is not explicitly stated.

1.6	A baseline for the student behavior is established using sufficient data and includes peer/grade norms and expectations with computed trend lines.	A baseline for the student behavior is not established or has insufficient data
1.7	Problem identification reflects an awareness of issues of diversity (e.g., physical, social, linguistic, cultural).	Problem identification does not reflect an awareness of issues related to diversity (e.g., physical, social, linguistic, cultural).

Section 2: PROBLEM ANALYSIS

	Effective (2)	Needs Development (1)
2.1	The student behavior is clearly identified as a skill and/or performance deficit.	The student behavior is not identified as a skill and/or performance deficit
2.2	One or more hypotheses are developed that identify the functions that the behavior serves and the condition/area (e.g., curriculum, instruction, and environment) under which the behavior is occurring.	Hypotheses are not developed.
2.3	All hypotheses are testable.	Hypotheses are untestable.
2.4	All hypotheses are stated in observable/measurable terms.	Hypotheses are not stated in observable/measurable terms.
2.5	A clear statement about the function of the behavior is provided.	A clear statement about the function of the behavior is not provided.

2.6	Proposed hypotheses are empirically tested.	Hypotheses are not empirically tested.
2.7	Appropriate sources of data are used to confirm or reject the proposed hypotheses.	Appropriate sources of data are not used to confirm or reject the proposed hypotheses.
2.8	A conclusive statement that formally describes the cause of the problem is included.	A conclusive statement formally describing the cause of the problem is not included.
2.9	Problem analysis <u>reflects an awareness</u> of issues of diversity (e.g., physical, social, linguistic, cultural).	Problem analysis <u>does not reflect an awareness</u> of issues related to diversity (e.g., physical, social, linguistic, cultural).

Section 3: INTERVENTION

	Effective (2)	Needs Improvement (1)
3.1	Intervention selected is based on problem analysis.	Intervention is not linked to problem analysis.
3.2	A single evidence-based intervention is implemented.	Multiple interventions are implemented simultaneously and/or the intervention is not evidence-based.
3.3	Intervention(s) is evidence-based (e.g., research literature, functional analysis, single case design analysis) <u>and</u> supported by research, literature, or theory with documentation of the theoretical framework or evidence.	Intervention(s) is <u>not</u> evidence-based (e.g., research literature, functional analysis, single case design analysis) <u>or</u> supported by research, literature, or theory.
3.4	Single case design was <u>specified</u> .	Single case design was <u>not specified</u> .

3.5	The intervention is replicable: components (i.e., independent and dependent variables) are clearly described and logistics are reported (e.g., who will implement, setting, duration and frequency of sessions, etc.).	Intervention is not replicable, and components are not clearly described and/or logistics are missing.
3.6	Intervention is linked to a skill or performance goal statement.	Intervention is not linked to a skill or performance goal statement.
3.7	Intervention is linked to baseline data.	Is not linked to baseline data.
3.8	Intervention is achievable based on research or other data.	Is not achievable based on research or other data.
3.9	Intervention is <u>monitored</u> and data are provided to ensure that it is implemented as designed.	Intervention is <u>not monitored</u> , and data are not provided to ensure that it is implemented as designed.
3.10	Demonstrate how treatment integrity is verified.	Does not demonstrate how treatment integrity is verified.
3.11	Treatment integrity/fidelity data are used in the interpretation of intervention efficacy.	Treatment integrity/fidelity data are used in the interpretation of intervention efficacy.

Section 4: EVALUATION

	Effective (2)	Needs Improvement (1)
4.1	A single graph of student performance includes baseline data, goal/target or aim line, and treatment/progress monitoring	A single target behavior is presented on multiple graphs and/or relevant graphs not included and/or components were not included in

	data with a trend line.	the graph (baseline data; goal/target indicator or aim line, or treatment/progress monitoring data with a trend line).
4.2	Adequate intervention data are collected to meaningfully interpret the results of the intervention (at least 7 data points collected over a minimum of 6 weeks).	Insufficient intervention data are collected to meaningfully interpret the results of the intervention (less than 7 data points collected over a less than 6 weeks).
4.3	Visual analysis of the level, trend, and variability and statistical analyses (i.e., effect size) were used.	Visual and statistical analysis were not used.
4.4	The intervention was effective.	The intervention was not effective.
4.5	Strategies for transfer/generalizing outcomes to other settings are included.	Strategies for transfer/generalizing outcomes to other settings are not addressed.
4.6	Strategies for follow-up are developed.	Suggestions for follow-up are not developed.

