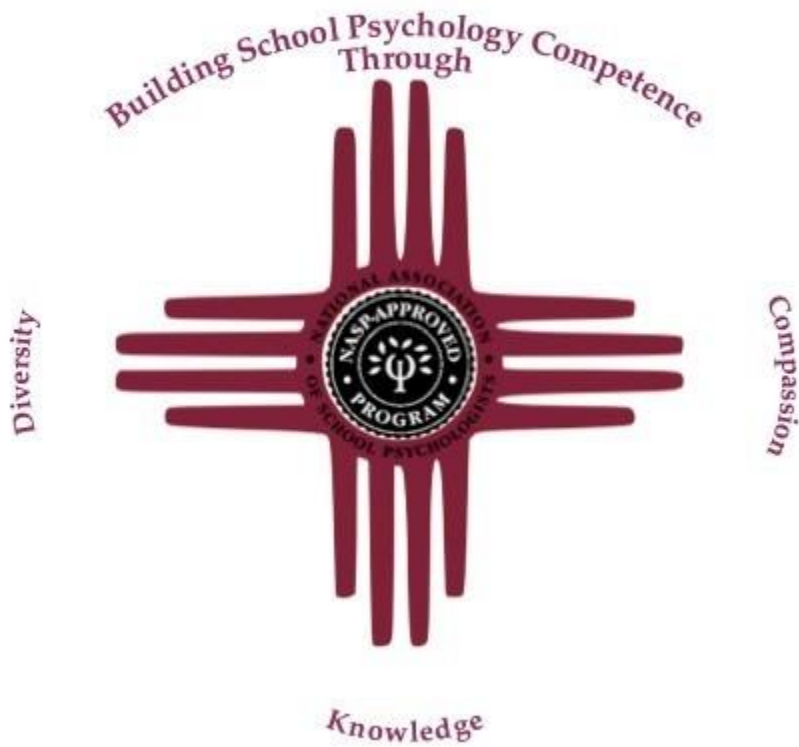


# SCHOOL PSYCHOLOGY

SPECIALIST IN EDUCATION (ED.S.)

**New Mexico State University**



**INFORMATION PACKET 2019-  
2020**

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

Counseling and Educational Psychology Department College  
of Education

New Mexico State University Las  
Cruces, New Mexico

(updated 12/13/19)

## COMMITMENT TO DIVERSITY

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

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

## ENTRY LEVEL REQUIREMENTS

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

## APPLICATION PROCEDURES\*\*

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

system. These scores must be less than 5 years old at the time of application. The following criteria will also be considered:

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

1. Students will need to submit official copies of the scores to the Graduate Student Services office or a copy of their individual report to the program so that scores can be verified.
2. These scores will be considered in conjunction with GPA in the advanced degree and/or coursework; students will still be required to have maintained a minimum of

3.0 GPA in their prior graduate work regardless of when the GRE was taken.

3. Students who hold an advanced degree or graduate coursework and did not take the GRE as a requirement for admission to these program/coursework are still required to take the GRE and submit official scores to the Graduate Student Services Office for consideration for admission to the School Psychology Program.
4. 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.
5. 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

6. 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.
  
7. Submit a resume or curriculum vitae (CV) outlining your educational, professional, and other experiences, interests, etc. Your resume/CV should include current contact information.
  
- 8.
9. 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. Elsa Arroyos, Admissions Coordinator School  
Psychology Program

New Mexico State University

P.O. Box 30001, MSC 3CEP  
Las Cruces, NM 88003-  
8001

(575) 646-2121

[earroyos@nmsu.edu](mailto:earroyos@nmsu.edu)

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

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

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

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

**Item Date Submitted**

Professional Statement\_\_\_\_\_

3 Current (less than 1 year old) Letters of Recommendation\_\_\_\_\_ At  
least 1-2 letters from faculty/professors

Others from employers, training directors, practicum or internship  
supervisors preferred.

