

**School Psychology
Doctoral Program (PHD)**



INFORMATION PACKET 2023-2024

**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.

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.

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 year of the program. At a minimum, the PhD degree requires 30 credit hours beyond the master's degree. Courses that meet the requirements will be transferred if these are needed to meet residency or degree requirements. All courses will be added to the candidate's plan of study. The school psychology faculty determines what coursework can be transferred. Transferred courses may be used toward the 30-credit/post master's minimum degree requirements.

Once the program approves the course transfers, candidates complete the *Transfer of Credit Form*

available at <http://gradschool.nmsu.edu/graduate-forms/> the Graduate School requires. Current graduate school rules apply, including that transferred courses must not be more than 7 years old at the time of graduation (or degree posting).

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. 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. Jiayi Wang, Admissions Coordinator
 School Psychology Program
 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 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. 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, and depth of research. Further, all school psychology students are required to complete a 1500-2000 clock-hour school psychology internship. 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. 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 in the last year of the program. The student must also propose, prior to the internship, and defend the dissertation, typically in the last semester.

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.

FOUR-YEAR DEGREE PLAN

The four-year degree plan is designed for students who have entered the program after competing an educational specialist (EdS) or masters degree in school psychology or a related field. Because these students are likely to waive multiple classes, they will work with their advisor to develop a degree plan that meets the Graduate School and APA's residency requirements of earning at least 3 full-time academic years within the program and prepares them for preparation for doctoral level practice. Students on this degree plan are expected to pursue advanced field experiences to learn and build clinical skills beyond their earned degree and earn hours to become competitive for an APPIC internship or equivalent. They are also encouraged to consider a graduate minor or other electives as approved by their advisor. For more information about advanced practicum experience requirements see page 27.

FOUR YEAR DEGREE PLAN	CREDITS
YEAR 1	
<i>SUMMER</i>	
CEPY 6120 Human Development	3
CEPY 6130 The Psychology of Multiculturalism	3
<i>FALL</i>	
CEPY 5235 Counseling Theory & Technique for School Psychologists	3
CEPY 6265 Diagnostic Classification & Interventions in School Psychology	3
CEPY 6185 Legal, Ethical & Professional Issues in School Psychology	3
CEPY 6340 Appraisal of Cognitive Functioning	3
<i>SPRING</i>	
CEPY 5310 Appraisal of Academic Functioning	3
CEPY 6350 Appraisal of Personality	3
CEPY 6260 Group Work Theory/Practicum	3
CEPY 6210 School Psychology Research	3
YEAR 2	
<i>SUMMER</i>	
CEPY 6250 Family Therapy Theory & Technique	3
SPED 6170 School Interventions and Organizations (odd years) <u>or</u>	3
CEPY 6140 Cognitive and Affective Bases of Behavior (even years)	3
<i>FALL</i>	
CEPY 6180 Clinical Psychopharmacology (even years) <u>or</u>	3
CEPY 6160 History and Systems (odd years)	3
CEPY 6330 Curriculum-based & Behavior Assessment & Intervention	3
CEPY 5240 Child/Adolescent Counseling Theory	3
CEPY 6510 Practicum in School Psychology: Psychoeducational	3
<i>SPRING</i>	
CEPY 653 School Psychology Practicum: Social/Emotional	3
CEPY 6260 Consultation	3
CEPY 6430 Advanced Educational Measurement & Statistics	3
CEPY 6520 Field Experience in Educational Diagnostics (optional course)	3
YEAR 3	
<i>SUMMER</i>	
CEPY 6220 Spanish for Mental Health Professionals	3
SPED 6170 School Interventions and Organizations in a Diverse Society (odd years) <u>or</u>	3
CEPY 6140 Cognitive and Affective Bases of Behavior (even years)	3
<i>FALL</i>	
CEPY 6180 Clinical Psychopharmacology (even years) <u>or</u>	3
CEPY 6160 History and Systems (odd years)	3
CEPY 6410 Qualitative Research	3
CEPY 6580 Supervision Theory and Practicum	3
CEPY 6420 Psychometrics	3
<i>SPRING</i>	
CEPY 6440 Multivariate Research Procedures & Analysis	3
CEPY 6540 Advanced Multicultural School Psychology Practicum	3
CEPY 6450 Educational Experimentation	3
CEPY 6170 Psychology of Poverty	3
YEAR 4	
<i>SUMMER</i>	
CEPY 7000 Dissertation (3-6 credits)	3-6
<i>FALL</i>	
CEPY 6640 Doctoral Internship in School Psychology 900 clock hours- 6 Credits	6
CEPY 7000 Dissertation (3-6 credits)	3-6
<i>SPRING</i>	
CEPY 6640 Doctoral Internship in School Psychology 900 clock hours- 6 Credits	6
CEPY 7000 Dissertation (3-6 credits)	3-6