COMPREHENSIVE PSYCHO-EDUCATIONAL REPORT RUBRIC

One comprehensive psycho-educational report (to include the evaluation of cognitive, academic, and social- emotional/psychological functioning). This report will be expunged of all identifying information. (NASP Domain 1, Domain 2, Domain 3, Domain 4, and Domain 8)

	Effective (2)	Needs Development (1)
Interviews: Completed multi-source, multi-data data collection	Completed interviews with multiple individuals/sources to corroborate information across all areas of functioning.	Completed interviews with a single source and/or did not corroborate information.
Observations: Completed multi- source, multi-data data collection	Completed observations across multiple settings to corroborate information across all areas of functioning and included peer comparison.	Completed observation in one setting and/or did not complete peer comparison.
Formal Assessment: Selected multi- faceted, comprehensive and culturally valid <u>cognitive, academic, psychological and social-emotional</u> assessment tools	Incorporated a culturally valid measure in each area assessing individual AND environmental variables.	Incorporated assessment measures that were not culturally valid and/or did not assess individual and/or environmental variables OR did not measure all areas.
Informal Assessment: Selected multi- faceted, comprehensive and culturally valid <u>cognitive, academic, psychological and social-emotional</u> assessment methods (e.g., records review, teacher data, RTI/MTSS/MLSS data review, etc.)	Incorporated a culturally valid measure in each area assessing individual AND environmental variables.	Incorporated assessment measures that were not culturally valid and/or did not assess individual and/or environmental variables OR did not measure all areas.
Accurate interpretation of assessment results (i.e., strengths) (II)	Accurately identified multiple strengths based on analysis of comprehensive assessment measures with an	Misinterpreted assessment results or did not identify key strengths.

	understanding of relevant diversity issues.	
Accurate interpretation of assessment results (i.e., weaknesses)	Accurately identified multiple weaknesses/areas of growth based on analysis of comprehensive assessment measures with an understanding of relevant diversity issues.	Misinterpreted assessment results or did not identify key weaknesses/areas of growth.
Formulated recommendations	Identified several recommendations that are empirically based and based on best practices.	Did not identify recommendations that are empirically based and based on best practices
Recommendations directly linked to assessment results	Recommendations directly linked to the assessment data.	Recommendations were not directly linked to the assessment data.
Report Writing	Language used in report was user-friendly (i.e., with minimal jargon or clear, understandable explanations), strength focused, and flowed well.	Overly technical language and/or focused primarily on areas of weakness and/or disorganized.

INDIRECT INTERVENTION/PARENT-FAMILY CONSULTATION RUBRIC

One summary of an indirect intervention. This intervention should include a parent/family consultation. (NASP Domain 1, Domain 2, Domain 3, Domain 7, and Domain 8)

	Effective (2)	Needs Development (1)
Problem identification	Identified/operationally defined in clear, measurable, and observable terms.	Presenting issue s not defined in measurable and observable terms.
Define the problem	Used direct and indirect measures to assess individual and environmental variables.	Did not gather data or only used one type of measure to assess individual OR environmental variables.
Design Intervention	Evidenced based intervention (e.g., research literature, functional analysis, single case design analysis) or supported by research, literature or theory and linked directly to data gathered in defining the problem.	Not an evidenced based intervention.
Assisted Parent with Implementation of the Intervention	Implemented an intervention that is both directly linked to problem and has empirical support.	Did not implement an intervention and/or implemented an intervention that is not directly linked to identified problem (no empirical support).
Evaluation Implementation & Results	Evaluated the effectiveness of intervention and assessed individual student outcomes via two or more outcome measures.	Was unable to evaluate the effectiveness of the intervention due to insufficient data.

