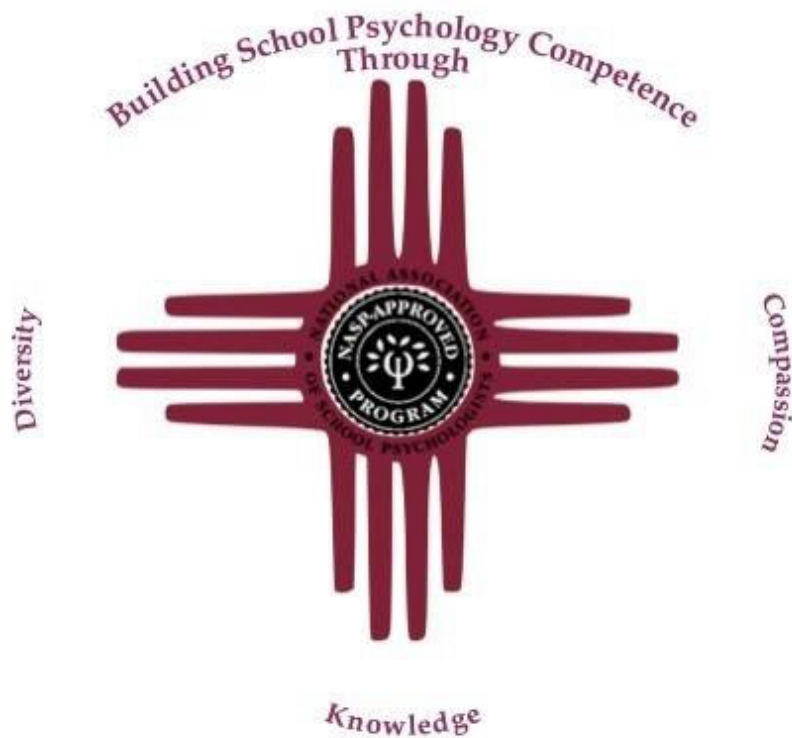


New Mexico State University



School Psychology

Specialist in Education (Ed.S.)

INFORMATION PACKET 2025-2026

NEW MEXICO STATE UNIVERSITY LAS CRUCES, NEW MEXICO

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

(updated 2/21/2025)

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/>).

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).

For students who hold an advanced degree (master's degree or equivalent) or have completed graduate coursework and; however, the following also need to be met:

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.
3. Submit to the Graduate Student Services office and upload to the on-line application system (NOT the CEP department) an official transcript from every college or university attended. Transcripts that are submitted to the CEP Department/Program may result in a delay of reviewing your application with Graduate Student Services office. Graduate Student Services office cannot process your application without official transcripts.
4. Submit a professional statement that addresses the following information:
 - Experience with Diverse Populations
 - Professional Experience (if applicable) Teaching
 - Counseling Assessment/Diagnostics

- Experience working with preschool to school-age children and adolescents
 - Community Service/Volunteer Experience
 - Research Experience (if applicable)
 - Why you have chosen School Psychology as a profession
 - Statement of multicultural/diversity philosophy
5. Request and/or submit at least three current (i.e., less than 1 year old) letters of support from different individuals. Request these letters through the on-line application system or upload PDF copies. See Application Checklist below for more specific information and/or criteria.
 6. Submit a resume or curriculum vitae (CV) outlining your educational, professional, and other experiences, interests, etc. Your resume/CV should include current contact information.
 7. Other materials not required but optional are published research papers, special projects, licensure/certifications, grants, etc.

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

Dr. Staci Ballard, Admissions Coordinator School Psychology Program
New Mexico State University
P.O. Box 30001, MSC 3CEP
Las Cruces, NM 88003- 8001
575-646-6589
scball@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) _____
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:

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, 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 |
|---|---------|---|
| CEPY 5310 Appraisal of Academic Functioning* | 3 | NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability |
| CEPY 5235 Counseling Theory & Technique for the School Psychologist | 3 | NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2) |
| CEPY 5260 Group Work Theory | 3 | NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2) |
| CEPY 5997 Special Topics: Professional Preparation Seminar | 3 | NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.1) |
| CEPY 6265 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 |