FIVE-YEAR DEGREE PLAN

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

FIVE YEAR DEGREE PLAN		CREDITS
YEAR 1		
<i>SUMMER</i>		
CEPY 6120 Human Development		3
CEPY 6130 The Psychology of Multiculturalism		3
<i>FALL</i>		
CEPY 6265 Diagnostic Classification & Interventions in School Psychology		3
CEPY 6185 Legal, Ethical & Professional Issues in School Psychology		3
CEPY 6340 Appraisal of Cognitive Functioning		3
<i>SPRING</i>		
CEPY 5310 Appraisal of Academic Achievement in a Diverse Society		3
CEPY 6350 Appraisal of Personality		3
CEPY 6210 School Psychology Research <u>or</u> CEPY 6425 Counseling Psychology Research		3
YEAR 2		
<i>SUMMER</i>		
CEPY 6250 Family Therapy Theory & Technique		3
SPED 6170 School Interventions and Organizations in a Diverse Society (odd years) <u>or</u>		3
CEPY 6140 Cognitive and Affective Bases of Behavior (even years)		3
<i>FALL</i>		
CEPY 5235 Counseling Theory & Technique for School Psychologists		3
CEPY 6510 Practicum in School Psychology: Psychoeducational		3
CEPY 6420 Psychometrics		3
<i>SPRING</i>		
CEPY 5260 Group Work Theory/Practicum		3
CEPY 6520 Field Experience in Educational Diagnostics		3
CEPY 6450 Educational Experimentation		3
CEPY 6430 Advanced Educational Measurement & Statistics		3
YEAR 3		
<i>SUMMER</i>		
CEPY 6220 Spanish for Mental Health Professionals		3
SPED 6170 School Interventions and Organizations in a Diverse Society (odd years) <u>or</u>		3
CEPY 6140 Cognitive and Affective Bases of Behavior (even years)		3
<i>FALL</i>		
CEPY 6410 Qualitative Research		3
CEPY 6240 Child/Adolescent Counseling Theory		3
CEPY 6160 History and Systems (odd years) <u>or</u> CEPY 6180 Clinical Psychopharmacology (even years)		3
<i>SPRING</i>		
CEPY 6260 Consultation		3
CEPY 6530 School Psychology Practicum: Psychological		3
CEPY 6440 Multivariate Research Procedures & Analysis		3
YEAR 4		
<i>SUMMER</i>		
CEPY 7000 Doctoral Dissertation		3-6
CEPY 6996 if completing extra practicum hours		1-3
<i>FALL</i>		
CEPY 6160 History and Systems (odd years) <u>or</u> CEPY 6180 Clinical Psychopharmacology (even years)		3

CEPY 6580 Supervision Theory and Practicum CEPY 7000 Doctoral Dissertation (1-3 credits)	3 1-3
<i>SPRING</i> CEPY 6170 Psychology of Poverty CEPY 6540 Advanced Multicultural School Psychology Practicum CEPY 7000 Doctoral Dissertation	3 3 1-3
YEAR 5	
<i>SUMMER</i> CEPY 7000 Doctoral Dissertation	1-3
<i>FALL</i> CEPY 6640 SPDR Internship CEPY 7000 Doctoral Dissertation	3 1-3
<i>Spring</i> CEPY 6640 SPDR Internship CEPY 7000 Doctoral Dissertation	3 1-3