DIRECT INTERVENTION RUBRIC

One summary of a direct intervention. This intervention may be a direct behavioral intervention targeting a specific challenge (e.g., FBA and BIP; the BIP or components of it should be implemented in order to meet the requirements of this assignment, an individual or group counseling experience, classroom intervention, etc. (NASP Domain 1, Domain 2, Domain 3, Domain 4, and Domain 8)

	Effective (2)	Needs Development (1)
Operational definition of presenting issue	Identified presenting issues defined in clear, measurable, and observable terms and conceptualized theoretically AND stated the behavioral/psychological outcomes.	Did not identify or define a presenting issue OR identified a presenting issue but is not defined in behavioral/measurable/conceptual terms.
Identified treatment goals/objectives	Identified 2 or more objectives indicating desirable outcomes.	Did not identify goals, objectives or desirable outcomes.
Evidence-based intervention or techniques	Implemented an evidence- based intervention/technique (i.e., supported by research, literature or theory) for all objectives identified.	Did not implement an intervention or was not evidence- based.
Intervention fidelity/treatment integrity	Demonstrates how intervention fidelity/treatment integrity is verified.	Does not demonstrate how intervention fidelity/treatment integrity is verified.
Evaluated the effectiveness of the intervention	Evaluated the effectiveness of the intervention and assessed student outcomes via one or more outcome measures.	Was unable to adequately evaluate the effectiveness of the intervention.
Treatment follow-up	Justification for continued treatment or modifications for future interventions is considered based upon examination of effectiveness data/goal attainment.	Justification for continued treatment or modifications for future interventions are not considered or shared.

ENGAGEMENT IN RTI/MTSS/MLSS RUBRIC

One summary of engagement in the RTI/MTSS/MLSS process as practiced in the district in which the intern is employed. This summary must include a description of how RTI/MTSS/MLSS is implemented in the school district and then provide a specific case example. (NASP Domain 1, Domain 2, Domain 3, and Domain 10)

	Effective (2)	Needs Development (1)
Description of pre-referral process in district	Clearly describes how all levels of the pre-referral process are being implemented in the school district and defines the roles of all those involved in the process.	Did not thoroughly describe all levels of pre-referral process in the school district.
Description of pre-referral process (i.e., strengths) and identification of best practices	In describing the pre-referral process clearly identifies the strengths of the process as it is being implemented and compares to best practices.	Did not identify the strengths of the pre-referral process as it is being implemented.
Description of pre-referral process (i.e., gaps) and identification of best practices	In describing the pre-referral process clearly identifies the gaps of the process as it is being implemented and compares to best practices.	Did not identify the gaps of the pre-referral process as it is being implemented.
Case Example: <u>Role</u>	Case example clearly indicates the intern's role in the pre-referral process in relation to other team members.	Case example does not clearly indicate the intern's role in the pre-referral process.
Case Example: <u>Collaboration</u>	Case example indicates the intern engaged in the pre-referral process collaboratively and provides evidence of this collaboration.	Case example does not indicate collaboration.
Case Example: <u>Intervention</u>	Case example indicates the intern help to implement an evaluation of an intervention as part of the pre-referral process.	Case example does not indicate intervention.

SCHOOL-BASED STAFF DEVELOPMENT OR IN-SERVICE RUBRIC

One summary of an indirect intervention (**to be completed Spring semester**). Topics and activities must be approved by the site-based and university supervisor in advance and be offered in coordination with the site-based schedule and calendar of activities. The activity must also include an evaluation component that will be reported to the university-based instructor. To evaluate this activity, the intern should turn in an outline of the presentation (to include components listed below), evaluation form, and/or any other supporting documentation or shared materials. (NASP Domain 2, Domain 5, Domain 6, and Domain 10)

	Very Effective (2)	Needs Development (1)
Needs Assessment of Professional Development (PD)/In-Service	Clearly discusses the need for the PD/in-service and the benefit of the activity for the audience.	Does not discuss why the PD/in- service was needed and/or conducted.
PD/In-Service Goals and Objectives	Identified several learning goals or objectives AND related them to the audience' profession[s].	Did not discuss/describe any goals or objectives for the PD/in- service.
PD/In-Service Organization and Content	PD/in-service was effectively organized and appropriate in content AND implemented learning strategies that engaged the audience.	PD/in-service was lacking in organization and/or content.
Evaluation	Evaluation of learning goals or objectives was completed AND additional feedback was elicited.	Evaluation was conducted but not directly tied to learning objectives.

Portfolio (100 points total)

The culminating student-generated product for the second semester of internship is the portfolio containing the required pieces of work outlined below, accompanied by introductory and reflective writing pieces. The introduction should be placed at the front of the portfolio and spell-out for the reader its contents and overall purpose. The reflective writing piece serves as a summary and synthesis of the intern's learning as a result of engaging in her or his internship experience. This piece should comprise the final section of the portfolio. New pieces written exclusively for the portfolio must be typed and double-spaced.

In the development of the portfolio, the student will:

- Incorporate the final log of hours.
 - Provides final logs, with the appropriate signatures, indicating the number of hours and the types of activities completed in the field.
- Include the required artifacts of work (report, case studies, interventions, etc.)
 - Provides examples of work in each assignment area outlined in the internship syllabus.
 - Each section set-off.
- Include the completed *Intern Evaluation form* completed by the on-site supervisor[s].
- Include the completed *Internship Site Evaluation* form [for university site supervisor eyes only].
- Include the completed *Statement of Completion* form with the intern and site supervisor(s) signatures.
- Compose a self-reflective written product that summarizes and synthesizes her or his learning
- related to the internship experience with emphasis on experiences from the second semester. The reflective piece should also include a discussion of continued professional development areas and activities as they prepares to enter the field (5+ pages).
 - Summarizes personal learning throughout the course of the internship, with emphasis on the second semester, referring to individual pieces of work or particular assignment areas to support this learning.
 - Identifies areas of strength that emerged or evolved as a result of engaging in the internship and completing the required work.
 - Identifies learning issues that emerged or evolved as a result of engaging in the internship and completing required work.
 - Outlines personal goals and objectives for continued professional development as they prepares to enter the field.

Grading: 90-100 points Meets and/or exceeds all stated criteria in an effective manner

1. Final log
 2. Examples of work in each assignment area, set-off with dividers
 3. Completed forms
 4. Reflective summary statement
 5. Uses correct grammar, spelling, and mechanics of writing
- | | |
|--------------|---|
| 80-89 points | Meets most stated criteria in an effective manner |
| 70-79 points | Meets some stated criteria in an effective manner |
| 0-69 points | Meets few stated criteria in an effective manner |

Total ____/100 points

Comments:

**APPENDIX E: SCORING RUBRIC FOR THE FINAL ORAL COMPREHENSIVE
EXAMINATION**

**SCHOOL PSYCHOLOGY PROGRAM
NEW MEXICO STATE UNIVERSITY**

Scoring Rubric for the Final Oral Comprehensive Examination

Student Name: _____ **Date:** _____

School Psychology/CEP 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.

Assessment/Diagnosis/Classification

1. The student identified issues of concern apparent to her or him in the vignette.

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

2. The student provided a tentative diagnosis and/or classification for the person portrayed in the vignette.

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

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

A. Formal/standardized assessment

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

B. Informal assessment

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

C. Observation

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

D. Interview

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

4. Students demonstrated an understanding of psychometrics as it applies to theories of psychological measurement and assessment.

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

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

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

6. The student identified and demonstrated an understanding of pre-referral processes (e.g., RtI, SAT) as they apply to the vignette.

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

7. 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.

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

Intervention

1. The student demonstrated knowledge of their theories related to development, learning and counseling.

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

2. The student applied her or his theoretical orientations to the case vignette.

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

3. The student demonstrated an understanding of consultation theory and practice as it applies to the vignette.

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

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

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

5. The student identified appropriate home/school collaboration and/or family approaches as they apply to the case vignette.

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

6. 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.

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

7. The student identified and discussed evidence-based interventions.

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

Legal/Ethical Issues

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

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

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

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

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

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

Research & Program Evaluation

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

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

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

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

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

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

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

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

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

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

*Total Points: ____/125

High Pass = 121-125

Pass = 108-120

Minimal Pass = 100-107

No Pass = 0-99

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:

____ High Pass ____ Pass ____ Minimal Pass ____ No Pass ____ Adjourn

Rater Name: _____

Rater Signature: _____

Date: _____

APPENDIX F: COURSE SUBSTITUTION FORM

DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY SCHOOL PSYCHOLOGY 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: _____

1. 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.**
2. 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

APPENDIX G: EDS TIMELINE AND CHECKLIST

Ed.S. School Psychology Graduate Student Checklist for 3-Year/Full-time Program

First Year: Fall semester

- ☐ Complete all course substitution requests by November 1st: *Petition for Course Substitution*.
- ☐ Set up individual meetings with school psychology faculty to get to know about their professional interests and mentoring style
- ☐ Complete and submit Graduate School *Degree Audit Exception* and/or *Transfer of Credit* forms by December 15th. See Graduate School webpage for documents.

