

**School Psychology
Doctoral Program (PhD)**



INFORMATION PACKET 2026-2027

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

Counseling and Educational Psychology
Department College of Education
New Mexico State University
Las Cruces, New Mexico

OVERVIEW

Students enrolled in the school psychology doctoral program (SPDR) at New Mexico State University are prepared as data-based decision makers who work with teachers, school professionals, as well as parents and families, to promote the mental health and academic development of all children and adolescents. The SPDR program is housed and administered through the Department of Counseling and Educational Psychology (CEPY) resulting in the granting of a Doctor of Philosophy (PhD) degree in school psychology from the CEPY department. The Council for the Accreditation of Educator Preparation (CAEP) accredits the College of Health, Education, and Social Transformation where the School Psychology Program is housed. As such, all graduates will meet the preparation and practice standards set forth by NASP and APA and the school psychology and psychology licensure criteria established by state of New Mexico.

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

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

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

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

Web: www.apa.org/ed/accreditation

PROGRAM PHILOSOPHY

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

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

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

GOALS

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

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

The program also develops 10 Discipline-Specific Knowledge Areas: History and Systems, Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior, Advanced Integrative Knowledge of Basic DSK Content Areas, Research Methods, Statistical Analysis, and Psychometrics.

OBJECTIVES

Major objectives of the SPDR 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 interpersonal communication, supervision models and practices, 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.

COMMITMENT TO DIVERSITY

NMSU is dedicated to non-discrimination and equal opportunity in education and employment in compliance with state and federal laws that prohibit discrimination on the basis of race, color, national origin, ethnicity, gender, gender identity, sexual orientation, spousal affiliation, physical or mental disability, serious medical condition, or veteran status. NMSU's dedication to non-discrimination extends to recruitment, admissions, education, scholarships and other tuition assistance, social and recreational programs, hiring, promotion, training and other employee actions such as work assignments, compensation, benefits, transfers, layoffs, and terminations (see <http://deanofstudents.nmsu.edu/student-handbook/>). Additionally, NMSU's mandated affirmative action plan is evidence of our dedication to excellence in everything we attempt to accomplish. For additional information, please contact the Office of Institutional Equity at New Mexico State University located in the O'Loughlin House at (575) 646-3635.

The school psychology program is committed to increasing its number of graduate students from diverse 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 Financial Aid and the Graduate School. Program faculty make every effort to assist candidates in securing graduate assistantships offered by the Graduate School for all candidates, with special consideration for underrepresented candidates.

ENTRY LEVEL REQUIREMENTS

The NMSU Graduate School sets as a basic entry-level requirement for the graduate programs the holding of a master's 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, psychology or school psychology.

APPLICATION PROCEDURES

1. Complete an application for admission to the Graduate School with a summer start date. Information related to applying for admission and the Graduate School can be found at the Graduate Student Services webpage (<https://gradschool.nmsu.edu/future-students/how-to-apply.html>). Information is also available by request from the same office at: Graduate Student Services, New Mexico State University, Educational Services Building, Suite G, MSC 3G, P.O. Box 30001, Las Cruces, NM 88003-8001; 575/646-2736).
2. Submit to the Graduate Student Services office and upload to the on-line application system (NOT the CEP department) an official transcript from every college or university attended. Transcripts that are submitted to the CEP Department/Program may result in a delay of reviewing your application with Graduate Student Services office. Graduate Student Services office cannot process your application without official transcripts.
3. Submit a professional statement that addresses the following information:
 - Experience with Diverse Populations
 - Professional Experience (if applicable)
 - Teaching
 - Counseling Assessment/Diagnostics
 - Experience working with preschool to school-age children and adolescents
 - Community Service/Volunteer Experience
 - Research Experience (if applicable)
 - Why you have chosen School Psychology as a profession
 - Statement of multicultural/diversity philosophy
4. Submit an academic writing sample. This may be a paper written for a course or a new research paper of a topic of your choosing.
5. Request and/or submit at least three current (i.e., less than 1 year old) letters of support from different individuals. Request these letters through the on-line

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

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

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

Dr. Kaeyoor Joshi, Admissions Coordinator
 School Psychology Programs
 New Mexico State University
 P.O. Box 30001, MSC 3CEP
 Las Cruces, NM 88003-8001
 (575) 646-2121

****Graduate Admissions uses an on-line system for graduate program applications.**

All applicants are required to submit/upload ALL APPLICATION MATERIALS to the on-line system located at the following URL:

<http://prospective.nmsu.edu/graduate/index.html>

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

PH.D. IN SCHOOL PSYCHOLOGY APPLICATION CHECKLIST

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

<u>Item</u>	<u>Date Submitted</u>
Professional Statement	_____
Academic writing sample	_____
3 Current (less than 1 year old) Letters of Recommendation	_____
At least 1-2 letters from faculty/professors	
Others from employers, training directors, practicum or Internship supervisors preferred.	

Graduate Admissions Application (including transcripts) _____

Official Undergraduate Transcript(s)

Official Graduate Transcripts(s) (if applicable)

A current resume or curriculum vitae _____

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

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

Application Deadline: Students must submit the application materials to the Graduate Student Services on-line application system by the posted deadlines. Applicants are responsible for following up on the status of their application materials with the appropriate office(s).

Admission decisions are made during the spring semester for enrollment the following academic year, commencing in the first summer session (May start date). The application deadline is **December 15th**.