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| CEPY 6120 Human Development | 3 | NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.2) |
| CEPY 6140 Cognitive & Affective Bases of Behavior | 3 | NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1) |
| CEPY 6130 The Psychology of Multiculturalism | 3 | NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools |
| SPED 6170 School Interventions & Organization | 3 | NASP Standard V-Direct and Indirect Services: Systems Level Services-Schools (Element 5.1) |
| CEPY 6185 Legal, Ethical, & Professional Issues in School Psychology | 3 | 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) |
| CEPY 6420 Psychometrics | 3 | NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.1) |
| CEPY 6330 Curriculum-Based & Behavior Assessment & Intervention | 3 | NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability |
| CEPY 6340 Appraisal of Cognitive Functioning** | 3 | NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability |
| CEPY 6350 Appraisal of Personality** | 3 | NASP Standard II-Practices that Permeate all Aspects of Service Delivery: Data Based Decision Making and Accountability |
| CEPY 6240 Child/Adolescent Counseling Theory & Technique | 3 | NASP Standard VI-Direct and Indirect Services: Systems Level Services-Family-School Collaboration; Socialization and Development of Life Skills |
| CEPY 6250 Family Therapy Theory & Technique | 3 | NASP Standard VI-Direct and Indirect Services: Systems Level Services-Family-School Collaboration |
| CEPY 6210 School Psychology Research | 3 | NASP Standard VIII-Foundations of School Psychologists' Service Delivery: Research, Program Evaluation, Legal, Ethical, and Professional Practice (Element 8.1) |

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| CEPY 6260 Consultation | 3 | NASP Standard III-Practices that Permeate all Aspects of Service Delivery: Consultation and Collaboration, NASP Standard IV-Direct and Indirect Services: Student Level Services (Element 4.1) |
| CEPY 6510 Practicum in School Psychology: Psychoeducational | 3 | NASP Standard IX-Practica and Internships in School Psychology; Standard II |
| CEPY 6530 Practicum in School Psychology: Social/Emotional | 3 | NASP Standard IX-Practica and Internships in School Psychology; Standard II |
| CEPY 6610 Internship in School Psychology (1,200 hours) | 12 | NASP Standard IX-Practica and Internships in School Psychology |

** There is a course fee for test materials.

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

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. The Program Director initially will be appointed as the student's advisor. It is expected that candidates will use the incoming summer and fall semesters to get to know the faculty. At the end of the fall semester, students will send a rank ordered list of school psychology faculty advisors they would like to be assigned to. This list should be turned in to the Program Director during finals week of the fall semester. The Program Director, in consultation with all school psychology core faculty, will assign advisors based on the students' ranked list and the faculty's current advising load. The advisor assignment will be sent to candidates at the start of the spring semester of their first year. Once this assignment is made, 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.

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

School Psychology Faculty

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| 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> |
| Jiayi Wang, Ph.D. (North Carolina State University) Teaching: Appraisal of Cognitive Functioning, Consultation, Field Experience in Educational Diagnostics Research: Consultation and collaboration | <i>Ed.S. Program Director, Assistant Professor</i> |
| Melinda Shane, Ph.D. (New Mexico State University) Teaching: Diagnostic Practicum and Ethical, Legal and Professional Issues | <i>Visiting Assistant Professor</i> |
| Staci Ballard, Ph.D. (University of Massachusetts- Boston) Teaching: Academic and Behavioral Assessment and Intervention | <i>Admission Coordinator, Assistant Professor</i> |

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| Enedina Vazquez, Ph.D. (University of Iowa) | <i>Professor Emeritus</i> |
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RELATED CEPY FACULTY/STAFF

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| 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 | <i>Assistant Professor</i> |
| Bhanu Moturu, Ph.D. (University of Maryland College Park) | <i>Assistant Professor</i> |

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| Halin Chung, Ph.D. (University of Iowa) Teaching: Child and Adolescent Counseling | <i>Assistant Professor</i> |
| Eve Adams, Ph.D. (Ohio State University) Research: Multicultural identity development, gender role beliefs, LGBT psychology, mindfulness | <i>Professor Emeritus</i> |
| Elsa C. Arroyos, Ph.D. (University of Iowa) | <i>Counseling and Educational Psychology Department Head</i> |
| Sarah Molina | <i>Administrative Assistant</i> |
| Yadira Ibanez | <i>Program Coordinator</i> |