First Year: Spring semester

- ☐ Set up individual meeting with assigned advisor at the start of the semester
- ☐ Complete and submit practicum application by April 30th: *Student Application for Practicum in School Psychology* (available in your handbook).

End of First Year: Summer Session

- ☐ Complete necessary background check for practica placement

Second Year: Fall semester

- ☐ Let Program Director know of intention to complete MA degree

Second Year: Spring semester

- ☐ Look for internship placements and apply
- ☐ Prepare for PRAXIS Exam

Second Year: Summer session

- ☐ Register for and pass the PRAXIS-II exam for School Psychology (minimum national/program/NMPED pass score is 155)
- ☐ Notify Program Director of PRAXIS-II score and email a copy of the score report
- ☐ If applicable, complete *Program of Study* available at Graduate School webpage. Listing the coursework for the Master's degree in Counseling & Guidance with a specialization in Educational Diagnostics only (30 credits max) and submit to Program Director.
- ☐ Apply for MA degree (*Application for Degree* form)

Third Year: Fall semester

- ☐ Begin internship
- ☐ Register for 6 credits of CEP 684 and complete the syllabi requirements

Third Year: Spring semester

- ☐ Continue with internship placement and register for 6 credits of CEP 6610 and complete the syllabi requirements
- ☐ Finalize meeting date for Oral Exam (schedule the meeting no later than two weeks before Graduate School deadline)
- ☐ File *Application for Degree* Form
- ☐ Complete the *Committee for Ed.S. Final Examination* form and submit it to the Graduate School 10 working days before the scheduled defense, both files available at Graduate School webpage.
- ☐ Hold Final Oral Examination

***Committee will consist of at minimum two school psychology faculty (to include academic advisor), one additional school psychology or CEP Faculty, and a Dean's representative (a faculty member outside of the CEP department).**

Ed.S. School Psychology Graduate Student Checklist for 4-Year/Part-time Program

First Year: Fall semester

- ☐ Complete all course substitution requests by November 1st: *Petition for Course Substitution*.
Set up individual meetings with school psychology faculty to get to know about their professional interests and mentoring style
- ☐ Complete and submit Graduate School *Degree Audit Exception* and/or *Transfer of Credit* forms by December 15th. See Graduate School webpage for documents.

First Year: Spring semester

- ☐ Set up individual meeting with assigned advisor at the start of the semester

Second Year: Spring semester

- ☐ Complete and submit practicum application by April 30th: *Student Application for Practicum in School Psychology* (available in your handbook).

Second Year: Summer session

- ☐ Complete necessary background check for practica placement

Third Year: Fall semester

- ☐ Let Program Director know of intention to complete MA degree

Third Year: Spring semester

- ☐ Look for internship placements and apply
- ☐ Prepare for PRAXIS Exam

Third Year: Summer session

- ☐ Register for and pass the PRAXIS-II exam for School Psychology (minimum national/program/NMPED pass score is 155)
- ☐ Notify Program Director of PRAXIS-II score and email a copy of the score report
- ☐ If applicable, complete *Program of Study* available at Graduate School webpage. Listing the coursework for the Master's degree in Counseling & Guidance with a specialization in Educational Diagnostics only (30 credits max) and submit to Program Director.
- ☐ Apply for MA degree (*Application for Degree* form)

Fourth Year: Fall semester

- ☐ Begin internship and register for 6 credits of CEP 684 and complete the syllabi requirements

Fourth Year: Spring semester

- ☐ Continue with internship placement and register for 6 credits of CEP 6610 and complete the syllabi requirements

- ☐ Finalize meeting date for Oral Exam (schedule the meeting no later than two weeks before Graduate School deadline)
- ☐ File *Application for Degree* Form
- ☐ Complete the *Committee for Ed.S. Final Examination* form and submit it to the Graduate School 10 working days before the scheduled defense, both files available at Graduate School webpage.
- ☐ Hold Final Oral Examination

***Committee will consist of at minimum two school psychology faculty (to include academic advisor), one additional school psychology or CEP Faculty, and a Dean's representative (a faculty member outside of the CEP department).**