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

Full- time Sequence: A full-time sequence (9 or more credit hours per semester) is required. While the majority of classes are offered in the evening, practicum and internship will require students to be available during the school day. Additionally, selected advanced courses are only available in the afternoon. Further, all school psychology students are required to complete a 1500-clock-hour school psychology internship. It is highly recommended that any student who plans on working during the doctoral program discuss this with their employer immediately to ensure they will

be able to complete their coursework.

Comprehensive Exams: Students must take and successfully pass written and oral comprehensive examinations before starting internship. The student must also pass their dissertation proposal meeting prior to internship and defend the dissertation before graduating.

DEGREE REQUIREMENTS CURRICULUM/COURSEWORK

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

<i>Prefix</i>	<i>Title</i>
CEPY 5235	Counseling Theory and Techniques for School Psychologists
CEPY 5260	Group Work Theory and Technique
CEPY 5310	Academic Assessment and Intervention
CEPY 6120	Human Development
CEPY 6130	Psychology of Multiculturalism
CEPY 6140	Cognitive & Affective Basis of Behavior
CEPY 6150	Social Psychology
CEPY 6160	History and Systems of Psychology
SPED 6170	School Intervention and Organization in a Diverse Society
CEPY 6180	Physiology of Behavior
CEPY 6185	Ethics, Law & Professional Issues in School Psychology
CEPY 6210	School Psychology Research and Program Evaluation
CEPY 6220	Spanish for Mental Health Professionals
CEPY 6240	Child and Adolescent Counseling Theory and Technique
CEPY 6260	Consultation
CEPY 6265	Diagnostic Class
CEPY 6330	Behavior Assessment and Intervention
CEPY 6340	Appraisal of Cognitive Functioning
CEPY 6350	Appraisal of Personality
CEPY 6360	School Safety and Crisis Response
CEPY 6410	Introduction to Qualitative Research
CEPY 6420	Psychometrics
CEPY 6430	Advanced Statistics
CEPY 6440	Multivariate Statistics
CEPY 6450	Educational Experimentation

CEPY 6510	Practicum in School Psychology: Psychoeducational
CEPY 6520	Field Experience in Educational Diagnostics
CEPY 6530	Practicum in School Psychology: Psychological
CEPY 6540	Advanced Multicultural School Psychology Field Experience
CEPY 6580	Supervision Theory and Practicum
CEPY 6640	Doctoral Internship in School Psychology (12 credits)
CEPY 7000	Doctoral Dissertation (18 credits)

Total Credits 117

Graduate Minors

The Counseling and Educational Psychology Department offers minors in Spanish Counseling and Integrated Behavioral Health. For more information see <https://cep.nmsu.edu/academic-programs/cep-minors.html>.

Autism Spectrum Disorders Graduate Certificate

The Certificate in Autism Spectrum Disorders helps prepare highly qualified personnel, including special education teachers, speech/language pathologists, educational diagnosticians, school psychologists, and social workers to work with children with ASD and their families. Information on coursework can be found at <https://tpal.nmsu.edu/degree-programs/certificates/graduate-certificate-autism.html>

FINANCIAL ASSISTANCE

Financial Aid: Financial aid is usually available for students. All students are expected to apply through the Financial Aid office. Applicants are strongly encouraged to apply as early as possible after the Free Application for Federal Student Aid forms are available (usually in January for the following academic year). Some graduate assistantships are also available throughout the university. Out-of-state students who receive a graduate assistantship are eligible for in-state tuition rates.

Professional employment in other areas of the university or community is also available; however, an advisor must endorse all extra-curricular activities.

MENTORING/ADVISING

School psychology students are assigned to a faculty member for advising upon admission to the program based on expressed research interests and faculty advising

load. The faculty mentor/advisor provides support and encouragement throughout the program. The program director is also available for advising regarding program requirements.

MISCELLANEOUS

Housing: Housing for students on campus includes a variety of options. Residence halls are designed as double occupancy suites that are fully furnished. Apartment complexes are made up of individual efficiency duplexes, and two- or four-bedroom apartments. Student family housing consists of two-story townhouse apartments or single story two-bedroom homes.

Specially-equipped residence hall rooms, apartments, and family housing units are available for students with disabilities. Off-campus housing is plentiful and reasonably priced throughout the Las Cruces area.

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

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

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

SCHOOL PSYCHOLOGY FACULTY

PhD Program Coordinator

Lisa S. Peterson, Ph.D. (Texas A&M University)

Assistant Professor

Teaching: Diagnostic Classification in School Psychology, Practicum in School Psychology, Advanced Multicultural School Psychology Practicum, Cognitive and Affective Bases of Behavior

Research: Social-emotional needs of English language learners, school-based mental

health, professional issues in school psychology

EdS Program Coordinator

Staci Ballard, Ph.D. (University of Massachusetts Boston)

Teaching: Behavioral Assessment and Intervention, Group Therapy and Practicum

Research: Alternative education, social justice

Core School Psychology Faculty

Kaeyoor Joshi, Ph.D. (University of Nebraska)

Assistant Professor

Teaching: Cognitive Assessment, Consultation, Multivariate Statistics,
Psychoeducational Practicum

Research: Educational neuroscience, culturally responsive mental health, contextual
behavioral science

Ersie--Anastasia Gentzis, Ph.D. (Michigan State University)

Assistant Professor

Teaching: Professional Issues in School Psychology, Academic Assessment and
Intervention, Practicum, Counseling Theories

Research: Academic motivation, hope, achievement in underserved populations,
academic intervention development, Self-Determination Theory

Counseling and Educational Psychology Department Head

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

Research: Multicultural school psychology, women in academia