Graduate Admissions Application (including transcripts)\_\_\_\_\_ Official  
Undergraduate Transcript(s)\_\_\_\_\_ Official Graduate  
Transcripts(s) (if applicable)\_\_\_\_\_

An official copy of GRE Scores (i.e., less than 5 years old)\_\_\_\_\_

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

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

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

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

Admission decisions are made during the spring semester for enrollment the following academic year, commencing in the second summer session (July start date). The application deadline is **January 15th**, but applications will be reviewed until a full contingent of students has been admitted to and enrolled in the program.

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

determines what coursework can be transferred. Transferred courses may be used toward the 30-credit/post master's minimum degree requirements.

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

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

## DEGREE REQUIREMENTS CURRICULUM/COURSEWORK

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

COURSES	CREDITS	STANDARD COVERED
CEP 517 The Psychology of Multiculturalism	3	NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools
CEP 612 Human Development	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)
CEP 607 Curriculum Based Assessment & Intervention	3	NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 608 Diagnostic Classification in School Psychology	3	NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.2); NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability
CEP 515 Learning Theory	3	NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1)

<b>SPED 619</b> School Interventions & Organization	3	<b>NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.1)</b>
<b>CEP 505</b> Appraisal of Academic Functioning**	3	<b>NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability</b>
<b>CEP 647</b> Appraisal of Cognitive Functioning**	3	<b>NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability</b>
<b>CEP 648</b> Appraisal of Personality**	3	<b>NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability</b>
<b>CEP 554</b> Counseling Theory & Technique for the School Psychologist	3	<b>NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)</b>
<b>CEP 662</b> Family Therapy Theory & Technique	3	<b>NASP Standard VI-Direct and Indirect Services: Systems Level Services-Family-School Collaboration</b>
<b>CEP 607</b> Curriculum Based Assessment and Intervention	3	<b>NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability</b>
<b>CEP 566</b> Group Work Theory/Practicum	3	<b>NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2)</b>
<b>CEP 658</b> Child/Adolescent Counseling Theory & Technique	3	<b>NASP Standard VI-Direct and Indirect Services: Systems Level Services-Family-School Collaboration; Socialization and Development of Life Skills</b>
<b>CEP 624</b> Professional Seminar in School Psychology	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.2); NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.1)</b>
<b>CEP 625</b> Legal & Ethical Issues in School Psychology	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.2)</b>
<b>CEP 671</b> Consultation	3	<b>NASP Standard III-Practices that Permeate all Aspects of Service</b>



		<b>Delivery: Consultation and Collaboration,</b> <b>NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1)</b>
<b>CEP 630</b> School Psychology Research	3	<b>NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.1)</b>
<b>CEP 672</b> Practicum in School Psychology: Psychoeducational	3	<b>NASP Standard IX-Practica and Internships in School Psychology; Standard II</b>
<b>CEP 675</b> Practicum in School Psychology: Social/Emotional	3	<b>NASP Standard IX-Practica and Internships in School Psychology; Standard II</b>
<b>CEP 684</b> Internship in School Psychology (1,200 hours)	12	<b>NASP Standard IX-Practica and Internships in School Psychology</b>

## **FINANCIAL ASSISTANCE**

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

## **MENTORING/ADVISING**

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

## **MISCELLANEOUS**

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

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

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

Las Cruces, hometown of the university and New Mexico's second largest city, blends Latino/a American, American Indian, African American, and European American cultures in its colorful city life. Desert landscape, the fabled Rio Grande, high forested mountains, and the proximity of the U.S./Mexico border contribute to the rich multicultural ambiance of the region.

## **SCHOOL PSYCHOLOGY FACULTY**

### **Program Coordinator/Admissions Coordinator**

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

Teaching: Ethical, legal and professional issues in School Psychology, Assessment, Internship in School Psychology and Educational Psychology, and Human Development

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

### **Practica & Internship Coordinator**

*Lisa Peterson, Ph.D.*, (Texas A&M) Assistant Professor

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

Research: How to best support the mental health needs of culturally and linguistically diverse children in the schools, particularly immigrants, refugees, and asylum seekers. She is also interested in professional issues in school psychology, including supervision, school-based mental health models, and addressing the national shortage of school psychologists

**Faculty Member**

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

Teaching: Introduction to Counseling, and Behavioral Assessment and Intervention.

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