Total Credits 120

Spanish Counseling Minor

The Minor in Spanish Counseling, offered through the Counseling and Educational Psychology department is open to graduate students who are enrolled in CEP's Counseling, School Psychology, and Counseling Psychology programs, and to graduate students who are enrolled in Social Work and Marriage and Family Therapy programs. It was established in the interest of meeting the needs of bilingual counseling students who seek training in the provision of Spanish language mental health services. Students must demonstrate intermediate to advanced level Spanish language skills as evidenced by the Spanish Placement Exam and an oral interview with the program coordinator. If the students feel they need to improve academic Spanish language skills, the student has the option of taking additional Spanish courses through the Languages and Linguistics department to satisfy requirements. Students will successfully complete 9 credits of coursework specific to this program of study in order to obtain a Minor in Spanish Counseling. Courses will be taught by culturally competent faculty, adjunct professors, or community mental health professionals in the aforementioned disciplines. Students will choose one course from each of the following components: 1) Counseling language development, 2) Clinical experience, and 3) Sociocultural experiences. If you are interested in pursuing a minor in Spanish Counseling, complete the application and return it to the program coordinator.

Autism & Spectrum Disorders Graduate Certificate

The Certificate in Autism Spectrum Disorders helps prepare highly qualified personnel, including special education teachers, speech/language pathologists, educational diagnosticians, school psychologists, and social workers to work with children with ASD and their families. The courses comprising the requirements for the certificate include patterns of development in autistic spectrum disorders, theories of underlying

deficits and strengths, general and specific strategies of intervention, classroom-based approaches to communication, behavior, and social development, and methods of evaluating effectiveness as recommended by the National Research Council. The certificate is offered to students at the masters and doctoral levels. The certificate requires 12 credit hours.

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, Doctoral Internship in School Psychology

Research: Social-emotional needs of English language learners, school-based mental health, professional issues in school psychology

School Psychology Faculty Member and EdS Program Coordinator

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

Teaching: Ethical, Legal and Professional Issues and Preparation in School Psychology, Field Experiences in Educational Diagnostics and School Psychology, Educational Psychology, Human Development, Internship in School Psychology

Research: Multicultural school psychology, training, recruitment, and retention

Admissions Coordinator

Jiayi Wang, Ph.D. (North Carolina State University) Assistant Professor

Teaching: Appraisal of Cognitive Functioning, Consultation, Diagnostic Practicum, Field Experience in Educational Diagnostics

Research: Consultation and collaboration

Visiting Assistant Professor

Melinda Shane, Ph.D. (New Mexico State University) Visiting Assistant Professor

Teaching: Academic and Behavioral Assessment and Intervention and Ethical, Legal

and Professional Issues

Research:

OTHER COUNSELING AND EDUCATIONAL PSYCHOLOGY FACULTY

M.A. Clinical Mental Health Counseling Program Director

Michael Kalkbrenner, Ph.D. (Old Dominion University) Assistant Professor

Teaching: Counseling Theory and Techniques, Psychometrics, Human Development, Research Methods, Appraisal Theory and Techniques, School Psychology Research and Program Evaluation

Research: 1. Measurement and evaluation of dimensions of integrated mental and physical wellness and 2. Psychometrics and college student mental health

Co-Director of Clinical Training and Clinic Training Director

Sarah Ramos, Ph.D. (New Mexico State University) Assistant Professor

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

M.A. Clinical Mental Health Counseling Clinical Director

Anna Lopez, Ph.D. (The University of Texas at San Antonio) Associate Professor

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

Clinical Psychopharmacology Training Director and Academic Advisor

Casey McDougall, Ph.D. (The University of North Dakota) College Professor

Teaching: Clinical Psychopharmacology

Research: Rehabilitative psychology, training and education in clinical psychopharmacology, longitudinal patient outcomes

Assistant Professor

Jessica Lopez-Harder, Ph.D. (New Mexico State University) Assistant Professor

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

Associate Professor

Gladys De Necochea, Ph.D. (University of California, Santa Barbara) Associate Professor

Teaching: Introduction to Counseling

Research:

Assistant Professor

Wiley Stem, Ph.D. (New Mexico State University) Assistant Professor

Teaching: History and Systems of Psychology

Research: