APPENDIX H

CORE FACULTY CURRICULUM VITAE

CURRICULUM VITAE

ELSA C. ARROYOS

Department of Counseling and Educational Psychology

College of Education

New Mexico State University

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# Academic History

# Degrees

Ph.D. The University of Iowa**,** College of Education, Psychological & Quantitative

Foundations, Iowa City, IA, August 2002

Major Field: School Psychology (APA & NASP Accredited)

Dissertation: Traumatic Brain Injury in Children and Adolescents: Academic, Intellectual, Learning, and Memory Outcomes 6 to 8 years Following Injury

Ed.S. The University of Iowa**,** College of Education, Psychological & Quantitative

Foundations, Iowa City, IA, May 2002

Major Field: School Psychology (NASP Accredited)

B.A. New Mexico State University, College of Arts & Sciences, Las Cruces, NM

May 1997

Major Field: Psychology

**Certification**

11/2009- 11/2018 Nationally Certified School Psychologist (NCSP) (#34423)

# Employment History

**Associate Professor: Counseling and Educational Psychology**

**August 2015 – present: New Mexico State University**

Responsibilities include teaching 6 courses per year for Doctorate, Educational Specialist and/or Bachelor’s level students, advising graduate students, supervising students’ clinical experiences, research endeavors, and service to the profession, university, and community. Primary assignment as faculty in the Ed.S. School Psychology Program.

**Interim Department Head: Counseling and Educational Psychology**

**August 2014 – August 2015: New Mexico State University**

Primary responsibilities include providing leadership for the department and the various programs; Ph.D. Counseling Psychology-APA Accredited, Ed.S. School Psychology-NASP Approved, M.A. Professional Counseling-ACA/CACREP Accredited, Psychopharmacology Program-Prescription Privileges for Psychologists, Undergraduate Major in Counseling & Community Psychology, Undergraduate Minor in CEP, Community Mental Health Wellness Clinic; representing departmental interests to higher administration, state and local community, students, schools, and, various other constituencies; and prepare and implement departmental budget; and teaching three courses per year.

Selected Accomplishments:

* Revised the Departmental Faculty Annual Performance Evaluation rubric for tenured/tenure-track faculty
* Developed and implemented/collaborated on a new GA/TA orientation
* Secured funding for a Post-Doctorate Fellow for The Clinic through the President’s Performance Fund (renewable for 3 years)
* Secured permanent funding to reimburse faculty for clinical supervision outside of Las Cruces
* Secured additional permanent GA funding
* Increased UG majors from 10 (Fall 2013) to 61 (Fall 2015)

**Interim Co-Department Head: Counseling and Educational Psychology**

**August 2013 – August 2014: New Mexico State University**

Primary responsibilities include providing leadership for the department and the various programs; Ph.D. Counseling Psychology-APA Accredited, Ed.S. School Psychology-NASP Approved, M.A. Professional Counseling-ACA/CACREP Accredited, Psychopharmacology Program-Prescription Privileges for Psychologists, Undergraduate Major in Counseling & Community Psychology, Undergraduate Minor in CEP, Community Mental Health Wellness Clinic; representing departmental interests to higher administration, state and local community, students, schools, and, various other constituencies; and prepare and implement departmental budget, and teaching three courses per year.

Selected Accomplishments:

* Oversaw the expansion of the undergraduate major Counseling & Community Psychology (e.g., hiring the program faculty and implementing recruitment efforts)
* Supported the various collaboration in behavioral health
* Collaborated on efforts to expand the community clinic
* Transitioned the department to on-line systems (i.e., STAR audit) to assist with advising efforts

**Associate Professor: Counseling and Educational Psychology**

**August 2008 – present: New Mexico State University**

Responsibilities include teaching 6 courses per year for Doctorate, Educational Specialist and/or Bachelor’s level students, advising graduate students, supervising students’ clinical experiences, research endeavors, and service to the profession, university, and community.

**Assistant Professor: Counseling and Educational Psychology**

**August 2004 – July 2008: New Mexico State University**

Responsibilities include teaching 6 courses per year for Doctorate, Master’s, Educational Specialist and/or Bachelor’s level students, advising graduate students, supervising students’ clinical experiences, research endeavors, and service to the profession, university, and community.

**Targeted Assistant Professor: Counseling and Educational Psychology**

**August 2002 – June 2004: New Mexico State University**

Responsibilities include teaching 6 courses per year for Doctorate, Master’s, Educational Specialist and Bachelor’s level students, advising graduate students, supervising students’ clinical experiences, research endeavors, and service to the profession, university, and community.

**School Psychology Intern**

**August 2001 – July 2002: Nebraska Internship Consortium in Professional Psychology**

Omaha Public Schools, Omaha, NE (APA fully accredited). Supervisor: Janet Rose, Ph. D., Time per week: 40 hours, Supervision: 2 hours weekly one-on-one, 2 hours group supervision weekly. 2000 hour internship

Responsibilities included providing comprehensive school psychological services to 2 elementary schools and a middle school. Also a member of a multidisciplinary early intervention team for children ages birth to 3 to provide behavioral consultation and evaluations when appropriate. Other responsibilities included consultation with principals, teachers, counselors, parents, and other staff regarding learning, behavior, or mental health issues affecting students; pre-referral intervention (Student Assistance Teams); assessment (i.e., evaluate ability, academic levels, behavior, emotional development, and school/home environment) to help develop intervention plans or to assist in determining eligibility for special education services; and follow-up interventions. In addition, working with families, being a liaison to local mental health centers, and providing collaborative expertise and partnership with school colleagues. Other duties included participation on departmental staff committees, serving on crisis intervention teams and other school district committees (i.e., Safe, Secure, and Disciplined Schools Initiative). Participation in in-services/workshops and conferences (local and national).

**Research Assistant**

**February 1998 – July 2001: The University of Iowa Hospitals and Clinics**

Dept. of Psychiatry & Neurology, The University of Iowa Hospitals and Clinics, Iowa City, IA.

Responsibilities included conducting neuropsychological assessments with adults through the Adult Psychiatry Outpatient Clinic and with patients on research protocols for Huntington's Disease and Alzheimer's Disease. Research with school-age children and young adults with traumatic brain injury which included conducting a 4-5 hour neuropsychological, academic, and behavioral assessment battery. Developing research questions and conducting data analysis on a two-year longitudinal database consisting of neuropsychological, academic, psychiatric, and behavioral data from school-age children with traumatic brain injuries. Data analysis of a longitudinal database of juvenile Huntington's Disease patients. Neuropsychological data collection in Spanish for Huntington's Disease Collaborative Research Project in Venezuela (principal investigator: Dr. Nancy Wexler from Columbia University).

**teaching**

**Undergraduate Courses Taught**

Course/Number/Name Credits Semester/Year Campus/Type

CEP 110G, Human Growth & Beh. 3 Summer I, 2003-2004, Main/on-campus

Fall 2010 Mini-Semester,\*

Spring 2013 (on-line)

CEP 210, Educational Psychology 3 Fall/Spring\*\*, 2002-2013 Main/on-campus

Fall 2016, 2017, Spring 2017

Fall 2016 Mini-semester\*

CEP 299, Independent Study 3 Spring 2010 Main/on-campus

CEP 300, Human Relations Training 3 Spring; 2006, 2008, 2009\* Main/on-campus

Summer I, 2009\*

CEP 498, Internship: CCP 3-6 Spring 2016 Main/on-campus

CEP 499, Independent Study 3-4 Fall/Spring 2005; Main/on-campus

Spring 2006; SSI 2007, Fall 2017

**Graduate Courses Taught**

Course/Number/Name Credits Semester/Year Campus/Type

CEP 512/612, Human Development 3 Fall 2008 – Fall 2012,\*/\*\* Main/on-campus

Spring 2017\*, Fall 2017\*

CEP 512/612 Human Development 3 Summer, 2011, ‘13, ‘14\* Main/on-campus

CEP 542, Appraisal Theory/Tech. 3 Fall, 2002 Main/on-campus

CEP 547/647, Appraisal of Intell. 3 Fall, 2003-2006 Main/on-campus

CEP 558, Child/Adol. Counseling 3 Fall 2007 Main/on-campus

CEP 598, Special Research Programs 1-6 Fall, 2004-2005; SumI 2005 Main/on-campus

Spring 2016-2017 Main/on-campus

Fall 2016

CEP 624, Prof. Sem, for School Psych. 3 Summer II, 2011-2013 Main/on-campus

Summer II 2016-2017

CEP 625, Ethics/Law for School Psych. 3 Summer II, 2005-2010 Main/on-campus

Fall 2017

CEP 649, Beh. Assessment/Intvn. 3 Fall 2016 Main/on-campus

CEP 671, Consultation 3 Spring, 2004 Main/on-campus

CEP 672, Practicum in School Psych. 3 Fall 2008 Main/on-campus

CEP 675, Practicum in School Psych. 3 Spring, 2003-2009 Main/on-campus

CEP 648, Appraisal of Personality 3 Spring, 2003 Main/on-campus

CEP 680, Internship in Counseling Psy. 6-9 Fall, 2002-2003 Main/on-campus

CEP 684, Internship in School Psych. 6 Fall/Spring, 2003, ‘07-‘18\*\* Main/on-campus

CEP 698, Selected Topics 1-3 Fall, 2004 Main/on-campus

CEP 700, Doctoral Dissertation 3-9 Fall, 2004-2012 Main/on-campus

2015-2016

SPED 675, Practicum in School Psych. 1-3 Spring, 2003-2006 Main/on-campus

SPED 684, Internship in School Psych. 6 Fall, 2003 Main/on-campus

\*taught on-line

\*\*Sabbatical, Spring 2012

**Training & Supervision of Graduate Assistants**

CEP 210: Educational Psychology (Fall/Spring 2002 - present)

Oversee the training and supervision of lesson planning and execution, classroom management, grading, etc. for, on average, 2 graduate assistants/instructors each semester. Supervision includes observation of instruction in the classroom and interactions with students outside of the classroom several times a semester.

CEP 215: Preschool Child (Spring/Fall 2010 – Spring 2013)

Oversee the training and supervision of lesson planning and execution, classroom management, grading, etc. for 2 graduate assistants/instructors each semester. Supervision includes observation of instruction in the classroom and interactions with students outside of the classroom several times a semester.

CEP 215: Preschool Child (Spring 2011)

Oversee the training and supervision of lesson planning and execution, classroom management, grading, etc. for a graduate assistant/instructor. Supervision includes observation of instruction in the classroom and interactions with students outside of the classroom several times a semester.

CEP 547/647 (Fall 2003 – Fall 2006)

Oversee the training and supervision of grading and student mentoring/assistance of one graduate assistant each semester.

CEP 110g: Human Growth & Behavior (Instructor: Janette Mialkowski; 10/24/2004)

Conducted a one time observation and critique of Ms. Mialkowski’s teaching; a written critique and face-to-face meeting was conducted in addition to the classroom observation.

CEP 210: Educational Psychology (Instructor: Kim Horn; 11/13/04)

Conducted a one time observation and critique of Ms. Horn’s teaching; a written critique and face-to-face meeting was conducted in addition to the classroom observation.

# Guest Lecturer

New Mexico State University

Fall 2016 CEP 647: Appraisal of Cognitive Functioning

\*WPPSI-IV

\*WAIS-V

SumI 2006 *CEP 110g: Human Growth & Development*

\*Infant/Child Development

Spring 2005-2007 *EMD 101: Freshmen Orientation (2-4 sections)*

\*Introduction to the Department of Counseling & Educational Psychology

Spring 2005 *CEP 608: Diagnostic Classification in School Psychology*

\*Traumatic Brain Injury in Children and Adolescents

Summer 2005 *CEP 512: Human Development*

\*Adolescent Development

# Honors and Awards

Fall 2011 College of Education, Dean’s Award for Excellence in Service

Fall 2009 Guest Coach for NMSU vs. Prairie View A&M (Football)

Fall 2007 College of Education, Dean’s Award for Excellence in Teaching

Spring 2007 Nomination, Patricia Christmore Faculty Teaching Award

Named for Dr. Christmore, a former accounting department head,

the annual award recognizes and rewards superb junior tenure-track faculty members for excellence in teaching.

Spring 2006 Donald Roush Excellence in Teaching Award

Named for a former executive vice president in recognition of his 35 years of teaching improvement in New Mexico and is based on information from students, department heads, deans and branch campus directors.

Fall 2004 Selected by the New Mexico/West Texas Association of Student

Assistance (SWASAP) Programs as the 2004 TRiO Achiever in recognition of accomplishments by a former TRiO program participant

Fall 1998 – Spring 2000 Educational Opportunity Program Tuition Scholarship at The

University of Iowa

Fall 1997 – Spring 1998 Graduate Opportunity Fellowship at the University of Iowa

Spring 1996 Golden Key National Honor Society (collegiate level)

Spring 1996 Ronald E. McNair Post Baccalaureate Program Scholar

TRiO program that prepares students from underrepresented groups to achieve a graduate education with the goal of returning to academia upon completion of a doctorate degree.

Spring 1995 - Spring 1997 Dean's Honor List at New Mexico State University as an

undergraduate

Spring 1996 – Spring 1997 Crimson Scholar at New Mexico State University as an undergraduate

Spring 1997 National Hispanic Scholarship Fund Award

Fall 1993 - Spring 1997 New Mexico Scholars Tuition & Book Scholarship

Fall 1993 – Spring 1994 United New Mexico Bank Scholarship

Fall 1993 Education Association Scholarship

# Fall 1993 Eddie Holguin Memorial Scholarship

**Specialized Training**

Summer 2011 NMSU, College of Education, Summer Technology Camp: Going Mobile

Fall 2010 Grant Proposal Development Workshop, Chicago, IL; Sponsored by the Monarch Center, The National Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education

October 19, 2007 *Basics of Language Interpreting in a Mental Health Setting* (webinar, 2 hours)

October 15, 2007 *NCATE: First Time Reviewers* (webinar, 1 hour)

Fall 2007 – Spring 2008 Selected for the ADVANCING Leaders Program, NMSU

Objectives: develop leadership/managerial skills; improve personal skills for leadership; provide on-going networking opportunities; to gain an understanding about the “big picture” at NMSU.

Fall 2006 Training on the development of a Crisis/Evacuation Plan at Myrna’s

Children Village, NMSU; participation in preparation and execution

of evacuation drill.

Fall 2006 – Spring 2007 Member, Teaching Academy, NMSU; 10.5 hours of training:

*Developing Meaningful, Manageable, Sustainable Assessment*

*Programs*

*ADVANCE: Spring P&T Working Session: Get a Head Start for*

*Tenure Review*

*Engaging Students with Clicker Technology*

Spring 2005 NIH Regional Seminar on Program Funding & Grants Administration, Albuquerque, NM; Sponsored by the National Institutes of Health and The University of New Mexico Office of the Vice President for Research and Economic Development and the UNM Office of Continuing Medial Education

Fall 2005 Grant Proposal Development Workshop, Chicago, IL; Sponsored by the Monarch Center, The National Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education

Administration/Scoring/Interpretation of the Wechsler Intelligence Scale for Children: Integrated; sponsored by Las Cruces Public Schools (2 hours)

Spring 2004 Administration/Scoring/Interpretation of the Kaufman Assessment Battery for Children: 2nd Edition; sponsored by NMSU and Las Cruces Public Schools

Spring 2003 Member, Teaching Academy, NMSU; 15 hours of training:

*Publish & Flourish Orientation and Section Workshops*

Fall 2003 Administration/Scoring/Interpretation of the Wechsler Primary & Preschool Scales of Intelligence: Third Edition; sponsored by NMSU and Las Cruces Public Schools (6 hours)

Administration/Scoring/Interpretation of the Stanford Binet Intelligence Scales: 5th Edition; sponsored by NMSU and Las Cruces Public Schools (6 hours)

Fall 2002 – Spring 2003 New Faculty Meetings, College of Education, Associate Dean Morehead

Spring 2003 Member, Teaching Academy, NMSU; 10 hours of training:

*Publish, Don’t Perish Workshop*

*Tenure & Promotion Workshop*

WebCT Training, ICT, NMSU (8 hours)

Fall 2002 Principal Investigator Certification, College of Education, NMSU

WebCT Training, ICT, NMSU (8 hours)

**Professional Development**

Spring 2017 – Fall 2017 Member, NMSU Teaching Academy. Membership in the NMSU Teaching Academy is based on participation. Membership requires 10-19 hours of participation within one year. Events attended:

*Team Mentoring for Faculty (10 hours)*

Spring 2016 – Fall 2016 Member, NMSU Teaching Academy. Membership in the NMSU Teaching Academy is based on participation. Membership requires 10-19 hours of participation within one year. Events attended:

*Teaching with the Stars (2 hours); Team Mentoring for Faculty (10 hours)*

Spring 2015 – Fall 2015 9 Hours of Training, NMSU Teaching Academy. Events attended:

*GE Assessment Scoring Session (3 hours); Department Head Academy Book Club (6 hours)*

Spring 2014 – Fall 2014 Sustaining Member, NMSU Teaching Academy. Sustaining Membership in the NMSU Teaching Academy is based on participation. Membership requires 19-39 hours of participation within one year. Events attended: *TA Presenter Hours (5 hours); Department Head Forum (1.5 hours); ALP Reunion & Recognition (2 hours); Department Head Academy Book Club (6 hours); Department Head Academy Workshop (1.5 hours); OCIP: Ipad Lightening Rounds (1.5); Department Head Academy Book Club (6 hours)*

Spring 2013 – Fall 2013 Sustaining Member, NMSU Teaching Academy. Sustaining Membership in the NMSU Teaching Academy is based on participation. Membership requires 19-39 hours of participation within one year. Events attended: *Department Head Academy Workshops (3 hours); Summer Technology Camp (21 hours); OCIP: Interaction and Engagement in Online Learning (1.5 hours)*

Spring 2012 – Fall 2012 Member, NMSU Teaching Academy. Membership in the NMSU Teaching Academy is based on participation. Membership requires 10-19 hours of participation within one year. Events attended:

*Designing and Using Rubrics (3 hours); ADVANCE Mentoring Orientation (2 hours); Introduction to Canvas (2 hours): Canvas Labs (5 hours)*

**mentoring**

**Practica/Field Experience Students:**

School Psychology Practica: 57 students (total)

School Psychology Internship: 117 students (total) (current to Fall 2017)

**Independent Studies**

CEP 299: 1 students

CEP 499: 10 students

CEP 698: 1 student

**Academic Success**

CEP 199: 2 students

**Undergraduate Research CCP Intern**

CEP 498: 2 students (Kerstin Miller, Katie Wolf)

**Graduate Student Committees:**

Doctoral \* Masters\* Ed.S. Diagnostician\*

Member: 20 Chair: 2 Chair: 41 Member: 7

Member: 25 Member: 33

\*includes student committees for Educational Management & Development, Curriculum & Instruction, and Special Education/Communication Disorders in the College of Education; College of Business; College of Agriculture (ACES)

**Current Advisees**

MA: 2

Ed.S.: 5

**McNair Scholar Mentor**

Undergraduate Student: 1 (total)

**Exíto Mentor**

Undergraduate Student: 2 (total)

**Graduate Assistants**

CEP 210: 39 (total) (through Fall 2017)

CEP 547/647: 4 (total)

**Preparing Future Faculty Program Scholar Mentees**

Karen Nehemia (Fall 2017 – Spring 2018)

Jared Gonzales (Fall 2010 – Spring 2011)

Jessica Castro (Fall 2008 – Spring 2009)

# research and creative activities

# Major Areas of Research Interest

Traumatic Brain Injury in Children and Adolescents

Culturally Responsive Training, Practice, and Supervision in School Psychology

Mentoring of P-16 Students and Junior/Early Career Faculty

Women in Academia

# Refereed Publications

Williams, E., Poel, E., Licona, M., **Arroyos, E.** & Meraz-Rodriguez, A. (2014). Perceptions of pre-

service teachers as they relate to professional practice. *Journal of the American Academy of Special Education Professionals, Spring-Summer* (on-line journal) www.naset.org/4015.0

**Arroyos-Jurado, E.,** & Savage, T. A. (2007). Intervention strategies for serving students with

traumatic brain injury. *Intervention in School and Clinic, 43*(2).

Poel, E. W., **Arroyos-Jurado, E.,** Coppola, B. J. (2007). Women, mentoring, and

a border university. *Journal of Public Affairs Education, 12*(4), 501-514.

Garcia-Vazquez, E., & **Arroyos-Jurado, E.** (2006). Trainers focus on the future: 2006 trainers of

school psychologists mini-conference. *Trainers in School Psychology Forum*, *25(3)*, 15–18.

**Arroyos-Jurado, E.**, Paulsen, J.S., Ehly, S., & Max, J.E. (2006). Traumatic brain

injury in children and adolescents: Academic and intellectual outcomes following injury. *Exceptionality, 14*(3), 125-140.

Savage, T. A., **Arroyos-Jurado, E. C.**, & Harley, D. A. (2005). Academic challenges among

lesbian, gay, bisexual, and transgender students. *New Mexico Review, 13*(4). 19-20.

Lopez, E. J., Salas, L., **Arroyos-Jurado, E.**, & Chinn, K. (2004). Current practices in multicultural

assessment by school psychologists. *Forum: Qualitative Social Research, 5*(3). (electronic journal)

Savage, T. A., **Arroyos-Jurado, E.**, Nero, C. L., & Garcia-Vazquez, E. (2004). Applying a

culturally responsive paradigm to the field of school psychology: A framework for practice

and training. *Trainers in School Psychology Forum*, *24(1)*, 10–18.

# Refereed Publications (completed prior to NMSU appointment)

**Arroyos-Jurado, E.**, Paulsen, J.S., Merrell, K.W., Lindgren, S.D., & Max, J.E. (2000). Traumatic

brain injury in school-age children: Academic and social outcome. *Journal of School Psychology, 38(*6), 571-587.

**Arroyos, E.C.**, & Garcia-Vazquez, E. (Spring, 1997). The effect of acculturation type on stress and

social support among Mexican-American adolescents: abstract. *National McNair Journal.*

# Invited Book Chapters

**Arroyos-Jurado, E.,** Torres-Fernandez, I. & Navarro, R. (2010). Multiculturalism and Diversity

in School Psychology. *Handbook of Education, Training, and Supervision of School Psychologists in School and Community. Volume I: Foundations of Professional Practice.* Edited by E. G. Vazquez, T. Crespi, and C. Riccio.

**Arroyos-Jurado, E.**, & Merrell, K.W. Ervin, R. A., & Gimpel Peacock (2012). The changing face of

school psychology: Responding effectively to cultural and linguistic diversity (chapter 3). In K. M. Merrell, R. Ervin, & G. Gimpel (Eds.), *School psychology in the 21st century: Foundations and Practices* (2nd Ed.). Guilford Press.

# Non-Refereed Publications

Malone, C. M. & **Arroyos, E. C**. (January/February 2017). Leadership development: The hidden curriculum of graduate education. *Communiqué*, *45*(5).

# Ad Hoc Reviews

McGraw-Hill Higher Education (2007). *Educational Psychology: Interdisciplinary and Multicultural*

*Perspectives.* (book proposal)

Jacobs, B. (2006). Suicide prevention and intervention in schools (Guide I-107). Cooperative

Extension Service, College of Agriculture and Home Economics, New Mexico State University.

**Professional Presentations**

**National**

Vekaria, H., **Arroyos, E. C.,** & Skalski, S. K. (September, 2017). *New Leader Training, Part 2 Face-*

*to-Face*. Presentation at the National Association of School Psychologist’s Leadership Assembly, Betheseda, MD.

McCollum, C., & **Arroyos, E. C.** (2017, August 29). NASP Mentor Training [Webinar]. *NASP*

*Leadership Development Committee Training Series*.

Malone, C., Bass, S., **Arroyos, E. C.,** & Nellis, L. (2017). School psychologists as leaders: The

graduate student edition. Panel presentation at the National Association of School Psychologists Conference, San Antonio, TX.

**Arroyos, E. C.** (2017). Invited Panelist. Hobbs, T., Vekaria, H., Apgar, K., & Skalski, S. NASP 101:

Understanding governance and leadership opportunities in NASP. Panel presentation at the National Association of School Psychologists Conference, San Antonio, TX.

Klempel, S.\*, **Arroyos, E. C.,** & Torres Fernandez, I. (2017). Traumatic brain injury in U.S. schools:

Implications for school psychology graduate training. Poster presentation at the Trainers of School Psychologists Conference, San Antonio, TX.

**Arroyos, E. C.** (February, 2017). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, San Antonio, TA. Invited Program Consultant by

Martin, A. D., Armistead, L.D. & Prus, J. (Graduate Education Committee).

Apgar, K., **Arroyos, E. C.,** & Skalski, S. K. (September, 2016). New Leader Training, Part 2 Face-

to-Face. Presentation at the National Association of School Psychologist’s Leadership Assembly, Betheseda, MD.

Malone, C., Apgar, K., & **Arroyos, E. C.** (2016, July 14). NASP Mentor Training [Webinar]. *NASP*

*Leadership Development Committee Training Series*.

**Arroyos, E. C.** (February, 2016). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, New Orleans, LA. Invited Program Consultant by

Martin, A. D., & Prus, J. (Graduate Education Committee).

**Arroyos, E. C.** (February, 2015). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, Lake Buena Vista, FL. Invited Program Consultant by

Prus, J, & Waldron, N. (Graduate Education Committee).

**Arroyos, E. C.** (February, 2014). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, Washington, DC. Invited Program Consultant by

Prus, J, & Waldron, N. (Graduate Education Committee).

**Arroyos, E. C.** (February, 2013). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, Philadelphia, PA. Invited Program Consultant by

Prus, J, & Waldron, N. (Graduate Education Committee).

**Arroyos, E. C.** (February, 2012). Individual Consultation for School Psychology Programs. National

Association of School Psychologists, Seatlle, WA. Invited Program Consultant by

Prus, J, & Waldron, N. (Graduate Education Committee).

Kershaw, M. & **Arroyos-Jurado, E.** (2011). *Current Professional Practices and Preferences for*

*School Psychologists.* Paper presentation at the National Association of School Psychologists Conference, Chicago, IL.

Morgan, M. & **Arroyos-Jurado** (2011). *School Psychology Training and Supervision.* Participant

Information Exchange (PIE session) at the National Association of School Psychologists Conference, Chicago, IL.

Pitzer, A. & **Arroyos-Jurado, E.** (2011). *An Examination of Collaboration: Effects on School*

*Psychology Services.* Poster presentation at the National Association of School Psychologists Conference, San Francisco, CA.

**Arroyos-Jurado, E.** García-Vázquez, E., & Torres Fernandez, I. (2010). *Evaluation of a Math/Science*

*Technology Camp for Middle School Students.* Paper presentation at the National Association of School Psychologists Conference, Chicago, IL.

**Arroyos-Jurado, E.** (2007). *Training and Practice Issues for Graduate Students from Culturally and*

*Linguistically Diverse Backgrounds.* Panel Co-Facilitator at the National Association of School Psychologists Conference, New York, NY.

**Arroyos-Jurado, E**., & Savage, T. A. (2006). *School Psychology Training Programs and Issues of Cultural*

*Sensitivity and Responsivity.* Poster session at the National Association of School Psychologists Conference, Anaheim, CA.

**Arroyos-Jurado, E.** (2004). *McNair: Student Voices.* Invited panelist at the Council of Graduate

Schools Annual Meeting, Washington, D.C..

**Arroyos-Jurado, E.** (2003). *Building Bridges of Support for Mexican American Students in the Classroom*.

Invited keynote presenter at the Bethune Institute's Fourth Conference, Leaving No Child Behind: Bridging Academic and Cultural Gaps in Teaching-Learning, Home-School, & Community, Lexington, KY.

**Arroyos-Jurado, E.** (2003). *Promoting Academic Success of Culturally and Linguistically Diverse Students*.

Invited break-out session at the Bethune Institute's Fourth Conference, Leaving No Child Behind: Bridging Academic and Cultural Gaps in Teaching-Learning, Home-School, & Community, Lexington, KY.

**Arroyos-Jurado, E**., Savage, T. A., & Nero, C. L. (2003). *Applying a Culturally Responsive Paradigm to*

*the Field of School Psychology: A Theoretical Framework for Training, Practice, and Supervision*. Paper session at the National Association of School Psychologists Conference, Toronto, Canada.

**Arroyos-Jurado, E**., Paulsen, J. S., Ehly, S., & Max, J. E. (2003). *Traumatic Brain Injury in Children*

*and Adolescents: Academic, Intellectual, Learning, and Memory Outcomes 6 to 8 years following Injury*. Paper session at the National Association of School Psychologists Conference in Toronto, April 2003.

**Arroyos-Jurado, E.** (2003). *Capital Hill Visits*. Council for Opportunity in Education’s 22nd Policy

Seminar.

**Arroyos-Jurado, E** (1999). *Implications and Practical Suggestions for Working with Biracial Students*. Paper

session presented at the National Association of School Psychologists Conference, Las Vegas, NV.

**Arroyos-Jurado, E**., Paulsen, J. S., Merrell, K. W., Lindgren, S. D., & Max, J. E. (1999). *Traumatic*

*Brain Injury in Children and Adolescents: Deficits Following Injury*. Paper session at the National Association of School Psychologists Conference, Las Vegas, NV.

**Arroyos, E. C.** (1998). *Collaboration and Consultation with Culturally and Linguistically Diverse Students*.

Symposium member at the American Psychological Association Conference, San Francisco, CA.

**Arroyos, E. C.,** & García-Vázquez, E. (1997). *The Impact of Acculturation Type, Stress, and Social Support*

*on Mexican-American Adolescents*. Poster session at the American Psychological Association conference in Chicago, IL.

**Arroyos, E. C.,** & García-Vázquez, E. (1996). *Acculturation Type, Stress, and Social Support among*

*Mexican-American Adolescents*. Paper and poster sessions at the National McNair Scholars Research Conference, Delavan, Wisconsin.

**Arroyos, E. C.,** & García-Vázquez, E. (1996). *Acculturation Type, Stress, and Social Support among*

*Mexican-American Adolescents*. Paper and poster sessions at the Penn State Research Conference for McNair Scholars, State College, PA.

**State**

Vázquez, L.A. & **Arroyos, Elsa C.** (2016, October). Student engagement, collaboration and

competency: Technoethics and social media. CPD session presented at the New Mexico Association of School Psychologists Conference, Las Cruces, NM.

**Arroyos, Elsa C.** & Rossen, E. (2012, October). *NASP Practice Model*. CPD session presented at the

New Mexico Association of School Psychologists Conference, Albuquerque, NM.

Torres Fernandez, I. & **Arroyos, E.** (2011, October). *DSM-IV in the Schools: A Primer*. CPD Session

presented at the New Mexico Association of School Psychologists conference, Las Cruces, NM

**Arroyos-Jurado, E.** (2003). *Multicultural Roundtable.* Panelist at the New Mexico Association of

School Psychologists conference, Las Cruces, NM.

Savage, T. A., & **Arroyos-Jurado, E.** (2003). *Applying a Culturally Responsive Paradigm to the Field of*

*School Psychology: A Theoretical Framework for Training, Practice, and Supervision*. Paper session presented at the New Mexico Association of School Psychologists conference, Las Cruces, NM.

**Arroyos-Jurado, E.** (1999). *Appropriate Assessment of Latino Youth and Their Families*. Symposium

member at the Strengthening and Valuing Latino Communities Conference, Iowa City, IA.

**Arroyos, E. C**. (1998). *Ethical Assessment and Intervention with Multicultural Families*. Symposium

member at the Iowa School Psychology Association Conference, Des Moines, IA.

**Arroyos, E. C.** (1998). *Appropriate Assessment and Intervention/Suggestions for the Real World*. Symposium

member at the Iowa Federation Council on Exceptional Children Conference, Iowa City, IA.

**Local**

Cutherbertson, C. & **Arroyos, E. C.** (November,, 2014). Webinar: An Introduction to the CAPE

Toolkit for Community Leaders in Dona Ana County, New Mexico. Via Adobe Connect.

**Arroyos-Jurado, E.** (October, 2008; invited speaker). *Why go to graduate school?* New Mexico State

University Graduate School Recruitment Fair, Las Cruces, NM.

**Arroyos-Jurado, E.** (September, 2008; invited panelist). *Making the transition from assistant to associate*

*professor.* Teaching Academy, New Mexico State University, Las Cruces, NM.

**Arroyos-Jurado, E.** (2005). *Keynote Address*. Southwestern Association of Student Assistance

Programs Annual Conference, NMSU, Las Cruces, NM.

**Arroyos-Jurado, E.** (2003). *Keynote Address*. Second Annual NM/WTASAP TRiO Day Celebration,

NMSU, Las Cruces, NM.

**Arroyos-Jurado, E.** (1999). *Diversity in the Classroom: A Challenge*. One of three workshop presenters

at Hoover Elementary School, Iowa City, IA.

**Arroyos, E. C.** (1998). *Multicultural Issues Panel Discussion*. Panelist for a symposium for speech-

pathology undergraduate students to better understand issues related to diversity at The University of Iowa, Iowa City, IA.

**Arroyos, E. C.** (1998). *Americans of Achievement: A Selected List of Diverse Americans*. One of three

workshop presenters at West Liberty High School Multicultural Day, West Liberty, IA.

**Arroyos, E. C.,** & García-Vázquez, E. (1997). *Impact of Acculturation Type, Stress, and Social Support on*

*Mexican-American Adolescents*. Poster session at the New Mexico State University Undergraduate Research Symposium, Las Cruces, NM.

*\*graduate student*

# Institutional/Technical Reports

García-Vázquez, E., **Arroyos-Jurado, E.,** & Savage, T. A. (2005). *NMSU’s School Psychology Program’s*

*Self-Study for Accreditation by the National Association of School Psychologists.*  This multi-volume document addressed all aspects of the Ed. S. program since its implementation in 1997.

Savage, T. A., **Arroyos-Jurado, E.,** García-Vázquez, E., & Navarro, R. L. (2007). *NMSU’s School*

*Psychology Program’s Rejoinder for Re-Accreditation by the National Association of School Psychologists.* This comprehensive document addresses identified areas of growth for the Ed. S. program since its initial provisional accreditation in 2005 to be considered for full accreditation.

# Administrative Manuals

**Arroyos, E.** (Revised yearly, 2008 – 2012, 2015-2017). *School Psychology Student Handbook for the School*

*Psychology Program*. New Mexico State University.

**Arroyos, E.** (Revised yearly, 2008 - 2012). *School Psychology Student Program Information Packet*. New

Mexico State University.

Vázquez, E., & **Arroyos-Jurado, E.** (Revised yearly, 2002 - 2004). *School Psychology Student Handbook*

*for the School Psychology Program*. New Mexico State University.

Vázquez, E., & **Arroyos-Jurado, E.** (Revised yearly, 2002 - 2004). *School Psychology Program Information*

*Packet*. New Mexico State University.

Savage, T. A., & **Arroyos-Jurado, E.** (Revised yearly, 2004 – present). *School Psychology Student*

*Handbook for the School Psychology Program*. New Mexico State University.

Savage, T. A., & **Arroyos-Jurado, E.** (Revised yearly, 2004 – present). *School Psychology Program*

*Information Packet*. New Mexico State University.

# Editorship

April 2009 – Fall 2011 Associate Editor, Trainers of School Psychologists, *Trainers Forum* a publication of the National Association of School Psychologists

August 2004 – Sept. 2006 Editorial Board Member, *New Mexico Review* a publication of the New

Mexico Association of School Psychologists.

# Sponsored Projects

**Principal Investigator**. Las Cruces Public Schools (LCPS)-NMSU CEP Mentorship. (August 2016 – May 2017). **Funded $42,369.00**. The purpose of this project is for school psychology graduate student interns to be mentored/trained by diagnosticians and school psychologists in LCPS. Stipends are provided to both the intern and their mentors.

**Principal Investigator**. Las Cruces Public Schools (LCPS)-NMSU CEP Mentorship. (August 2015 – May 2016). **Funded $106,658.00**. The purpose of this project is for school psychology graduate student interns to be mentored/trained by diagnosticians and school psychologists in LCPS. Stipends are provided to both the intern and their mentors.

**Principal Investigator**. Las Cruces Public Schools (LCPS)-NMSU CEP Mentorship. (August 2014 – May 2015). **Funded $122,569.00**. The purpose of this project is for school psychology graduate student interns to be mentored/trained by diagnosticians and school psychologists in LCPS. Stipends are provided to both the intern and their mentors.

**Co-Principal Investigator** with Dr. Esther Devall, Family & Consumer Sciences Department (July 2014 – February 2015). The Community Assessment and Education (CAPE) to Promote Behavioral Health Planning and Education Project – Phase II. **Funded $108,809.00**

**Co-Principal Investigator** with Dr. Esther Devall, Family & Consumer Sciences Department (July 2014 – February 2015). The Community Assessment and Education (CAPE) to Promote Behavioral Health Planning and Education Project. **Funded $80,808.00**

**Lead Investigator:** *Bilingualism & Social Justice: Training the 21st Century School Psychologist* (Office of Special Education Programs, submitted May 2011) **unfunded for $1,221,517.00**; **Principal Investigator, Elsa Arroyos**; Co-Principal Investigator, Enedina Garcia-Vazquez, New Mexico State University. The purpose of this project is to increase the number of highly qualified bilingual and socially just school psychologists to deliver quality services to infants, toddlers, children, youth and their families from diverse cultural and linguistic backgrounds. At the end of the project period, 50

students will have been trained to provide quality school psychological services, with an emphasis on bilingual services and services to Native American children and families, leading to additional resources in educational systems and diversification for the field of school psychology.

**Program Evaluator**: *Camp RED*. **(2011, supplemental compensation provided for summer)** PI, Dr. Enedina García-Vázquez; New Mexico State University, Physical Science Laboratory. Served as co-evaluator for the camp which included the evaluation of camp as well as research data collection.

**Program Evaluator**: *Camp RED*. **(2010, supplemental compensation provided for summer)** PI, Dr. Enedina García-Vázquez; New Mexico State University, Physical Science Laboratory. Served as co-evaluator for the camp which included the evaluation of camp as well as research data collection.

**Program Evaluator**: *I-Spy SCI Camp*. **(2009, supplemental compensation provided for summer)** PI, Dr. Enedina García-Vázquez; New Mexico State University, Physical Science Laboratory. Served as co-evaluator for the camp which included the evaluation of camp as well as research data collection.

**Program Evaluator**: *ENLACE Evaluation Project.* **(2008, funded for $35,000 with $20,000 plus up)** Co-Evaluator with Dr. Enedina García-Vázquez; New Mexico State University. Served as co-evaluator for the ENLACE statewide project which included the evaluation of several programs within five regions across the state of New Mexico. The outcome was an evaluation reported submitted to all the regions and the state of New Mexico’s Higher Education Department.

**Program Evaluator.** *Con Alma Foundation – Mentoring for Success Project.* **(2008, funded for $12,500)** Co-Evaluator with Dr. Enedina García-Vázquez; New Mexico State University. Co-evaluator for a 12 month program to support adult mentoring program.

**Program Evaluator**: *Globalization and Decision Science: Developing New Methods and Models for the Study of Social Dynamics in an Increasingly Interdependent World* (National Science Foundation, IGERT; submitted June 2007; unfunded); Principal Investigator, Dr. Enedina García-Vázquez; New Mexico State University. The purpose of this IGERT proposal is to develop an inter-disciplinary research and educational program, aimed at training IGERT doctoral fellows in the field of decision science that specifically accounts for social dynamics in an increasingly interdependent world.

**Lead Investigator:** *Training School Psychology Practitioners to Work with Diverse Populations* (Office of Special Education Programs, submitted July 2006) **funded for $800,000 beginning January 2007**; **Principal Investigator, Elsa Arroyos-Jurado**; Co-Principal Investigator, Enedina Garcia-Vazquez, New Mexico State University. The purpose of this project is to increase the number of highly qualified school psychologists to deliver quality services to infants, toddlers, children, youth and their families from diverse cultural and linguistic backgrounds. At the end of the project period, 60

students will have been trained to provide quality school psychological services, with an emphasis on bilingual services, to a diverse population leading to additional resources in educational systems and diversification for the field of school psychology.

**Lead Investigator:** *School Psychology Training Programs and Issues of Cultural Sensitivity and Responsivity* (New Mexico State University, College of Education Internal Faculty Research Grant, October 2005, **funded for $1000.00**). The goal of this project is to learn about the mission, beliefs, and actual practices in the areas of cultural sensitivity and responsivity school psychology preparation programs espouse and conduct in the training of their students.

**Researcher:** *Hispanic Cultural Influences on Risk Factors in HIV/STI Transmission in the, Paso del Norte U.S.-Mexico International Border Region* (New Mexico State University Mini-Grant Program **(unfunded), 2005; $14,116**). The goal of this project was to assess the influence of Hispanic cultural values on persons from various Hispanic subcultures living in the border region related to risk factors in the transmission of HIV and other sexually transmitted infections. The investigators hoped to apply what they learned from this process in developing effective prevention and treatment programs with this particular population of people.

**Program Director:** *Exploring the Feminine: Gender, Identity, and Sexuality* (New Mexico Humanities Council Grant, November 2004) **funded for $6270.00** total for direct and indirect costs; **Co-Director** with Denise McWilliams, Ph.D., & Diane-Michele Prindeville, Ph.D., New Mexico State University.

**Data Consultant:** *Let’s Read Project* (State of New Mexico funded reading project, Summer 2004, Co-Principal Investigators, Drs. Elissa Poel; Kathy Chinn, Loretta Salas & Eric Lopez, SPED/CD); data consultant for the project.

**Faculty Neuroscience Scholar:** *MRISP, Neuroscience Research Enhancement Program at New Mexico State University* **(unfunded), 2003;** PI: Dr. Elba Serrano). The goal of this project is to strengthen the institution’s research capability in mental health by establishing a Neuroscience Research Enhancement Program.

# Sponsored Projects (completed prior to NMSU appointment)

**Researcher:** *Neuropsychology of Psychosis in Alzheimer's Disease: Research Supplement* (National Institute of Mental Health Training Grant: 5/1/98 - 8/30/01; **funded for $99,159** total for direct and indirect costs); Co-authored with Jane S. Paulsen, Ph.D., Adult Psychiatry, University of Iowa Hospitals and Clinics.

**Researcher:** *Traumatic Brain Injury in School-Age Children: A prospective study* (Children's Miracle Network Grant at University of Iowa Hospitals and Clinics; 11/1/98 -11/1/00; **funded for $7500**); Co-authored with Jane S. Paulsen, Ph. D. and Jeffrey E. Max, MBBCH, Adult and Child Psychiatry, University of Iowa Hospitals and Clinics

# Other Research Experience

**Spanish Translation Project** Fall 1998

**University of Iowa School Psychology Program** *Supervisor:* Kenneth W. Merrell, Ph. D.

**Consultant for Wide Range**

*Project:* Translation of the ADHD Symptoms Rating Scale (ADHD-SRS) Parent Version into a Spanish-Language version for the authors (Melissa Lea Holland, Gretchen A. Gimpel, and Kenneth W. Merrell).

**Spanish Translation Project** Fall 1997

**University of Iowa School Psychology Program** *Supervisor:* Kenneth W. Merrell, Ph. D.

*Project:* Translation of the Preschool and Kindergarten Behavior Scales (PKBS) (author, Dr. Kenneth W. Merrell) into the Escalas de Comportamiento para Pre-Escolares y Kinder (ECPK), a Spanish-Language version of the PKBS.

**service**

# Service to the Profession

7/2014 – 7/2019 Delegate, National Association of School Psychologists (elected position)

6/2016 – present Member, Leadership Development Committee, National Association

of School Psychologists

2010 – present State Credentialing Resource Specialist, National Association of

School Psychologists

August 2007 – present Program Reviewer, National Association of School Psychologists

10/2014 – present Member, Executive Board, New Mexico Association of School

Psychologists

10/2013 – 10/2014 Past-President, New Mexico Association of School Psychologists

10/2012—10/2013 President, New Mexico Association of School Psychologists

10/2011 – 10/2012 President-Elect, New Mexico Association of School Psychologists

11/2009 – 10/2011 Webmaster, Trainers of School Psychologists

10/2008 – 10/2014 Webmaster, New Mexico Association of School Psychologists

December/June 2010-2011 Invited Guest, National Association of School Psychologists,

Program Approval Board

December 2013 Invited Guest, National Association of School Psychologists,

Program Approval Board

May 2006 – December 2008 President Elect, Phi Kappa Phi

May 2005 – May 2006 Treasurer, Phi Kappa Phi

August 2012 – present Secretary, Phi Kappa Phi

August 2004 – August 2006 Secretary, New Mexico Association of School Psychologists, NMASP

Sept. 2006 – October 2008 Southwest Regional Rep., New Mexico Assoc. of School Psych.

# Service to the University

Fall 2017 – present Faculty Senator, College of Education/CEP

Fall 2016 – present Member, Graduate Council

Fall 2015 – present Member, Annual Academic Departmental Assessment Committee (formerly Advocates for Scholarly Teaching committee now combined with CASL-B committee)

Fall 2015 – present Member, CAST Minor Committee

Fall 2015 – present Faculty Advisor to School Psychology Graduate Student Organization (chartered by ASNMSU)

Fall 2015 – Spring 2017 One-on-One Faculty Mentoring Program through Teaching Academy (role: Mentor)

Spring 2015 General Education Student Learning Assessment Scoring Session

Fall 2010 – Spring 2013 Member, Institutional Review Board

Fall 2009 – Fall 2012 Member, Graduate Council

Fall 2008 Salary Task Force

Fall 2006 – Spring 2013 Faculty Advisor to School Psychology Graduate Student Organization

Fall 2007 – Spring 2008 Scholastics Affairs Committee (Faculty Senate)

Fall 2006 – Spring 2008 Faculty Senator, College of Education

Fall 2006 – Spring 2007 Faculty Affairs Committee (Faculty Senate)

Fall 2006 – Spring 2007 Committee on Committees

Spring 2006 – Spring 2013 College of Education, Living Learning Communities Mentor

Fall 2005 Engineering Psychologist/Faculty Search Committee, College of Arts & Sciences, Psychology Department

August 2005 – Dec. 2006 HLC/NCA Subcommittee Member (Criterion 4)

Fall 2005 Beginning of Semester Training, Student Support Services

Sept. 2004 – October 2007 Scholarship Committee, Hispanic Faculty/Staff Caucus

Fall 2004 Selected by Provost Flores to be a participant in focus group for Arizona State University on a Ford Foundation Grant on “Diversity and the Academy”

**Service to the College of Education**

Spring 2016 – present Member, Faculty Affairs Committee

Spring 2008 – Spring 2009 Strategic Planning Committee, Member

2006 – 2009 NCATE Subcommittee on Assessment, Member

2006 – 2013 Budget/Technology Committee Representative

August 2005 – Dec. 2005 Stan Fulton Chair for the Improvement of Border and Rural Schools, Advisory Committee Member

August 2004 – present Leadership Council, NMSU, College of Education

February 2004 – Fall 2006 Member, Educational Diagnostician Training Committee

August 2002 – August 2006 Student Affairs Committee, NMSU, College of Education

August 2002 “No Child Left Behind” Task Force, NMSU, College of Education

# Service to the Department of Counseling & Educational Psychology

Fall 2015 – present Program Director, School Psychology Program

Fall 2015 - Spring 2016 Assistant Professor Faculty Search Committee Chair

Fall 2017 – Spring 2018 School Psychology Tenure-Track Associate/Professor Search

Committee Chair

Fall 2016 Assistant Professor Faculty Search Committee

Spring 2008 – Summer 2013 Program Director, School Psychology Program

August 2004 – Fall 2007 Director of Recruitment & Retention, School Psych. Program

August 2002 – Fall 2007 Member, School Psychology Training Committee

Spring 2007 Department Head Search Committee

Spring 2007 – Spring 2008 School Psychology Tenure-Track Assistant Professor Search

Committee

Spring 2007 School Psychology College Assistant Professor Search

Committee

Spring 2006 Counseling Psychology Tenure-Track Assistant Professor Search

Committee

Target Position for Native American Assistant Professor Search

Committee

Spring 2004 School Psychology Tenure-Track Assistant Professor Search

Committee

Fall 2004 – Spring 2007 Coordinator, Testing Center

August 2003 – July 2004 Co-Director of Training, School Psychology Program

August 2002 – Dec 2005 Member, Master’s in Counseling Training Committee

# Service to the Community

Spring 2016 – present Facilitator and/or Monitor, Including Parents in Education (IPE), Las Cruces Public Schools

November 2009 – 2010 Consultant/Program Evaluator, ACE Program, Gadsden Independent School District

May 2007 Provided In-Service Workshop on *Stress Management* to Myrna’s

Children’s Village (1.5 hour) staff

Fall 2006 Mental Health Coordination Team as part of the Crisis Plan for Myrna’s Children Village, NMSU

# Professional Memberships

**National**

April 2005 – present Phi Kappa Phi

August 1997 – present American Psychological Association

August 1997 – present National Association of School Psychologists

**State**

August 2002 – present New Mexico Association of School Psychologists

**University**

August 2002 – August 2008 Hispanic Faculty/Staff Caucus

# Language

Literate in all aspects of the Mexican American language and culture, including competency in bilingual assessment.

**Heejung Chun, Ph.D.**

New Mexico State University Email: chun@nmsu.edu

MSC 3CEP, P.O. Box 30001 Office: 575 636 7676 Office: 575 646 7676

Las Cruces, NM 88003-8001 Fax: 575 646 8035

**POST-DOCTORAL EMPLOYMENT**

Associate Professor: Department of Counseling and Educational Psychology, New Mexico State University, 2015 - present.

Assistant Professor: Department of Counseling and Educational Psychology, New Mexico State University, 2008 - 2015.

**EDUCATION**

**Doctor of Philosophy** **in School Psychology, University of Missouri-Columbia (2001-2007)** Dissertation Title: The relationship between risk factors and problem behaviors: An approach to identify a general latent risk factor and a general latent problem behavior factor

Dissertation Co-Chairs: Rick Short, Ph.D. and Michael Mobley, Ph.D.

**Master of Education in Counseling and School Psychology, Seoul Women’s University (1994-1996)**

Thesis Title: The relationship between separation-individuation processes and ego identity formation in adolescence.

Advisor: Yoo-Sook Kim, Ph.D.

**Bachelor of Art in Educational Psychology, Seoul Women’s University (1991-1994)**

Advisor: Yoo-sook Kim, Ph.D.

**AWARDS**

2013 Selected as an Early Career Scholar from the Society for the Study of School Psychology and Invited to the 2013 School Psychology Research Collaboration Conference (SPRCC) in Honolulu, Hawaii.

2011 Mentorship Award for the NMSU NIH RISE Biomedical and Biobehavioral Research Program.

2011 Rising Star Award, NMSU

2009 Rising Star Award, NMSU

2007 Dissertation Nominated for the Outstanding Dissertation Award in the Division of

School Psychology, American Psychological Association

2005 APA Travel Award, Department of Educational, School & Counseling

Psychology, University of Missouri-Columbia

2002 Paul C. Polmantier Scholarship, College of Education, University of

Missouri-Columbia

**PUBLICATION AND PRESENTATION**

**Publications (**\* Students)

Goforth, A. N., Pham, A. V., **Chun**, H., & Castro-Olivo, S. (2017). Acculturation and sociocultural factors in children’s mental health services: Applying multicultural consultation frameworks. *Journal of Educational & Psychological Consultation,* 27(3), 239-244. doi:10.1080/10474412.2016.1275650

Pham, A. V., Goforth, A. N., **Chun**, H., Castro-Olivo, S., & Costa, A. (2017). Acculturation and help-seeking behavior in consultation: A sociocultural framework for mental health service. *Journal of Educational & Psychological Consultation, 27(*3), 271-288. doi:10.1080/10474412.2017.1287574

**Chun, H.,** Marin, M., & Schwartz, J., Pham, A., & Castro-Olivo, S. (2016). Psychosociocultural Structural Models of College Success among Latino Students in Hispanic-Serving Institutions. *Journal of Diversity in Higher Education, 9,* 385-400.

Garcia\*, C. & **Chun**, H. (2016). Culturally responsive teaching and teacher expectations for Latino middle school students. Journal of Latina/o Psychology, 4(3), 173-187. doi:10.1037/lat0000061

Dickson, G., **Chun, H**., & Fernandez, I. (2016). The development and validation of the Student Measure of Culturally Responsive Teaching. *Assessment for Effective Intervention, 41(3),* 141-154.

Goforth, A.N., Pham, A.V., **Chun, H.**, Castro-Olivo, S.M., & Yosai, E.R. (2016). Association of acculturative stress, Islamic practices and internalizing symptoms among Arab American adolescents. *School Psychology Quarterly*, *31,* 198-212.

**Chun, H.** & Mobley, M. (2014). The “Immigrant Paradox” phenomenon: Assessing problem behaviors and risk factors among immigrant and nativity Adolescents. *Journal of Primary Prevention, 35*(5), 339-356.

Mobley, M., & **Chun, H.** (2013). Testing Jessor’s problem behavior theory & syndrome: A nationally representative comparative sample of Hispanic and African American adolescents. *Cultural Diversity and Ethnic Minority Psychology, 19(2),* 190-199*.*

**Chun, H**. & Devall, E., Sandau-Beckler, P. (2013). Psychoecological model of alcohol use in Mexican American adolescents. *Journal of Primary Prevention, 34,* 119-134.

**Chun, H**. & Dickson, G. (2011). A psychoecological model of academic performance among Hispanic adolescents. *Journal of Youth and Adolescence, 40,* 1581–1594.

Dickson, G. L., Zamora\*, R. C., Gonzalez\*, R. P., **Chun, H**., & Callaghan Leon, J. C. (2011). Facilitating the academic success of Latino students: Practical applications for school counselors*. Vistas*.

**Chun, H**., & Mobley, M. (2010). Gender and grade level comparisons in the structure of problem behaviors among adolescents. *Journal of Adolescence, 33,* 197-207.

**Book Chapter**

Dickson, G., **Chun, H**., La\*, S., Tardif\*, A., Valdovinos\*, K., & Zaitlin\*, C. (2015). Treating common adolescent mental and behavioral health concerns. In J. Schwartz. (Ph.D.). *Counseling across the Lifespan: Prevention and Treatment* (2nd edition). Sage.

Fernandez, I., Schwartz, J. P., **Chun, H**., & Dickson, G. (2013). Family Resilience and Parenting. In D. Becvar. (Ph.D.) *Handbook of Family Resilience*. Springer.

**Professional Presentation**

**Chun, H.,** Camarilla\*, A., & Ramos\*, A. (2017). Home-school collaboration of school psychology in the past 20 years. Paper Presentation conducted at the meeting of Trainers of School Psychologists, San Antonio, TX.

**Chun, H.,** Lynch, J., & Mrenao, M. (2016).How School Psychologists can Increase Home-School Collaboration within the RTI Model. Poster Presentation conducted at the meeting of Trainers of School Psychologists, New Orleans, LA.

**Chun, H.,** Guzman, S., Alcantar, K., & Diaz, D. (2015). Middle School Students Needs for Parental Involvement. Poster Presentation conducted at the meeting of National Association of School Psychologists, Orlando, FL.

Pham, A., Castro-Olivo, S., **Chun, H**., Goforth, A. (2015). Acculturation Research in School Psychology: Past Present and Future Directions. Poster Presentation conducted at the meeting of National Association of School Psychologists, Orlando, FL.

**Chun, H.,** Guzman, S., & Diaz, D. (2014). Overview of parental involvement among recent immigrant parents. In H. Chun (Chair). Parental involvement of Latino/a parents: Perceptions of recent immigrant parents and teachers. Symposium conducted at the Biennial Conference of National Latina/o Psychology Association, Albuquerque, NM.

**Chun, H.** (2014). Impact of Cultural Factors on Latino Students' Schooling Experiences. Paper presentation conducted at the meeting of National Association of School Psychologists, Washington D.C.

Navarrete, I. & **Chun, H.** (2014). Mediating Effect of Self-Efficacy Between Mentoring Among Hispanic Undergraduate Students. Poster presentation conducted at the meeting of National Association of School Psychologists, Washington D.C.

Garcia\*, C. & **Chun, H.** (2013). Culturally Responsive Teaching and Teacher Expectations for Mexican American Students. Paper presentation conducted at the meeting of National Association of School Psychologists, Seattle, Washington.

Garcia\*, C., Sutton\*, C., & **Chun, H.** (2013). Risk and Protective Factors for Mexican American College Students. Poster presentation conducted at the meeting of National Association of School Psychologists, Seattle, Washington.

**Chun, H.** (2012). A measure of cultural discontinuity among Hispanic students: Reliability and Validity. In H. Chun (Chair). Cultural factors that explain academic achievement among immigrant students. Symposium conducted at the meeting of American Psychological Association, Orlando, FL.

Devall, E., & **Chun, H.** (2012). Psychoecological model of alcohol use in Hispanic adolescents.  Poster presented at the National Council on Family Relations, Phoenix, AZ.

**Chun, H.** Dickson, G, & Morrow\*, J. (2011). A psychoecological model of academic performance among Hispanic adolescents. Paper presented at the annual convention of National Association of School Psychologists, San Francisco, CA.

**Chun, H.** (2011). Pathways of risk factors on alcohol use among Hispanic adolescents. Poster presented at the annual convention of National Association of School Psychologists, San Francisco, CA.

**Chun, H.** & Devall, E. (2010).The effects of risk and protective factors on alcohol use among adolescents in the southwest. Poster presented at the biennial meeting of Society for Research on Adolescence, Philadelphia, PA.

**Chun, H.** & Mobley, M. (2010). Understanding problem behaviors among Hispanic and Asian immigrant adolescents. Poster presented at the annual convention of National Association of School Psychologists, Chicago, IL.

Mobley, M. & **Chun, H.** (2010). Understanding risk factors among Hispanic and Asian immigrant adolescents. Paper presented at the annual convention of National Association of School Psychologists, Chicago, IL.

Mobley, M. & **Chun, H.** (2009). Racial/ethnic GLB adolescents: Problem behaviors, risks, and mental health outcomes. Symposium presented at the annual convention of the American Psychological Association, Toronto, Canada.

**Chun, H.** & Mobley, M (2009). Structure and difference of adolescents' problem behaviors across geographical regions. Poster presented at the annual convention of American Psychological Association, Toronto, Canada.

**Chun, H.** & Mobley, M (2009). Understanding problem behaviors among culturally diverse adolescents: Implications for schools. Paper presented at the 2008 National Association of School Psychologists, Boston, MA.

**Chun, H.** & Mobley, M. (2008). Gender and grade-level comparison for the GRF and PBT models. Poster at the annual convention of the American Psychological Association, Boston, MA.

**Chun, H.** & Mobley, M. (2008). Covarying risks and problem behaviors among lesbian, gay, and bisexual adolescents. Poster presented at the annual convention of American Psychological Association, Boston, MA.

Mobley, M., **Chun, H.,** & Whitney, S. (2008). An examination of problem behaviors among gay, lesbian, and bisexual adolescents. Poster presented at the biennial meeting of Society for Research on Adolescence, Chicago, IL.

Mobley, M. & **Chun, H.** (2006). Self-esteem, hope, and sources of support in school adjustment. Symposium presented at the annual convention of American Psychological Association, New Orleans, LA.

**Chun, H.** & Mobley, M (2006). Cultural determinants of resiliency: Influence of race/ethnicity and SES. Poster presented at the annual convention of American Psychological Association, New Orleans, LA.

Mobley, M., Soth, A. M., **Chun, H.** & Chaichanasakul, A. (2006). Pre-service students' multicultural teaching competency. Poster presented at the annual convention of American Psychological Association, New Orleans, LA.

**Chun, H.** & Mobley, M. (2006). Protective effects among urban African-American adolescents’ adjustment. Poster presented at the annual convention of [American Educational Research Association](http://www.aera.net/), New Orleans, LA.

Short, R., **Chun, H.,** Brooks, C., & Brewer, L. (2005). Risk factors, protective factors, and negative outcomes of adolescence. Poster presented at the annual convention of American Psychological Association, Washington, D.C.

**Chun, H.** (2009). Risk Factors and Problem Behaviors among Adolescents. Paper presented at the John Paul Taylor Symposium, Las Cruces, NM.

**RESEARCH PROJECTS IN PROGRESS**

* Resilience of Adolescents Experiencing Poverty
* How school psychologists can increase home-school collaboration within the RTI model

**RESEARCH GRANTS**

**External**

**Chun, H.** **(Principal),** Sponsored Research, "Communication Network Program Between Parents, Teachers, and Community", Sponsoring Organization: US Department of Education/Institute of Education Sciences, Sponsoring Organization Is: Other, Research Credit: $696,004.38, PI Total Award: $1,392,008.76, Current Status: Currently Under Review. (August 1, 2017 - July 31, 2021). Not Funded.

**Chun, H. (Principal),** Guillaume, R. (Co-Principal), Sponsored Research, "Teacher Training Program of Parental Involvement for Latina/o Students: Culturally Responsive Approach", Sponsoring Organization: Spencer Foundation, Sponsoring Organization Is: Other, Research Credit: $30,000.00, PI Total Award: $50,000.00, (April 1, 2016 - April 30, 2017). Not Funded.

**Chun, H. (Co-Principal),** Lopez, A. (Co-Principal), Vanleeuwen, D. (Co-Principal), Posadas, C. E. (Co-Principal), Moreno, G. (Co-Principal), Chavez, R. C. (Co-Principal), Cahill, E. (Co-Principal), Marin, M. R. (Co-Principal), Bucher, S. A. (Co-Principal), Devall, E. L. (Co-Principal), Schwartz, J. (Principal), Sponsored Research, "Center for Research on Hispanic Children and Families", Sponsoring Organization: US Department of Health & Human Services/Administration for Children and Families (DHHS), Research Credit: $262,467.45, PI Total Award: $5,249,349.04. Not Funded.

**Chun, H.** **(Principal),** Sponsored Research, "Development Trend of Immigrant Middle School Students: Interplay of Acculturation and Mediating Factors", Sponsoring Organization: National Science Foundation, Sponsoring Organization Is: Other, Research Credit: $589,173.00, PI Total Award: $589,173.00, Current Status: Not Funded. (August 1, 2015 - December 31, 2015).

**Internal**

**Chun, H.**, Garcia, C., Sutton, C., & Navarrete, I. (2012). Risk and protective factor for Latino college students’ retention, psychological wellbeing, and academic performance. College of Education Research Grant Awarded. $2,000.

**Chun, H.** & Dickson, G. (2011). Effects of Culturally Responsive Teaching, Racial/Ethnic Identity, and Sense of School Belonging on Academic Outcomes among Hispanic Students The NMSU Rising Star Awarded. $5,000.

**Chun, H.** & Dickson, G. (2009). Development of a structural model to examine external supports, cultural variables, school belonging and academic performance among Hispanic students. College of Education Research Grant Awarded. $1,000.

Dickson, G. & **Chun, H.** (2009). The Development and Validation of the Culturally Responsive Teaching Scale-Student Form. The Development and Validation of the Culturally Responsive Teaching Scale-Student Form The NMSU Rising Star Awarded. $3,000.

**EDITORIAL WORK**

Editorial Board: Trainers for School Psychologists, 2014-Present

Editorial Board: Journal of Educational and Developmental Psychology, 2012 - Present. Ad Hoc Reviewer: Journal of Immigrant and Minority Health

**TEACHING EXPERIENCE**

**Graduate Courses-Courses Taught at New Mexico State University**

* Consultation
* School Psychology Research
* Legal and Ethical Issues in School Psychology
* Practicum in School Psychology I
* Diagnostic Classification in School Psychology
* Professional Issues I in School Psychology
* Appraisal of Intelligence – Fall Semester

**Graduate Course -Course Taught at University of Missouri**

* Psychological Interventions with Children and Adolescents

**COLLEGE & UNIVERSITY SERVICE**

College of Education Policy Committee, Member 2017, August -present

College Education Research Committee, Chair 2013, August-2017, May

College Education Council, Member, 2013, August-2017, May

Institutional Review Board, Member 2015, August-2017, May

University Research Council, Member 2015, Augist-2016, May

Advocates for Scholarly Teaching Committee, Member 2012, Augsut-2015, May

**PROFESSIONAL MEMBERSHIPS**

2009-Present Society for Research on Adolescence

2008-Present American Psychological Association Division 16

2008-Present National Association of School Psychologists

**SUPERVISED SCHOOL AND CLINICAL EXPERIENCE**

**2006-2007 Internship**

School Psychologist Intern

Special School District in St. Louis

* Provide services in the areas of early-identification of at-risk children, assessment of academic and social-emotional problems, in-classroom intervention, and consultation with teachers and parents
* Supervisor: Lucy Carr, Ph.D.

**2004** [**Assessment and Consultation Clinic**](http://tiger.coe.missouri.edu/%7EECPClin/) **(Practicum Level 5)**

Clinician

University of Missouri-Columbia

* Interviewed college students who had academic concerns and assessed their cognitive functioning, academic achievement, and personality, administering Wechsler Adult Intelligence Scale-Third Edition (WAIS-III), Wechsler Memory Scales-Third Edition (WMS-III), Woodcock Johnson Tests of Achievement – Third Edition (WJ-III) – Form A, Personality Assessment Inventory (PAI), Conner’s Continuous Performance Test (CPT), Conner’s Adult ADHD Rating Scale (CAARS), and Barkley AD/HD Childhood and Current Symptoms Scales.
* Supervisors: Andy Knoop, Ph.D. and Greg Holliday, Ph.D.

**2004 Department of Mental Health in the state of Missouri (Practicum Level 4)**

Consultant

Missouri, Jefferson

* Reviewed mental health policies in the state of Missouri and consulted with the development of teacher training programs in the schools.
* Supervisor: Edward Morris, Ph.D.

**2003 Grant Elementary School (Practicum Level 3)**

Consultant

Missouri, Columbia Public School

* Consulted an ESL teacher about referring ESL students to special education eligibility assessment and provided individual counseling/tutoring sessions for students transitioning from foreign countries.
* Participated in IEP meetings for ESL students.
* Supervisor: Andy Knoop, Ph.D. and Greg Holliday, Ph.D.

**2002 Jefferson Junior High School (Practicum Level 2)**

School Psychology Practicum Student

Missouri, Columbia Public School

* Conducted in-class observations and participated in developing intervention strategies for students with concerns.
* Participated in parent conference, IEP meetings, and multidisciplinary team meetings.
* Supervisor: Jennie Little, Ph.D.

**2001-2002 Parkade Elementary School (Practicum Level 1)**

School Psychology Practicum Student

Missouri, Columbia Public School

* Developed a therapeutic relationship with a child who was diagnosed with ADHD and provided academic aids for the child.
* Learned school organization, administration, and policies.
* Supervisor: Greg Holliday, Ph.D.

**EMPLOYMENT EXPERIENCE**

**2003-2006 Research Assistant for GEAR-UP Project, Dept. of Educational, School and Counseling Psychology, University of Missouri-Columbia**

* + - The Gear-Up project is a nationally funded program to support minority students to achieve higher education.
    - Planned and implemented college connection events that provided high school students with information and resources relevant to college life such as administration procedure, residential condition, and scholarship standards.
    - Analyzed and organized collected data.

**2003-2004 Research Assistant, Dept. of Educational, School and Counseling Psychology, University of Missouri-Columbia**

* + - * Participated in two research projects, which were presented at the 2005 AERA conference.
      * Assisted in formulating the research projects.
      * Collected and organized data.
  1. **Teaching Assistant, Dept. of Educational, School and Counseling Psychology,**

**University of Missouri-Columbia**

* Served as an instructor in nine-month independent studies for two years.
* Supervised students’ independent learning procedures and providing instructional comments.

CURRICULUM VITAE

IVELISSE TORRES FERNANDEZ, Ph.D.

Department of Counseling and Educational Psychology

College of Education

New Mexico State University

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**EDUCATION**

Ph.D. The University of Iowa**,** College of Education, Psychological & Quantitative

Foundations, Iowa City, IA, August 2003

Major Field: School Psychology (APA & NASP Accredited)

Dissertation: *An Investigation of Personality Characteristics, Internalizing Symptoms, and Locus of Control Orientation of Gifted Adolescents Participating in a Summer Residential Program for Gifted Youth*

Ed.S. The University of Iowa**,** College of Education, Psychological & Quantitative

Foundations, Iowa City, IA, May 2002

Major Field: School Psychology (NASP Accredited)

M.A. Interamerican University of Puerto Rico, College of Arts & Sciences,

San German, PR, May 1997

Major Field: Counseling & School Psychology

Thesis: *Academic Achievement and Self-Esteem in Children and Adolescents Diagnosed with Attention Deficit and Hyperactivity Disorder*

B.A. University of Puerto Rico, College of Arts & Sciences, Mayaguez, PR

May 1993

Major Field: Psychology

**HONORS & AWARDS**

2014 NMSU College of Education Diversity Award

2014 Uncompromising Commitment to Service in Physical and Mental Health, Delta Sigma Theta Sorority, Inc.

2013 Stuart C. Tentoni Outstanding Professional Development Program Award

2012 College of Education, Dean’s Award for Excellence in Service (NMSU)

2011 Stuart C. Tentoni Outstanding Professional Development Program Award

2011 NMSU Teaching Academy Distinguished Member

2011 Women’s Intercultural Center Certificate of Appreciation

2011 NMSU SPGSO Certificate of Appreciation

2010 College of Education, Dean’s Award for Excellence in Teaching (NMSU)

2010 Patricia Christmore Faculty Teaching Award (NMSU)

2010 NMSU Teaching Academy Member

2010 NMSU SPGSO Certificate of Appreciation

2009 NMSU Teaching Academy Distinguished Member

2009 NMSU SPGSO Certificate of Appreciation

1998 – 2003 Educational Opportunity Program Tuition Scholarship at The University of Iowa

1999 – 2001 Holmes Scholars Program

1997 – 1998 Graduate Opportunity Fellowship at the University of Iowa

1994 – 1997 Dean's Honor List at the Interamerican University of Puerto

Rico, San German

1990 –1993 Dean's Honor List at the University of Puerto Rico, Mayaguez

**PROFESSIONAL LICENSES**

2006-present Licensed Psychologist, Puerto Rico (#2704)

2001- 2006 Certified School Psychologist State of Pennsylvania (#2159539)

**PROFESSIONAL AFFILIATIONS**

American Counseling Association (ACA)

Association for Specialist in Group Work (ASGW)

Association for Multicultural Counseling and Development (AMCD)

Interamerican Society of Psychology (SIP)

National Association of School Psychologists (NASP)

National Latino/a Psychological Association (NLPA)

**Employment History**

**ASSISSTANT PROFESSOR: SCHOOL PSYCHOLOGY**

**August 2008 – present: New Mexico State University, Las Cruces, NM**

Responsibilities include teaching 6 courses per year for Doctorate, Master’s, and/or Educational Specialist level students, advising graduate students, supervising students’ clinical experiences, graduate assistantships, research endeavors, and service to the profession, university, and community. Other administrative responsibilities related to the school psychology program include interim Training Director and Practicum and Internship Coordinator.

**ASSISSTANT PROFESSOR: PSYCHOLOGY**

**August 2006 – June 2008: University of Puerto Rico, Mayaguez**

Responsibilities included teaching 8 undergraduate courses per year, academic counselor for the Department of Social Sciences, research endeavors, and service to the profession, university, and community.

**ADJUNCT FACULTY**

**July-August 2005: Gannon University, Erie PA**

Responsibilities included teaching a Family Therapy course to a group of Masters and Doctoral Level Students in the Community Counseling, School Counseling, and Counseling Psychology programs.

**CHIEF PSYCHOLOGIST**

**July 2004-July 2006: Sarah A. Reed Children's Center, Erie, PA**

Responsibilities included supervising Pre-doctoral Psychology Interns and support the agency’s APA accredited Pre-doctoral Internship in Professional Psychology. Meet weekly with Pre-doctoral interns for individual and group supervision. Co-lead the School Psychology Seminar. Serving as a liaison with professional schools, universities, colleges, and other clinical training programs as directed. Facilitating the Research Seminar and oversees development and completion of yearly research project. Helping coordinate and supervise requests for psychological and psycho-educational testing. Supervise, track, and oversee intern productivity regarding research, training, and assessment. Completes quarterly evaluations of assigned interns and provides regular feedback to the Director of Psychology Internship Training regarding intern performance. Participate in the recruitment of interns including all phases of the APPIC match process. Assist the Director of Psychology Internship Training in adhering to and maintaining the pre-doctoral internship’s APA accreditation. Serve on the Internship Advisory Council.

Provide leadership and direction in the development of clinical training for staff. Develop, design, and implement applied clinical research initiative focused on improving the quality of agency programs and services. Secure grants to support research, and/or program development and improvement. Conduct individual, family, and group psychotherapy. Supervise School Psychology staff. Conduct Psycho-educational evaluations as necessary and directed. Member of the Clinical Services Team, Incident Review Team, and Database Committee.

**OUTPATIENT THERAPIST & SCHOOL PSYCHOLOGIST**

**August 2002-July 2004: Sarah A. Reed Children's Center, Erie, PA**

Responsibilities included providing individual and family therapy for children and families ages 5-18 years. Conducting psychological assessment on an as needed basis. Consulting with parents, schools, and other mental health professionals and/or agencies. Once a week contracted school psychological services for the Erie City School District conducting bilingual psychological assessments and consultation with school staff.

**SCHOOL PSYCHOLOGY INTERN**

**August 2001 – July 2002: Sarah A. Reed Children’s Center**

Sarah A. Reed Children’s Center and Erie City School District, Erie, PA (APA fully accredited). Supervisors: Eric Schwartz, PsyD; Cristine Prodente, PhD; Katherine Wardi, PhD; and Mary Ann Tempestini, PhD. Time per week: 40 hours, Supervision: 2 hours weekly one-on-one, 2 hours group supervision weekly. 2000-hour internship

Responsibilities included working three days a week on a residential treatment facility providing individual and family therapy for children and their families ages 6-16 years. Conducting psychological assessments and consultation. Member of treatment team, participate on monthly meetings, research and clinical seminars, and participate on Agency’s trainings and committees as determined by the supervisor. Worked as a bilingual school psychologist two days a week on a middle school conducting comprehensive school psychological services. Other responsibilities included consultation with principals, teachers, counselors, parents, and other staff regarding learning, behavior, or mental health issues affecting students; pre-referral intervention (Student Assistance Teams); assessment (i.e., evaluate ability, academic levels, behavior, emotional development, and school/home environment) to help develop intervention plans or to assist in determining eligibility for special education services; and follow-up interventions. In addition, working with families, being a liaison to local mental health centers, and providing collaborative expertise and partnership with school colleagues. Other duties included serving on crisis intervention teams and participation in in-services/workshops and conferences (local and national).

**GRADUATE ASSISTANT- Coordinator of Project ACHIEVE and Iowa Talent Project (ITP)**

**June 1998- July 2001:The Connie Belin & Jacqueline N. Blank International Center for Gifted and Talent Development, The University of Iowa, Iowa City, IA**

Responsibilities included overseeing gifted minority students on campus, provide mentoring and coordinates academic and counseling services to program participants. Participated in identification and recruitment of gifted and talent minority students. Coordinator of the Counseling Laboratory for Talent Development; coordinates career-counseling services for junior high and high school students and supervises Ph.D. practicum students. Additional responsibilities included identification and assessment of gifted students and consultation with parents and educators of the gifted.

Site supervisors: Nicholas Colangelo, Ph.D., Susan Assouline, Ph.D., and Jan Warren, M.A.

**teaching**

**Undergraduate Courses Taught (University of Puerto Rico, Mayaguez)**

PSIC 3001 Introduction to Psychology I

PSIC 3002 Introduction to Psychology II

PSIC 3017 Psychological Measurement

PSIC 3050 Psychology as a Profession

PSIC 4088 Special Topics (Child & Adolescent Psychopathology)

**Graduate Courses Taught (New Mexico State University, Las Cruces, NM)**

CEP 684: Internship in School Psychology

CEP 676: Field Experience

CEP 675: Advanced Practicum in School Psychology II

CEP 672: Advanced Practicum in School Psychology I

CEP 662/562: Family Theory and Technique

CEP 658/558: Child and Adolescent Counseling Theory and Technique

CEP 647/547: Appraisal of Cognitive Functioning

CEP 612/512: Human Development

CEP 624: Professional Issues in School Psychology

CEP 616: Spanish for the Mental Health Professional

CEP 608: Diagnostic Classification in the Schools

CEP 607: Curriculum-Based Assessment & Intervention

CEP 554: Counseling Theory & Technique for School Psychologists

CEP 556: Addictions Counseling

CEP 550: Counseling Theory and Technique

CEP 542: Appraisal Theory and Technique

CEP 524: Professional Issues in Mental Health Counseling

CEP 522: Organization and Administration of School Counseling Services

# Guest Lecturer

New Mexico State University

Spring 2015--present

CEP 648

*Appraisal of Personality*

Fall 212

CEP 673

*Narrative Therapy with Adult Clients*

AXED 469/569

*Social Skills for Children with Disabilities*

Fall 2011-Fall 2014

Pre-service and In-service Teacher Seminar- Curriculum & Instruction

*Socio-Emotional Development in School Age Children*

Spring 2010

CEP 566: Group Work Theory & Technique

*Group Work with Children and Adolescents in School Settings*

Fall 2008-present

CEP 578:Advanced Counseling Practicum

Training *Strong Kids* Curriculum; Kimochis SEL program

Gannon University, Erie, PA

Spring 2006

GCOU 648: Counseling Strategies and Techniques

*Counseling Children and Adolescents in Residential Care*

Spring 2005

GCOU 625: Multicultural Aspects in Counseling

*Counseling Hispanic/Latino Clients*

Fall 2004

GCOU 660: Counseling and Spirituality

*The Role of Spirituality in Counseling Hispanic/Latino Clients*

Mercyhurst College, Erie, PA

Spring 2006

PSYC 233: Cross-Cultural Psychology

*Hispanics/Latinos in the US: Issues and Perspectives*

Fall 2004

PSYC 233: Cross-Cultural Psychology

*Hispanics/Latinos in the US: Issues and Perspectives*

**SUPERVISION & MENTORING**

**New Mexico Leadership Institute (2012-2016)**

Responsibilities within the program included: program/curriculum development, teaching during the summer camp, and mentoring of the challenge project during their senior year and once they are enrolled at NMSU.

**Engaging Latino Communities for Education-Exito! Program (2012-2015)**

This program is designed to support first generation Latino/a undergraduate students by providing mentoring, advise, and support services. Responsibilities included monthly meetings with mentees along with providing support and guidance as needed.

**Preparing Future Faculty Graduate Assistantship Program (2010-2014)**

Provided mentorship and supervision to four graduate students in the counseling and school psychology program who were teaching undergraduate and graduate courses.

**CEP 647/547 Appraisal of Cognitive Function (2009 – present)**

Oversee the training and supervision of grading and student mentoring/assistance of one graduate assistant each semester.

**CEP 554 Counseling Theory & Technique for School Psychologists**

**(2008 – 2011)**

Oversee the training and supervision of teaching of counseling micro-skills and mentoring/assistance of one graduate assistant each semester.

**Practicum/Field Experience Supervision (2009-present)**

Provide clinical supervision and bilingual supervision to doctoral, masters, and Ed.S students who are currently working in schools and community mental health centers.

**Dissertation, Master’s Thesis & Research Projects (2008-present)**

Provide supervision and mentoring to undergraduate, doctoral, masters, and Ed.S students who are currently completing their dissertations, thesis, or EdS research projects.

BA Honor’s Thesis: 2 (Chair) MA Master’s thesis: 3 (Chair)

EdS Research Projects: 15 (Chair) PhD Students: 12 (Chair)

**Graduate Dean’s Representative MA Orals & PhD Committees (2008-present)**

Served as Graduate School Dean’s Representative for students in other departments outside the Counseling and Educational Psychology Department.

**PROFESSIONAL DEVELOPMENT**

**Conferences**

2017 Interamerican Congress of Psychology, Merida, Mexico

2016 Interamerican Congress of Psychology, Rosario, Argentina

2015 Association for Counselor Education and Supervision (ACES) Conference, Philadelphia, PA

2014-present American Counseling Association (ACA) Annual Conference

2012 American Psychological Association (APA) Annual Convention, Orlando, FL

2012 New Mexico Coalition of School Administrators Summer Conference, Albuquerque, NM

2012 American Education Research Association Annual Conference, Vancouver, Canada

2012 Association for Specialists in Group Work National Convention, Orlando, FL

2011 Alliance for the Advancement of Teaching and Learning Mental Health and Response to Intervention Conference, Las Cruces, NM

2011 National Association of Hispanic and Latino Studies Western Regional Conference, San Diego, CA

2010-present National Latino/a Psychological Association Biennial Conference

2010 Educating Youth for Citizenship: East and West Conference, Beijing, China

2010 CIRCLE Conference

2009 Interamerican Society of Psychology Biennial Conference, Guatemala City, Guatemala

2009 National Multicultural Conference and Summit, New Orleans, LA

2009 Puerto Rico Psychological Association Annual Conference, Ponce, Puerto Rico

2008- 2012 New Mexico Association of School Psychologists Annual Conference

1999- present National Association of School Psychologists Annual Convention

1999-2001 Annual Holmes Partnership Conference

1999-2001 Annual Conference of the Iowa Talented and Gifted Association

**Professional/Clinical:**

“Everything Old is New Again..or is it?”, presented by Terry B. Gutkin, PhD, at the Trainers of School Psychologists Annual Conference, Seattle University, February 11, 2013.

“Curricular, Field, and Advocacy Responses to Change: The Affordable Care Act as Today’s Challenge and Opportunity”, presented by Drs. Sam Song, Steve DeMars, Sara Valley-Grey, Pam Fenning, & Judith Kaufman, at the Trainers of School Psychologists Annual Conference, Seattle University, February 12, 2013.

“Being Intentional About your Future: Active Mentoring and Planning your Professional Development across your Academic Career”, presented by Drs. Jim Ysseldyke and Mark Terjesen, , at the Trainers of School Psychologists Annual Conference, Seattle University, February 12, 2013.

“NASP Program Approval Board: Reviewer Training for Current Reviewers”, Presented by Dr. Enedina Garcia Vazquez, at the National Association of School Psychologists Annual Convention, 2010-present.

“Brain Education System Training (BEST)”, presented by the International Brain Education Association (IBREA), at NMSU College of Education, Las Cruces, NM, November 30, 2012.

“The 3-D Approach to School-Based Mental Health: Data, Dissemination, & Delivery”, presented by Dr. Ray Christner at the Annual Conference of the New Mexico Association of School Psychologists, Las Cruces, NM, October 28,2010.

“Positive Relationships: School Success”, presented by Dr. Kathy Minke at the Annual Conference of the New Mexico Association of School Psychologists, Las Cruces, NM, October 29,2010.

“The Nuts & Bolts of CBT with Children and Adolescents”, presented by Dr. Ray Christner at the Annual Conference of the New Mexico Association of School Psychologists, Las Cruces, NM, October 29,2010.

“Differential Assessment of Psychological Trauma in Children and Adolescents, Part I & II” presented by Dr. Martin Greer at the Annual Conference of the New Mexico Association of School Psychologists, Las Cruces, NM, October 29,2010.

"Crisis Intervention: Psychological First Aid”, presented by Richard A. Lieberman, MA at The Four Seasons Hotel, Cedar Rapids, IA, November 1998.

"Facilitating Friendships and Building Social Networks", presented by Deanna Thursby, Karla Cigrand, and Jeanette Moravec, at Grantwood AEA, Cedar Rapids, IA, October, 1998.

"Gang Impacted Society", presented by Virgil Goding, at The University of Iowa, Iowa City, IA, March, 1998.

"Proven Techniques for Mental Health Interventions with Students", presented by Daniel L. Clay, Ph.D., at The University of Iowa, Iowa City, IA, March, 1998.

“Diversity in schooling: how diversity came to be an issue and why we need it to survive”, presented by Mary Henning-Stout, Ph.D., at The University of Iowa, Iowa City, IA, November, 1997.

“Responsive assessment in a diverse world”, presented by Mary Henning-Stout, Ph.D., at The University of Iowa, Iowa City, IA, November, 1997.

**Teaching:**

2010/2011 Academic Year

NMSU Teaching Academy, 52 hours of Training

*Teaching Portfolios*; *Publish & Flourish: Team Leader; ADVANCE: Faculty Mentoring Program*; *Student Success: Everybody’s Business*; *Transition from Assistant to Associate Professor*

2009/2010 Academic Year

NMSU Teaching Academy, 12 hours of Training

*ADVANCE: Faculty Mentoring Program; Traveling the Tenure Path while Smelling the Roses Along The Way; Don’t Burn Out, Burn Bright: Strategies to Thrive in Difficult Times; Get a Head Start for Tenure Review*

Spring 2009

Grant Proposal Development Workshop, Chicago, IL; Sponsored by the Monarch Center, The

National Center for Personnel Preparation in Special Education at Minority Institutions of Higher

Education.

2008/2009 Academic Year

NMSU, Teaching Academy, 82 hours of Training

*New Faculty Orientation (Part I & II); The Anatomy of Prejudice; ADVANCE: Peer Mentoring Program for*

*Faculty; Teaching Scholars: A Course on Teaching from A to Z; Publish & Flourish: Become a Prolific Scholar*

Fall 2006

“El uso de Aplicaciones en el Internet para la Enseñanza y Aprendizaje”, presented by Karen Cotto, at The University of Puerto Rico, Mayagüez Campus, November 2006.

“Implicaciones de los Blogs para la Enseñanza”, presented by Mario Nuñez Molina, PhD, at The University of Puerto Rico, Mayagüez, October, 2006.

**research and creative activities**

**Research Interests**

Social-emotional learning (SEL) and resiliency; immigrant children and the impact of the violence in the US-Mexico border; multicultural and social justice issues; bilingual supervision and training; emotional intelligence; child and adolescent mental health.

**Peer-Reviewed Publications**

**Torres Fernandez, I**., \*Pereira, S., Aicart, J., & Salas, G. Crossing International Borders in Search of a

Better Life: Examining the Psychological Impact of the Immigration Experience. Manuscript accepted for publication *Universitas Psychologica* journal.

Chavez, T. A., **Torres Fernandez, I**., Hipolito-Delgado, C. P., & Torres-Rivera, E. (2016). Unifying

Liberation Psychology and Humanistic Values to Promote Social Justice in Counseling. *The Journal of Humanistic Counseling*, 55(3), 166-182.

Dickson, G., Chun, H., & **Torres Fernandez, I**. (2016). The Development and Validation of the Student

Measure of Culturally Responsive Teaching. *Assessment for Effective Intervention*, 41(3), 141-154.

Torres-Rivera, E., & **Torres Fernandez, I.** (2015). Tools of oppression and control in counseling:

Making the invisible, visible. *Revista Griot*, 8(1), 119-127.

**Torres Fernandez, I.**, \*Rios, G. O., \*James, A. L., \*Martinez, A., & \*Bravo, A. (2012). Cruzando

fronteras: Addressing trauma and grief in children impacted by the violence in the US-Mexico border. *Revista Interamericana de Psicologia/Interamerican Journal of Psychology*, 46(3), 425-434.

Hall, A. & **Torres, I.** (2002). Partnerships in preventing adolescent stress: Increasing self-esteem,

coping, and support through effective counseling. *Journal of Mental Health Counseling, 24(*2), 97-109.

**Book Chapters**

**Torres Fernandez, I.** (2016). El rol del Aprendizaje Social Emocional en la promoción del

bienestar emocional y la sana convivencia escolar: una mirada a la frontera México-Estados Unidos. In G. Salas, C. Cornejo, P. Morales, & E. Saavedra (Eds). *Del Pathos al Ethos: Líneas y Perspectivas en Convivencia Escolar*. Chile: Universidad Catolica de Maule.

**Torres Fernandez, I.** (2015). Improving psychological wellbeing of children: A social justice journey in the borderlands. In C. Boske & A. Osanloo (Eds), *Living the work: Leaders for social justice around the globe (Advances in Educational Administration, Vol. 23)*. United Kingdom: Emerald Publishing Group.

**Torres Fernandez, I**. & Torres-Rivera, E. (2014). Moving through trauma in grief in children impacted by the violence in the US-Mexico border: A liberation psychology approach. In M. T. Garrett*, Youth and Adversity: Understanding the Psychology and Influences of Child and Adolescent Resilience and Coping.* New York: NY: Nova Science Publishers, Inc.

Torres-Rivera, E, **Torres Fernandez, I.**, & Hendricks, W. A. (2014). Group Work with

Latinos. In J. L. DeLucia-Waak, D. Gerrity, C. Kalonder, & M. Riva (Eds.), *Handbook of Group Counseling and Psychotherapy* (2nd Ed). Thousand Oaks, CA: Sage Publications.

**Torres Fernandez, I.**, Schwartz, J., Chun, H., & Dickson, G. (2013). Family resilience and

parenting. In D. S. Becvar, (Editor), *Handbook of Family Resilience*. New York: Springer.

Huerta-Charles, L. Uribe-Florez, L., **Torres Fernandez, I.,** Vallejo-Garza, R.M, & Solis, E. (2012).

A praxis-based experience in preparing critical bilingual teachers in the borderlands. In A. Honigsfeld and A. Cohan (Eds.), *Breaking the Mold of Education for Culturally and Linguistically Diverse Students*: *Innovative and Successful Practices for the 21st Century* . New York: Rowmen & Littlefield Publishers, Inc.

Arroyos-Jurado, E**., Torres Fernandez, I**., & Navarro, R. (2010). Multiculturalism and diversity:

Implications for the training of school psychologists. In E. G. Vazquez, T. Crespi, and C. Riccio (Eds.) *Handbook of Education, Training, and Supervision of School Psychologists in School and Community. Volume I: Foundations of Professional Practice.* New York: Taylor & Francis.

**Periodicals**

\*Pereira, S. R., \*Ramos, S. L., & **Torres Fernandez, I.** (2017). Semillas de empoderamiento en la

frontera: Seeds of empowerment in the borderland. *Latino/a Psychology Today*, 4(1), 14-17.

\*Pereira, S. R., & **Torres Fernandez, I.** (2016). Sanando el espanto de la opresión: Celestial healing

as a curative factor for Latinxs. *Latino/a Psychology Today*, 3(2), 22-26.

\*Cervantes, A., **& Torres Fernandez, I.** (2016). The use of Testimonios as a tool to promote

liberation and social justice advocacy with Latin@s in counseling. *Latino/a Psychology Today*, 3(1), 25-29.

**Torres Fernandez, I**., Chavez-Duenas, N., & Consoli, A. (2015). Guidelines for the treatment of

unaccompanied asylum seeking minors: What mental health professionals and detention center personnel can do. *Latino Psychology Today*, 2(1), 44-54.

**Torres Fernandez, I**. (2015). A social justice perspective on children's mental health: A borderlands view. *Communique* , 43(6), 1, 24-26.

**Torres Fernandez, I.** (2014). Cruzando fronteras and healing children’s souls: Addressing the mental health needs of borderland children. *Latino Psychology Today*, 10 (1), 15-18.

**Torres Fernandez, I.** (Winter/Spring 2012). My journey as an early career Latina psychologist:

From Latino/a psychology to social justice. *El Boletin: The Newsletter of the National Latino/a Psychological Association*.

\* Denotes publications with students.

**Manuscripts and Book Chapters in Progress**

\*Cervantes, A., Flores Carmona, J, & **Torres Fernandez, I.** (Under Review). Testimonios and Liberation

Psychology as Praxis: Informing Educators in the Borderlands.

\*Cervantes, A., **Torres Fernandez, I.**, Flores Carmona, J. (Under Review). *Nosotros Importamos* (We

Matter): The Use of Testimonios with Latino Male Adolescents in Group Counseling.

Lopez, A., & **Torres Fernandez, I.** (In Progress). Exploring the Experiences of Supervisors and

Counselors who engaged in Bilingual Supervision.

**Peer-Reviewed Conference Presentations**

**International**

**Torres Fernandez, I**. (2010). *Fostering Civic Education through Social-Emotional Skills and Resiliency:*

*The Implementation of he Strong Kids Curriculum in American and Chinese Elementary School Settings.* Paper presented at the Educating Youth for Citizenship: East and West Conference, Beijing, People Republic of China.

**Torres Fernandez, I.** (2009). *Fostering Social and Emotional Learning and Resiliency among School-*

*Aged Children: An Evaluation of the Strong Kids Curriculum for Improving Social-Emotional Skills and Preventing Problem Behaviors.* Panel participant at the Symposium titled: Evidence-Based Practices in Schools, Universities, Health Clinics, and Community Agencies. Presented at the Interamerican Congress of Psychology, Guatemala City, Guatemala.

**Torres Fernandez, I.** (2009). *A Train-the-Trainers Approach to Promoting Preventive Group Work in*

*School Settings*. Workshop presented at the Interamerican Congress of Psychology, Guatemala City, Guatemala.

**National**

**Torres Fernandez, I.**, & Lopez, A. (2017). Integrating a Spanish Counseling Minor: Issues, Opportunities, and Lessons Learned. Round table presented at the 2017 American Counseling Association Conference & Expo, San Francisco, CA.

Pisano, M.C., **Torres Fernandez, I.**, & Dodge, E. (2017). Kimochis as a Tool to Promote SEL in the Classroom. Mini-skills workshop presented at the 2017 National Association of School Psychologists Annual Convention, San Antonio, TX.

Gallardo-Cooper, M., **Torres Fernandez, I.**, & Iglesias, I. (2017). Project RAICES: Promoting Wellness and Psychological Outcomes with Latino Students. Mini-skills workshop presented at the 2017 National Association of School Psychologists Annual Convention, San Antonio, TX.

**Torres Fernandez, I.**, Cervantes, A., Pereira, S., & Tate, K. (2016). Rethinking Psychology in the Borderlands: A Praxis for Liberation, Empowerment, and Advocacy. Symposium presented at the 7th Biennial Conference of the National Latino/a Psychological Association, Orlando, FL.

Gallardo-Cooper, M., **Torres Fernandez, I.**, & Iglesias, M. I. (2016). Project RAICES: Promoting Empowerment, Well-being, and Academic Success among Latin@ Immigrant Students. Workshop presented at the 7th Biennial Conference of the National Latino/a Psychological Association, Orlando, FL.

Rodriguez-Herrera, J., **Torres Fernandez, I.**, Lopez, A., Pereira, S., & Cervantes, A. (2016). The Development of an Immigrant Empowerment Group: Lessons Learned and Implications for Practice. Roundtable presented at the 7th Biennial Conference of the National Latino/a Psychological Association, Orlando, FL.

Harper-Boland, D., **Torres Fernandez, I.**, & Lopez, A. (2016). The Development of Integrated Behavioral Health Services for Spanish-Speaking Clients in Rural New Mexico. Roundtable presented at the 7th Biennial Conference of the National Latino/a Psychological Association, Orlando, FL.

**Torres Fernandez, I.**, & Lopez, A. (2016). Bilingual Supervision: Challenges, Opportunities, and Future Directions. Roundtable presented at the American Counseling Association Annual Conference, Montreal, Quebec, Canada.

Tosado, L.A., **Torres Fernandez, I.**, Munoz-Lorenzo, O., & Estrada, D. (2016). Bilingual Counseling Competencies: A Framework for Spanish-Speaking Counselors. Advanced Education Session presented at the American Counseling Association Annual Conference, Montreal, Quebec, Canada.

Lopez, A., **Torres Fernandez, I.**, & James, A. (2015). Bilingual Supervision: Challenges, Opportunities, and Future Directions. Roundtable presented at the Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Lopez, A., **Torres Fernandez, I.** & James, A. (2015). Across borders: Challenges impacting Latino/a communities. Symposium presented Association for Counselor Education and Supervision Conference, Philadelphia, PA.

Gallardo-Cooper, M., **Torres Fernandez,** I, & Iglesias, M. (2015). Psychocultural Tools for Latino Immigrant Students. Workshop presented at National Association of School Psychologists Annual Conference, Orlando, FL.

Gallardo-Cooper, M., **Torres Fernandez, I.**, & Torres, H.(2014). Hablas Espanol? Language as an agent of social justice advocacy and competent practice with Latinos/as. Roundtable presented at the National Latina/o Psychological Association Biennial Conference, Albuquerque, NM

**Torres Fernandez, I.,** Lopez, A., James, A., & Sandoval, C. (2014). Bilingual Supervision: Challenges, Opportunities, and Future Directions, Roundtable presented at the National Latina/o Psychological Association Biennial Conference, Albuquerque, NM.

Lopez, A., **Torres Fernandez, I.** & James, A. (2014). Across borders: Challenges impacting Latino/a communities, Symposium presented at the National Latina/o Psychological Association Biennial Conference, Albuquerque, NM.

**Torres Fernandez, I.,** Stamper, B., & Pritchard Dodge, E. (2014). *Group work in the*

*elementary classroom: Social and Emotional learning* . Workshop presented at the National Association of School Psychologists Annual Conference, Washington, DC.

Torres-Rivera, E, **Torres Fernandez, I.** & Puig, A. (2014). *Teaching group counseling in*

*Guatemala vs. the US: Comparing and contrasting.* Learning session presented at the Association for Specialists in Group Work National Convention, Orlando, FL.

**Torres Fernandez, I.,** Parsons, M., & Pritchard Dodge, E. (2013). *Social & emotional learning :*

*Feelings in the elementary classroom*. Workshop presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Harper, D., **Torres Fernandez, I**., Schwartz, J., James, L., Gonzalez, R., & Adams, E. M. (2013). Winning the up-hill battle: Developing integrated behavioral health services for Spanish-speaking minorities in rural New Mexico. Roundtable presented at the Collaborative Family Healthcare Association Conference, Denver, CO.

**Torres Fernandez, I,** Cote, L.M., Gonzalez, D.M., & Navarro, E. L.(2012). *Rethinking psychology in*

*the borderlands: An examination of multicultural competencies and social justice perspectives in counseling psychology.* Chair and presenter, Symposium presented at the 5th Biennial Conference of the National Latino/a Psychological Association, New Brunswick, NJ.

**Torres Fernandez, I.** (2012). *The development of a student-led, Spanish-speaking consultation and*

*support group.* Discussant, Symposium presented at the 5th Biennial Conference of the National

Latino/a Psychological Association, New Brunswick, NJ.

Gonzalez, D. M., Navarro, E. L., Cote, L. M., **Torres Fernandez, I**., & Barreto-Rios, D. (2012).

*Bilingual supervision model.* Roundtable presented at the 5th Biennial Conference of the National Latino/a Psychological Association, New Brunswick, NJ.

Navarro, E. L., Gonzalez, D. M., Cote, L. M., Caro, B., James, A. L.,Barreto-Rios, D., **Torres**

**Fernandez, I.**,&Porras, C. (2012). *Bilingual supervision: Building linguistic and cultural counseling competencies.* Roundtable presented at the 5th Biennial Conference of the National Latino/a Psychological Association, New Brunswick, NJ.

Navarro, E. L., Lopez, A., Paz, V., Rios, G. O., **Torres Fernandez, I.**, & Porras, C. (2012). *No hay*

*mal que por bien no venga: Persevera y triunfaras! Latinas discuss higher education experiences and beyond.* Roundtable presented at the 5th Biennial Conference of the National Latino/a

Psychological Association, New Brunswick, NJ.

**Torres Fernandez, I.,** James, A. L., Rios, G. O., Martinez, A., Bravo, A. (2012). *Cruzando Fronteras:*

*Addressing trauma and grief in children impacted by the violence in the US-Mexico border*. Workshop presented at the 5th Biennial Conference of he National Latino/a Psychological Association, New Brunswick, NJ.

DeLucia-Waack, J., Torres-Rivera, E., Steen, S., & **Torres Fernandez, I.** (2012). *Skill building session:*

*Live demonstration of psychoeducational and counseling groups.* Workshop presented at the American Psychological Association Annual Convention, Orlando, FL.

**Torres Fernandez, I.** (2012). *Pathways to success in academia: Experiences of women of color in a*

*college of education.* Chair and panelist. Symposiumpresented at the American Education ResearchAssociation Annual Conference, Vancouver, BC.

Grayshield, L., **Torres Fernandez, I.** & Waldo, M. (2012). *Parenting for consciously aware children*.

Workshop presented at the Association for Specialists in Group Work National Convention, Albuquerque, NM.

**Torres Fernandez, I** & Navarro, E. L. (2011). *Toward a Better Understanding of Child and Adolescent*

*Mental Health Needs in the Borderlands*. Paper presented at the National Association of Hispanic and Latino Studies Western Regional Meeting, San Diego, CA.

Navarro, E. L., Sutton, E.C., Gonzalez, R., Navarrete, I., & **Torres Fernandez, I.** (2011). *Am I*

*Latino/o enough?* *Understanding the effects of language discrimination and racism in academia*. Paper presented at the National Association of Hispanic and Latino Studies Western Regional Meeting, San Diego, CA

**Torres Fernandez, I.**, & Aguilar Diaz, A. (2011). *Reading Skills in ELL Students: Linking Assessment*

*& Intervention.* Workshop presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.

Navarro, E. L., González, D. M., **Torres, I.,** Martínez, S., Solorzano, B. & Domínguez, D. (2010). *¿Me entiendes? Bilingual Training issues for psychotherapists.* Round Table resented at the

National Latino/a Psychological Association Biannual Conference, San Antonio TX.

González, D. M, Navarro, E. L., & **Torres, I.** (2010). *Section for Bilingual Issues in NLPA*. Round Table Discussant. Presented at the National Latino/a Psychological Association Biannual Conference, San Antonio, TX.

González, D. M., Côté, L, Navarro, R. L., & **Torres, I.** (2010). *Professional Identity and Language Experiences of Psychologists and psychologists-in-Training*. Round Table presented at the National Latino/a Psychological Association Biannual Conference, San Antonio, TX.

Vazquez, M.; Arredondo, P., **Torres, I,** & Navarro, E. L. (2010). *Por Las Buenas or Las Malas: Latina share the good and the difficult experiences in pursuing an education and beyond*. Round Table Discussant. Presented at the National Latino/a Psychological Association Biannual Conference, San Antonio, TX.

**Torres Fernandez, I.** (2010). *Fostering Social and Emotional Learning and Resiliency in Elementary*

*School Settings.* Paper presented at the National Association of School Psychologists Annual

Conference, Chicago, IL.

Arroyos, E., Garcia-Vazquez, E., & **Torres Fernandez, I.** (2010). *Evaluation of a Math/Science*

*Technology Camp for Middle School Students.* Paper presented at the National Association of

School Psychologists Annual Conference, Chicago, IL.

**Torres Fernandez, I**. & Berry, C. (2006). *Implementation of the Strong Kids Curriculum in a Residential*

*Treatment Facility*. Poster presented at the National Association of School Psychologists

Annual Conference, New York, New York.

**Torres, I.** (2001). *Cultural Attitudes and Climate at The University of Iowa College of Education: A*

*Follow-up.* Paper presented at the 5th Annual Holmes Partnership Conference, Albuquerque, NM.

Carney, A., Gavrell, K., Gerken, K, Jones, C., Stewart, D., & **Torres, I.** (2000). *Respecting Differences:*

*An Interactive Workshop.* Workshop presented at the National Association of School

Psychologists Annual Conference, New Orleans, LA.

**Torres, I.** (2000). *Creating and Maintaining Diversity in the New Millennium: Increasing the Number of*

*Graduate Students of Color*. Panel Discussant, at the 4th Annual Holmes Partnership Conference,

Cincinnati, OH.

**Torres, I**. (2000). *Cultural Attitudes and Climate at The University of Iowa College of Education.*

Paper presented at the 4th Annual Holmes Partnership Conference, Cincinnati, OH.

Ryan, S. & **Torres, I.** (1999). *Working with Recovering Substance-Abusing Adolescents in the Schools:*

*Practical Strategies for Relapse Prevention*. Paper presented at the National Association of

School Psychologists Annual Conference, Las Vegas, NV.

Gavrell, K., Gerken, K, Hartman, S., Ryan, S., Stewart, D., & **Torres, I.** (1998). *Ethical Assessment and*

*Intervention with Multicultural Families.* Workshop presented at the American Psychological

Association Annual Conference, San Francisco, CA.

**State**

**Torres Fernandez, I**, Rios, G. O., James, A. L., Martinez, A., & Bravo, A **.** (2012). *Cruzando*

*Fronteras: Providing safe spaces to children impacted by the violence in the US-Mexico*

*border*. Paper presented at the New Mexico Coalition for School Administrator Summer Conference, Albuquerque, NM.

**Torres Fernandez, I** &, Arroyos, E. (2011). *DSM-IV in the school: A primer*. Workshop presented at

the New Mexico Association of School Psychologists Annual Conference, Las Cruces, NM.

**Torres Fernandez, I.** (2011). *Toward a Better Understanding of Child and Adolescent Mental Health*

*Needs in the Borderlands: Issues and Perspectives*. Keynote address presented at the Alliance for the

Advancement of Teaching and Learning Mental Health and Response to Intervention

Conference, Las Cruces, NM.

**Torres Fernandez, I.,** & Garcia-Capella, G. (2010). *Niños/as Fortalecidos/as: Currículo de Aprendizaje*

*Social y Emocional: Transformación Social desde el Aula*. Paper presented at the 2010 CIRCLE

Conference, El Paso, TX.

**Torres Fernandez, I.** (2010). *Fostering Social-Emotional Learning and Resiliency in Elementary School*

*Settings: The Implementation of the Strong Kids Curriculum in New Mexico*. Paper presented at the Alliancefor the Advancement of Teaching and Learning Annual Conference, Las Cruces: NM.

Figueroa, F., & **Torres Fernandez, I**. (2009). *Niños/as Fortalecidos/as: Currículo de Aprendizaje Social*

*y Emocional: Transformación Social desde el Aula*. Poster presented at the Puerto Rican Psychological Association Annual Conference, Ponce, PR.

**Torres Fernandez, I. (2007)**. *Transformando Escuelas en Espacios de Paz: El Rol del Psicólogo en la*

*Prevencion de la Violencia Escolar*. Panel presented at the Primer Simposio de Retos Sociales,

Mayaguez, PR.

Dixon, A., & **Torres, I**. (2001). *Providing Culturally Competent Services: Tools for Effective Treatment*.

Workshop presented at the Northwestern Pennsylvania Psychological Association Annual

Conference, Erie, PA.

Ryan, S., **Torres, I**., & Wilgenbush, T. (1999). *Practical Strategies for Working with Recovering*

*Substance Abusing Adolescents in the Schools.* Paper presented at the Iowa School Psychology AssociationConference, Des Moines, IA.

**Torres, I**. (1999). *Appropriate Assessment of Latino Youth and Their Families*. Symposium

member at the Strengthening and Valuing Latino Communities Conference, Iowa City, IA.

**Torres, I**. (1998). *Ethical Assessment and Intervention with Multicultural Families*. Symposium member

at the Iowa School Psychology Association Conference, Des Moines, IA.

**Torres, I.** (1998). *Appropriate Assessment for Students who are Culturally and/or Linguistically Diverse*.

Workshop facilitator at the Iowa Federation Council on Exceptional Children Conference,

Iowa City, IA.

**Local**

**Torres Fernandez, I.** (2017). *El impacto critico de las nuevas políticas migratorias en niños y jóvenes de*

*la frontera Estados Unidos-México*. Workshop presented at the Education beyond Borders: Tearing down Walls conference, Las Cruces, NM.

**Torres Fernandez, I.** (2016). *Abordando las necesidades de salud mental de los niños/as impactados por*

*la violencia: Lo que todo maestro debe conocer*. Workshop presented at the Education beyond Borders: Tearing down Walls conference, Las Cruces, NM.

**Torres Fernandez, I**. (2012). *The psychological impact of domestic violence in children and adolescents*.

Paper presented at the NMSU Criminal Justice Symposium, Las Cruces, NM.

**Torres Fernandez, I.** (2007). *Transformando Escuelas en Espacios de Paz: El Rol del Psicólogo en la*

*Prevencion de la Violencia Escolar*. Panel presented at the Primer Simposio de Retos Sociales,

Mayaguez, PR.

**Torres Fernandez, I.** (2006). *Problemas Específicos de Aprendizaje y sus Implicaciones para el Proceso*

*Enseñanza-Aprendizaje: Lo que todo Educador/a debe Conocer*. Workshop presented at the monthly meeting of AlaCIMA, San Juan, PR.

**Torres Fernandez, I. (**2006). *Conversatorio sobre Violencia por Razón de Género*. Panel Presented at

the University of Puerto Rico, Mayaguez, PR.

**Torres Fernandez, I. (**2006). *Maltrato de Menores? Deficiencia Moral, Enfermedad Mental, Crisis*

*Social o Que?* Panel Presented at the University of Puerto Rico, Mayaguez, PR.

**Torres, I.** (2001). *Strategies for Learning Differences*. Workshop presented at the Southwestern

Educational Society’s 6th Parental Forum, Mayaguez, PR.

Gerken, K, **Torres, I**., & Valdes-Guada, D. (2000). *Stepping Up and Stepping Out: You Can Make a*

*Difference*. Workshop presented at the International Human Rights Day at the University of

Iowa, Iowa City, IA.

Arroyos-Jurado, E., Gerken, K, Lee, S., & **Torres, I**. (1999). *Diversity in the Classroom: A Challenge*.

Workshop presenters at Hoover Elementary School, Iowa City, IA.

**In-service Training Workshops and Volunteer Community Presentations**

June 2012 Provided In-Service Training Workshop on *Effects of Vicarious Trauma* to

Employees of NM Adult Protective Service Agency (3 hours)

January 2012 Provided In-Service Training Workshop on *SEL and Kimochis* to JPTA &

Columbus Elementary School staff (6 hours)

Fall 2011- 2012 Provided In-Service for Pre-Service Teachers at NMSU on *Socio-*

*Emotional Development in Elementary School Children* at Hermosa Heights

Elementary & Central Elementary, Las Cruces, NM (2 hours)

August 2010 Provided In-Service Workshop on *Strong Kids Curriculum* to Dexter

Elementary School staff, Dexter, NM (6 hours)

September 2010 Provided In-Service Workshop on the Spanish version of the *Strong Kids*

*Curriculum* at the Primer Simposio de Psicologia Rural y Salud Mental en la

Frontera, Las Cruces, NM (8 hours)

August 2009 Provided In-Service Workshop on *Strong Kids Curriculum* to Las

Cruces Public Schools School counselors and School Psychologists, Las Cruces,

NM (3 hours)

**Other Research Collaborations**

2006-2010

***Translation and Adaptation of the Strong Kids Curriculum to the Puerto Rican Population***

Primary Investigators: Ivelisse Torres Fernandez, PhD, New Mexico State University; Amanda Clinton, PhD, University of Puerto Rico, Mayaguez

2008-2007

***Access/Gear up Project***

Primary Investigators: Rima Brusi, PhD; David Gonzalez, PhD; Sandra Dika, PhD; & Ivelisse Torres Fernandez, PhD, University of Puerto Rico at Mayaguez

***Fostering Resiliency among College Students***

Primary Investigator: Ivelisse Torres Fernandez, PhD, University of Puerto Rico at Mayaguez

2005-2006

***Implementation of the Strong Kids Curriculum in a Residential Treatment Facility***

Primary Investigators: Ivelisse Torres Fernanez, PhD and Christine Berry, MA, Sarah A. Reed Children’s Center, Erie, PA

***An Investigation of Patterns of Aggression among Adolescent Females in a Residential Treatment Facility***

Primary Investigators: Ivelisse Torres Fernandez, PhD and Melanie Pearl, MA, Sarah A. Reed Children’s Center, Erie, PA

***An Evaluation of Models to Reduce the Use of Physical Intervention Techniques with Children and Adolescents in Residential Care***

Primary Investigators: Ivelisse Torres Fernandez, PhD and Susan D’Esposito, MA, Sarah A. Reed Children’s Center, Erie, PA

***Implementation of an Evidence-Based Treatment for Child Abuse***

Primary Investigators: Amy Herschell, Ph.D.; Ivelisse Torres Fernandez, Ph.D., and Eric Schwartz, Psy.D.

Partnership Project between Sarah A. Reed Children’s Center and the University of Pittsburgh Medical Center, Child & Adolescent Psychiatry Western Psychiatric Institute and Clinic

2004-2006

***Early Recollections and Clinical Impressions of Adolescent Clients Diagnosed with Reactive Attachment Disorder***

***Early Recollections and Clinical Impressions of Adolescent Clients Diagnosed with Conduct Disorder***

Primary Investigators: David Tobin, PhD; Katherine Wardi, PhD; and Ivelisse Torres Fernandez, PhD

Partnership Project between Gannon University and Sarah A. Reed Children’s Center

2004-2005

***Implementation of the Strong Kids/Strong Teens Curriculum in Alternative Educational Settings***

Primary Investigators: Ivelisse Torres Fernandez, PhD; Kathryn Sanborn, MA; Nina Cheng, MA; and Walter Schamber, MA.

***Conjoint Behavioral Consultation with Teachers in a Children’s Residential Treatment Facility***

Primary Investigators: Ivelisse Torres Fernandez, PhD; Stephanie Williams, PhD, and Adrienne Dixon, MA.

***The Impact of the Therapeutic Crisis Intervention System in the Reduction of Critical Incidents in a Children’s Residential Treatment Facility***

Primary Investigators: Ivelisse Torres Fernandez, PhD and Matt Haight. MA

2001-2002

***Observational Study of the Sarah Reed Children's Center Alternative Education Classrooms***

Primary Investigators: Adrienne Dixon, MA., Ben Rigby, MA., Kelly Sullivan, MA, and Ivelisse Torres Fernandez, MA.

1999-2001

***Cultural Attitudes and Climate at the University of Iowa College of Education***

Primary Investigators: Ivelisse Torres, MA, & Kathlyn Gerken, PhD

Fall 1998

Arroyos, E., Carney, A. and Torres, I.

***Translation of the ADHD Symptoms Rating Scale (ADHD-SRS), Parent Version****,* developed by Melissa Lea Holland, Gretchen A. Gimpel, and Kenneth W. Merrell.

Supervisor: Kenneth Merrell, Ph.D.

Site: The University of Iowa, Iowa City, IA

##### Fall 1997

Arroyos, E., Carney, A., and Torres, I.

***Translation of the Preschool and Kindergarten Behavior Scales (PKBS)*** into ECPK, a Spanish-Language version of the scale.

Supervisor: Kenneth Merrell, Ph.D.

Site: The University of Iowa, Iowa City, IA

**OUTREACH/COMMUNITY PROJECTS**

**Kimochis Program** -this program started in the fall of 2011 as a variation of the Strong Kids program. This initiative targets K-3 populations with the goal of promoting SEL (Social Emotional Learning) and resilience in young children. Kimochis includes a semester long program geared at developing SEL skills including awareness and regulation of feelings by using the Kimochis curriculum. This program was implemented at Hermosa Heights Elementary in the fall of 2011 and at the J Paul Taylor Academy since the spring of 2012. At JPTA, we have created a Kimochis community that embraces Kimochis ways to communicate, behave, and problem solve. Since its inception over 300 students have participated in the program. In 2014, a pilot program was implemented at the NMSU School for Young Children (Myrna’s Village) with 2 groups of pre-school children. This program targeted children ages 3-5 from predominantly disadvantaged backgrounds. This Head Start initiative will follow a train-the-trainers approach in which teacher will be trained in the curriculum while weekly on site consultation and support will be provided.

**New Mexico Leadership Institute (2012-2016)-**the New Mexico Leadership Institute, formely known as Rosemont Leadership Institute, is a partnership between Rosemont Realty, New Mexico State University, and University of New Mexico. The goal of this program is to develop leadership and entrepreneurial skills among New Mexican high school students. The program, which is in its third year, selects 30 juniors from diverse parts of the state. This group of young individuals will attend a weeklong summer camp to be housed at NMSU and a two-week summer program at the end of their senior year to be housed at UNM. My responsibilities within the program include: program/curriculum development, teaching during the summer camp, and mentoring of the challenge project during their senior year and once they are enrolled at NMSU. Once students complete the program they are awarded a $15,000 scholarship to attend either NMSU or UNM.

**Trainings for International, National, & Local Educators and Mental Health Professionals** -since 2008 I have provided training to educators and mental health professionals in several parts of the state as well as Puerto Rico, and China. In the fall of 2010, the Primer Simposio de Salud Mental en la Frontera was developed. This Symposium welcomed 45 educators from several countries in Central America (El Salvador, Honduras, & Guatemala) & the Caribbean (Dominican Republic). Participants were provided a series of trainings regarding children’s mental health and the Strong Kids curriculum. In April 2015, I had the privilege to provide training to 40 educators from Mexico and Central America who participated in a social justice symposium sponsored by C & I and the COE.

***Cruzando Fronteras* Project** - *Cruzando Fronteras* is an outreach project initiated in partnership with Deming Public School District. The impetus for the project came from an identified need within the district and the desire to better address the emotional consequences of the continuous exposure to violence in the US-Mexico border. The goal of the project is twofold; first, to address trauma and grief via the implementation of a curriculum geared to promote social emotional learning and resilience; secondly, to provide a safe space for children to share and process their stories via the use of narrative approaches and story books. There are two important components to this program: teacher training (training teachers in trauma-based skills, SEL, and resilience), and program implementation (semester long curriculum geared toward promotion of coping strategies via the use of narrative approaches and SEL.

**Strong Kids Program (2008-2011)-**the Strong Kids program was an outreach initiative geared toward the promotion of social emotional learning and resilience in K-12 students. This initiative had three essential components: (1) the delivery of a semester long curriculum that focused on coping skills and strategies along with core principles of SEL; (2) the provision of training to teachers, school counselors, and school psychologists in the participant districts; and (3) practicum and internship opportunities to Masters, EdS, and PhD students’ enrolled in counseling and school psychology graduate programs at NMSU. This program provided outreach services and training to several schools in the Las Cruces, Crown Point, Gallup, and Dexter, NM and served over 400 students.

**service**

**Service to the Profession**

July 2015-present Treasurer, Interamerican Society of Psychology

February 2015-present Bilingual Competencies Guidelines Task Force-AMCD

May 2014-Present NLPA Conference Presentations Reviewer

August 2014- February 2015 NLPA Guidelines for Unaccompanied Minors Task Force

January 2013-present Manuscript Reviewer, *Interamerican Journal of Psychology*

February 2013-present Member, Psychological Education Issues Advocate Committee,

National Latino/a Psychological Association (NLPA)

August 2009 – present Program Reviewer, National Association of School Psychologists (NASP)

May 2010-October 2012 Treasurer, New Mexico Association of School Psychologists

(NMASP)

**Service to the University**

August 2010-May 2014 Advisory Board Member, Preparing Future Faculty Graduate

Assistantship Program

August 2010- May 2014 Advisory Board Member, NM PASS Program

August 2009 – May 2010 College of Education Dean’s Search Committee

**Service to the College of Education**

October 2015-present College of Education Diversity Task Force

August 2009-May 2011 Clinical Team Member of the SNAP Team, Department of Special

Education and Communication Disorders

August 2010- May 2011 College of Education Research Committee Group

August 2008 – 2013 Student Affairs Committee, NMSU, College of Education

**Service to the Department of Counseling & Educational Psychology**

March 2013-May 2013 Member, Behavioral Health Psychologist Search Committee

January-June 2012 Co-Clinical Coordinator, NMSU CEP Assessment Clinic

2011-2013 Member, Interdisciplinary Group Work, Spanish Counseling Minor &

Specialization program

2010- 2011 Member, CEP Faculty Search Committee

2010 – present Internship and Practicum Coordinator, School Psychology Program

2015 – present MA Counseling Program-Admissions Committee

2008- 2009 Member, Department Chair Search Committee

2008 – present Member, School Psychology Training Committee

ENEDINA GARCIA VAZQUEZ

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## EDUCATION

PHD 1990 THE University of Iowa, School Psychology

Minor Fields – Special Education, Counseling & Human Development

MA 1983 The University of Texas at San Antonio, Bicultural/Bilingual Studies

BS 1979 Texas State University (formerly Southwest Texas State University), Elementary Education

## ADMINISTRATIVE EXPERIENCE

**2015 – Present Associate Dean – Academic Affairs**

New Mexico State University

College of Education

Responsible for all College matters related to faculty and students in relation to academics. Other responsibilities include program management and student concerns, review proposals for changes within academic programs in order to keep them current and work with students who have issues related to the college. Oversee the Advisement Center, scholarships, ambassador program, accreditation (including assessment self-study and site visit) and quarterly and annual reports for University, state and national accrediting body requirements.

**2006 – 2011** **Associate Dean**/**Deputy Director**

New Mexico State University

Physical Science Laboratory

Responsible for developing closer ties to academic colleges through joint appointments and research and education interdisciplinary programs for undergraduate and graduate students. Develop and help implement policy for research faculty. As Information Sciences & Security Systems Department Head, oversee the operations for grants and contracts received in information modeling and threat analysis (electronic warfare systems countermeasures, development and integration, systems modeling and simulation), border technologies, signals and systems, and open source intelligence. Education and training initiatives included the Workforce Internship in National Security (WINS) co-operative education program and co-developing and implementing a center for national security. I supervised/oversaw up to 100 staff in various levels of employment, both on and off-campus. As chief security officer, work with Facility Security Officer to maintain Department of Defense Accreditation. Outreach efforts included summer camps for middle and high school students (Matrix RED, I-SPY, CSI) from low income or minority backgrounds. Support and solicit new business and research development efforts. The IS & SS Department generates about $20 million, annually, in research expenditures. Managed the second highest overhead budget on campus.

**2003 – 2006 Associate Dean of Academic Affairs**

New Mexico State University

The Graduate School

Primary responsibilities were concentrated in program/professional development to enhance retention of graduate students. Address the majority of student issues related to academic needs/concerns, graduate assistantships, grievances, and appeals. Developed graduate assistant manuals to support academic and research graduate assistants. Developed and implemented the New Graduate Assistant Orientation, with supporting materials. Developed and implemented the award ceremony for outstanding graduate students (students graduating with a 4.0 GPA). Developed and implemented a campus-wide annual meeting for program directors. Supervise 10 staff and 4 graduate assistants. Lead the effort to develop an intelligence studies program at the undergraduate and graduate levels. Involved in recruitment. Member of campus-wide associate dean committees for academics and research; serving as chair in the 2006-2007 academic year for the Associate Dean Academic Council.

**1999 – 2003 Associate Director (Associate Dean\*)**

New Mexico State University

Honors College

Responsibilities included recruiting and preparing undergraduate students for major national and international fellowships/scholarships including but not limited to the Rhodes, Marshall, Truman, Goldwater, and Udall scholarships. The Associate Director/Fellowship Coordinator chairs the university wide fellowship committee and is responsible for program development. The Associate Director assists the director in various administrative roles related to the functioning of the Honors College. I was instrumental in helping one student receive the Goldwater Scholarship; prepared several students for Rhodes, Marshall and Truman scholarships. \*In 2005 the Associate Director position was converted to an Associate Dean position. No changes were made to the responsibilities or job description.

**1995 – 2004 Training Director - School Psychology Program**

New Mexico State University

Counseling & Educational Psychology Department

**2004 – 2005 Co-Training Director**

The Training Director is responsible for all program development activities including establishing the mission for the program, developing curriculum plans, implementing graduate school rules and policies, preparing accreditation and state licensure materials, and general program coordination. The Director organizes training committee and student meetings, addresses all student concerns, develop training manuals, recruitment and retention.

## ACADEMIC EXPERIENCE

**2006 – Present Professor**

New Mexico State University; Counseling & Educational Psychology

In current role as Associate Dean of the College, professor roles continued relate to teaching, directing master’s theses, Ed.S. theses/research projects and Ph.D. dissertations, supervising and preparing school psychology, counseling and counseling psychology students, service and maintaining a scholarly research agenda. Primary responsibilities are to the school psychology program. Additional responsibilities include interfacing with local school district to provide psychological assessment and intervention support for P-12 students.

**06/2003 – 07/2003 Visiting Professor**

The University of Notre Dame; Alliance for Catholic Education Program

Notre Dame, IN 46556

Teach EDU 544 Child Development and Moral Education for early childhood and elementary education student teachers enrolled in the Alliance for Catholic Education program. Be available to advice and support students’ participation in class and assignments.

**1998 – 2006 Associate Professor**

**1995 – 1998 Assistant Professor**

New Mexico State University; Counseling & Educational Psychology Department

Major responsibilities included teaching five courses per year at the undergraduate and graduate levels, advising graduate students, directing master’s theses, Ed.S. theses/equivalency projects and Ph.D. dissertations, supervising and training school psychology, counseling and counseling psychology students, service and maintaining a scholarly research agenda. Served as Training Director of the school psychology program for 10 years.

**1993 – 1995 Assistant Professor**

THE University of Iowa

Psychological & Quantitative Foundations Division

Iowa City, IA

Member of the school psychology program faculty. Major responsibilities included teaching two courses per year, advising graduate students, directing Ed.S. theses/equivalency projects and Ph.D. dissertations, supervising and training school psychology students, service, and maintaining a line of scholarly activity. Additional responsibilities included leading recruitment efforts to increase ethnic diversity among the student body.

**1990 – 1993 Assistant Professor**

THE University of Iowa

Curriculum & Instruction and Psychological & Quantitative Foundations Divisions

Iowa City, IA 52242

Joint appointment in two divisions: Curriculum & Instruction (50% first year, 75% second year) and Psychological & Quantitative Foundations. Major administrative responsibilities included directing/coordinating the ESL program and all responsibilities related to program development and implementation. Other responsibilities included teaching three courses per academic year, advising graduate and undergraduate students, supervising and training teachers for ESL and general education classrooms, directing master’s theses and Ph.D. dissertations, providing service to the university and community, and maintaining a line of scholarly activity. Second appointment in the Psychological & Quantitative Foundations Division (50% first year, 25% second year) was in the school psychology program. Major responsibilities included teaching one to two courses per year, advising graduate students, directing Ed.S. and Ph.D. dissertations, supervising and training school psychology students, and maintaining a line of scholarly activity.

## OTHER PROFESSIONAL EXPERIENCE

**1989 – 1990 School Psychology Associate**

Bryan Independent School District

Bryan, Texas

Major responsibilities included evaluations of special and general education students, from pre-Kindergarten through High School, presenting with a variety of difficulties. Academic, behavioral and emotional assessments were conducted. Provided written diagnostic evaluations, interventions, overall recommendations and educational placement suggestions. Many evaluations and parent interviews were conducted in English, Spanish, or both. Students presented with learning, behavioral and mental disabilities.

**1988 – 1989 School Psychologist**

Grant Wood Area Education Agency

Coralville Office

Coralville, IA

Major responsibilities were to conduct special and general education evaluations of students from pre-Kindergarten to high school presenting with a variety of learning, behavioral and mental difficulties. Areas assessed included academic, behavioral and emotional aspects. Provided written diagnostic evaluations, interventions, overall recommendations and educational placement suggestions. Occasionally conducted bilingual (Spanish/English) evaluations for other school psychologists in the agency. Interviews with parents and students often conducted in Spanish or bilingually (English/Spanish) as needed.

**1981 – 1983 Elementary Education Teacher**

Southwest Independent School District

San Antonio, TX

Taught in bilingual Kindergarten and second grade classrooms. Master teacher in a Title VII Demonstration Project investigating the effects of The New Concurrent Approach (a bilingual education technique using Spanish and English (on a 50/50% basis), concurrently using a system of cues. Also taught language arts in English and Spanish. Videotaped on a biweekly basis and audiotape daily.

**1979 – 1981 Elementary Education Teacher**

San Felipe Del Rio Independent School District

Del Rio, TX

Taught in bilingual third and fourth grade classes. Responsible for all content areas and teaching duties required.

## REFEREED PUBLICATIONS

Marín, M. R., & García-Vázquez, E. (2012). The intersection of family and community resilience to enhance mental health among Latino children, adolescents, and families. *CYF News*, American Psychological Association, <http://www.apa.org/pi/families/resources/newsletter/2012/07/family-community.aspx>.

Skiba, R. J., Reynolds, C. R., Graham, S., Sheras, P., Close- Conoley, J., & García-Vázquez, E. (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist, 63*(9), 852-862.

Rehbein-Narvaez, R, García-Vázquez, E, & Madson, L. (2006). The relation between self-esteem and sexual functioning in collegiate females. *Journal of Social Psychology*, 146, (2), 250 – 252.

Vásquez, M. J. T., Lott, B, García-Vázquez, E., Grant, S. K., Iwamasa, G. Y., Molina, L. E., Ragsdale, B. L. & Vestel-Dowdy, E. (2006). Personal reflections: Barriers and strategies in increasing diversity in psychology. *American Psychologist, 61* (2), 157-172. (98% rejection rate)

García-Vázquez, E. (2005). RTI Q & A: Response from the New Mexico review editor. *New Mexico Review, 13*, 12 –14).

García-Vázquez, E. (2005). From RTI to the Praxis: Examining critical issues in school psychology. *Trainer’s Forum*, 24, 18-23.

Savage, T. A., Arroyos-Jurado, E. C., Nero, C. L., & García-Vázquez, E. (2004). Applying a culturally responsive paradigm to the field of school psychology: A framework for practice and training. *Trainer’s Forum, 24*(1), 10-18.

García-Vázquez, E. & Dunham, M. (2004). TSP in Dallas. *Trainer’s Forum,* 23(4), 17 –19.

Grau, N. A., Waldo, M., García–Vázquez, E. & Steiner, R. (2002). Assessing barriers to learning in a borderland high school. *Border Walking Journal, 5,* 1-18.

García–Vázquez, E. (2002). Enhancing reading through cross-cultural parent-teacher communication. *New Mexico Journal of Reading, 3*, 14-23.

López, E. J., Ehly, S., & García–Vázquez, E. (2002). Acculturation, social support and academic achievement of Mexican and Mexican-American high school students: An exploratory study. *Psychology in the Schools, 39*(3), 245-257.

López, E. J., García–Vázquez, E., & Meloy, L. (2000). Acculturation and self – perception: Factors affecting the development of Latino/a adolescents. *Border Walking Journal, 4,* 43-57.

García-Vázquez, E., Vázquez, L. A., Ling, N. D. & Adams, E. M. (1999). The impact of skin color on perceived discrimination among bi-ethnic/Latino adolescents. *Border Walking Journal, 3,* 44 – 52.

Vázquez, L. A. & García-Vázquez, E. (1998). The impact of the differential social power system on Latinos’ attitudes toward the high school and community college experience. *The Journal of Community College Research and Practice 22*. 1-10.

García-Vázquez, E., Vázquez, L. A., & Huang, C. (1998). Psychological factors and language: Impact on Mexican-American students. *College Student Journal, 32,* 6 -18.

Vázquez, L. A., García-Vázquez, E., Sanchez, P. J., & Sierra, A. S. (1998). Acculturative stress in university students: The impact of ethnic loyalty and skin color. *Borderwalking Journal, 2*, 37-46.

García-Vázquez, E., Vázquez, L. A., López, I. C., & Ward, W. (1997). Language proficiency and academic success: Relationship between proficiency in two languages and achievement among Mexican-American students. *Bilingual Research Journal, 21*, 397 – 409.

Vázquez, L. A., García-Vázquez, E., Bauman, S. A., & Sierra, A. S. (1997). Skin color, acculturation, and community interest among Mexican-American students: A research note. *Hispanic Journal of Behavioral Science, 19,* 377-386.

García-Vázquez, E. (1997). In other words: Not just a song. Review of *In other words: The Science and Psychology of second-language acquisition (1st ed.)* by Ellen Bialystok, & Kenji Hakuta, (Eds.). New York: Basic Books, 246 pp. *Contemporary Psychology, 42*, 260-261.

García-Vázquez, E. (1996). Literacy: A Broader Definition. Review of *Literacy: A Redefinition (1st ed.)* by Nancy J. Ellsworth, Carolyn N. Hedley, & Anthony N. Baratta, (Eds.). Hillsdale, New Jersey: Lawrence Erlbaum Associates, 238 pp. *Contemporary Psychology, 41*, 581-582.

García-Vázquez, E. (1995). Acculturation and academics: Effects of acculturation on reading achievement among Mexican-American students. *The Bilingual Research Journal, 19*, 307-318.

Vázquez, L. A. & García-Vázquez, E. (1995). Variables of success and stress with Mexican American students. *College Student Journal, 29,* 221-226

García-Vázquez, E., & Ehly, S. W. (1994). Acculturation and intelligence: Effects of acculturation on problem-solving abilities. *Perceptual and Motor Skills, 78*, 501-502.

García-Vázquez, E. & Vázquez, L. A. (1994). In a pen pals program: Latinos/as supporting Latinos/as. *Journal of Reading, 38,* 172-179.

García-Vázquez, E. (1994). The Changing Face of Homelessness, Marjorie J. Robertson and Milton Greenblatt (Eds.). *Contemporary Psychology, 39,* 422.

García-Vázquez, E., Ehly, S. W., & Vázquez, L. A. (1993). Examination of tutor and tutee interactions and attitudes: What happens during peer tutoring. *Special Services in the Schools, 7,* 1-20.

García-Vázquez, E. & Ehly, S. W. (1992). Effects of peer tutoring on the social acceptance of students perceived not to be socially accepted. *Psychology in the Schools, 24,* 256-265.

García-Vázquez, E. (1991). Language processing in bilingual children edited by Ellen Bialystok. *Contemporary Psychology, 37,* 762.

## BOOKS and CHAPTERS

Prus, J., & García-Vázquez, E. (2014). Best practices in assessing performance in school psychology graduate programs. In P. L. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: Foundations* (pp. 513-526). Bethesda, MD: NASP Publications.

García-Vázquez, E., & Marín, M. R. (2014). Santa María, Madre de Dios: Latinas, religion and spiritualism. In T. Bryant-Davis, A. M. Austria, D. M. Kawahara, & D. J. Willis (Eds.), *Religion and Spirituality for Diverse Women*, (pp. 199-214). Santa Barbara: Praeger.

García-Vázquez, E., Crespi, T., & Riccio, C., Editors. (2010). *Handbook of Education, Training and Supervision of School Psychologists in School and Community, Volume I: Foundations of Professional Practice*. New York: Taylor Francis/Routledge. (Volume II: Bridging theTraining and Practice Gap: BuildingCollaborative University/Field Practices***,*** Edited by Kaufman, J. & Hughes, T.)

Vázquez, L.A., Marin, M., & García-Vázquez, E.  (2009).  Advances in Multicultural Assessment and Counseling with Culturally-Diverse Later-Life Adult.  In J. G. Ponterotto, J. M. Casas, L. A. Suzuki, & C. M. Alexander, *Handbook of Multicultural Counseling* (3rd.). California: Sage Publications.

Vázquez, L. A., & García-Vázquez, E. (2003). Teaching multicultural competence in counseling curriculum. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek, Eds., *Handbook of multicultural competencies*.

Vázquez, L. A., & García-Vázquez, E. (2001). The impact of phenotype on gender and class for Hispanic Americans: Implications for counseling. In D. B. Pope-Davis & H. L. K. Coleman, Eds., *The intersection of race, gender, and class: Implications for counselor training*. California: Sage Publications.

Ehly, S. W., & García-Vázquez, E. (1998) Peer counseling. In K. Topping & S. W. Ehly (Eds.) *Peer assisted learning*. Mahwah NJ USA & London UK: Lawrence Erlbaum Associates

Ehly, S. W., & García-Vázquez, E. (1998). Groups in the school context. In K.C. Stoiber & T. R. Kratochwill (Eds), *Handbook of group intervention for children and families*. Boston: Allyn & Bacon.

García-Vázquez, E., & Ehly, S. W. (1995). *Best Practices in School Psychology, III,* Alex Thomas and Jeff Grimes (Eds.). NASP Publications.

## REFEREED CREATIVE WORKS

García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2004). Counseling Latino/Latina adolescents and children: Brief Interventions. A Video Workbook. Microtraining Associates and Company. North Amherst: MA

García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2004). Counseling Latino/Latina adolescents and children: Brief Interventions. Counselor Training Video. Microtraining Associates and Company. North Amherst: MA

## NON-REFEREED PUBLICATIONS

García-Vázquez, E. (2005). Graduate assistant handbook. Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004). Graduate student handbook (68 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004). New graduate assistant handbook (73 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

García-Vázquez, E. (2004, 2005). Directors of graduate studies handbook (70 pages). Las Cruces, NM: The Graduate School, New Mexico State University.

Arroyos, E. C., & García-Vázquez, E. (1997). The effect of acculturation type, stress, and social support on Mexican-American adolescents: Abstract. *National McNair Journal*.

Arroyos, E. C., & García-Vázquez, E. (1997). The impact of acculturation type, stress, and social support on Mexican-American adolescents. *NMSU McNair Journal*.

García-Vázquez, E. (2004, 2003, 2002, 2001, 2000, 1999, 1998, 1997, 1996). School psychology student handbook. Las Cruces, NM: Counseling & Educational Psychology Department, New Mexico State University.

García-Vázquez, E. (1995). *School psychology operations manual*. New Mexico State University.

Vázquez, E. G. (1991). Acculturation: Conceptualization and operationalization. In *Best Practices in the Delivery of School Psychology Services*, Grant Wood Area Education Agency, Cedar Rapids, Iowa.

García-Vázquez, E. (1990). *ESL student handbook*. THE University of Iowa.

Vázquez, E. G. (1985). The school psychologist as a leader of Hispanic groups. *Iowa School Psychologists Association Newsletter, 3*(1), 6-7.

**IN PROGRESS**

García-Vázquez, E., Mayo, M., Montañez, M., & Kilijanek, T. (Submitted). Cognitive skills and employment: Are our students ready for the workforce.

García-Vázquez, E., Montañez, M., Aguilar, F., & Vázquez, L. A. (Manuscript in Preparation). The assessment of acculturation for Latino/a adolescents: A factor analysis.

Vázquez, L. A., García-Vázquez, E., & Marín, M. R. (Manuscript in Preparation). Multicultural training, racism, and evaluation of competence.

## FUNDED GRANTS

(2015-2018) NMSU-CEP-GAANN Fellowship Program, US Department of Education, $147,693 annual (Total $590,556)

(2014) ROI Data Collection, Research-Youth and Employment, $25,000

(2013-2016) National Association of School Psychologists- Chair. $74,129 annual (includes support for a .5 FTE graduate assistant)

(2013) ROI Data Collection, Research-Youth and Employment, $20,000

(2013) Innovate+Educate Research, Creating Alternate Pathways to Employment, $25,000

(2013) Innovate+Educate New Options New Mexico, $29,000

(2012) Innovate+Educate New Options New Mexico, $46,000

(2012) Innovate+Educate – Toolkit for New Options New Mexico; Building a Career Ready Community, PI $25,000

(2012) Las Cruces Public School District - Assessment and Evaluation Center, PI $149,588

(2008-2013) National Association of School Psychologists- Chair. $66,500 yearly (includes support for a .5 FTE graduate assistant)

(2008- Present) New Mexico Department of Transportation- Border project building and installing a Weigh In Motion (WIM) system. $596,200

(2007-2008) Matrix Project – K-12 initiative to develop curriculum for small technology. Co-PI Luis Vázquez, $308,000

(2008) ENLACE Evaluation Project – serve as the lead evaluator for the Enlace statewide project. Co-Evaluator Elsa Arroyos-Jurado. $35,000 with $20,000 plus up

(2008) Con Alma Foundation – Mentoring program. Lead evaluator for 12-month program to support adult mentoring program. Co-Evaluator Elsa Arroyos-Jurado. $12,500

(2007) Southern New Mexico Dairy Green Water Reclamation and Reuse Project; Water Innovation Fund – Governor Bill Richardson’s Office; Co-Investigators – Robert Marquez & Annette Morales (PublicUs); Antonio Lara, Ramona Parra, Robert Hagevoort (New Mexico State University); $500,000

(2006 - present) Training School Psychology Practitioners to Work with Diverse Populations – Office of Special Education Programs, Co-Principal Investigator Dr. Elsa Arroyos-Jurado, $800,000

(2003) Physical Science Laboratory Cyberspace Grant, Cyberspace Ethics – Federal Government Grant, $39,300 funded of original $1.3 million funded to principal investigators

(2002) Hot Projects: Paso del Norte Foundation, Sexual Assault Research (student grant – Robyn Rehbein), $1600

(2002) Doña Ana County Sheriff’s Department, Substance Use and Adolescents, $4000

(1999) McNair Scholar Program, New Mexico State University, $1300

(1998) State Department of Special Education, Mini Training Grant for School Psychology, $43,000

(1997) McNair Scholar Program, New Mexico State University, $1300

(1996) McNair Scholar Program, New Mexico State University, $1300

(1995) Research Fellowship, New Mexico State University, $2000

(1995) Iowa Measurement & Research Foundation, THE University of Iowa, $18,620

(1991) THE University of Iowa, Old Gold, $3500

## COURSES TAUGHT

### New Mexico State University

CEP 110 Human Development (undergraduates)

CEP 210 Educational Psychology (undergraduates)

CEP 512/612 Human Growth and Development (face-to-face & asynchronous online)

CEP 542 Appraisal of Counseling

CEP 547/647 Appraisal of Intelligence

CEP 558/658 Child and Adolescent Counseling

CEP 608 Curriculum Based Assessment and Intervention

CEP 616 Spanish for Mental Health Professionals

CEP 624 Professional Issues in School Psychology

CEP 648 Appraisal of Personality

CEP 598 Special Research Programs

CEP 515/615 Learning Theory

CEP 672 Practicum in School Psychology

CEP 676 Field Experience in Educational Diagnostics

CEP 675 Advanced Practicum in School Psychology

CEP 684 Internship in School Psychology

**PRESENTATIONS**

### National

Prus, J., & García-Vázquez, E. (2016). Accreditation Updates. Trainers of School Psychologists. New Orleans, LA.

García-Vázquez, E., Prus, J., Hughes, T., Worrell, F., & Miller, J. (2012). Accreditation, Certification, and Academic Freedom: Balancing the Scales, Trainers of School Psychologists Annual Meeting, held at the 2012 NASP Convention, Philadelphia, PA.

García-Vázquez, E. (2012-2016). NASP Program Approval Board – Q & A for Program Coordinators, NASP Annual National Conventions.

García-Vázquez, E. (2009 - 2016). NASP Program Reviewer Training for New Reviewers, NASP Annual National Conventions.

García-Vázquez, E. (2009 - 2016). NASP Program Reviewer Training for Current Reviewers, NASP Annual National Conventions. Session supported by current NASP Program Accreditation Board members.

García-Vázquez, E. (2009 - 2016). NASP Program Approval Board: Online Submissions for Programs, NASP Annual National Conventions. Session supported by current NASP Program Accreditation Board members (Susan Bartels, Natalie Politikos, Eric Robinson).

Torres-Pryor, J. & García-Vázquez, E (2006). American Psychological Association National Conference, New Orleans.

García-Vázquez, E., Vázquez, L. A., & Ivey, M. B. (2005). Counseling Latino/a Children and Adolescents: Brief Interventions. National Multicultural Conference and Summit, Hollywood, CA.

Grant, S. K., García-Vázquez, E., Lin, G., Harrel, S., Mona, L., Edwards, G., & Longoria, R. (2005). Increasing Diversity in Psychology: Barriers and Strategies. National Multicultural Conference and Summit, Hollywood, CA.

García-Vázquez, E., & Waterman, H. (2004). Associate/Assistant Deans: Lessons Learned, Council of Graduate Schools New Deans Summer Institute, San Juan, Puerto Rico.

Vásquez, M. J. T., Lott, B., García-Vázquez, E., (2003). Retention and recruitment issues at the college level. National Multicultural Summit, Hollywood, CA.

Murphy, R, & García-Vázquez, E. (2003). Ethnic identity, perceived discrimination and academic achievement: Impact on Mexican-American Community College Students. National Multicultural Summit, Hollywood, CA.

Vázquez, L.A., García-Vázquez, E., Escoto, E. (2001). Religiosity, acculturation, and acculturative stress among Mexican Americans. American Psychological Association National Conference, San Francisco, CA.

Torres-Pryor, J., & García-Vázquez, E. (2001). Acculturation and alcohol use among Latino/a and White college students. American Psychological Association National Conference. San Francisco, CA.

Torres-Pryor, J., & García-Vázquez, E. (2000). Preventing sexual assault: Impact of an intervention on adolescent attitudes, beliefs, and self-reporting behavior. American Psychological Association National Conference, Washington, DC.

García-Vázquez, E. (1999). Impact of skin color on perceived discrimination among bi-ethnic adolescents. American Psychological Association National Conference, Boston, MA.

García-Vázquez, E. (1998). The impact of skin color, self-esteem, and acculturation on the self-expressiveness of Mexican-American adolescents. American Psychological Association National Conference, San Francisco, CA.

García-Vázquez, E. (1997). Prevention Opportunities for Counseling Psychologists Through School Mental Health Services. American Psychological Association National Conference, Chicago, IL.

García-Vázquez, E. (1997). Skin Color, Acculturation, and Community Interests. American Psychological Association National Conference, Chicago, IL.

García-Vázquez, E. (1997). Acculturation, Stress, and Social Support Among Mexican-American Adolescents. National Conference on Undergraduate Research, San Antonio, TX.

Arroyos, E. C, & García-Vázquez, E. (1996). Acculturation, Stress, and Social Support Among Mexican-American Adolescents. National McNair Research Conference, Wisconsin.

García-Vázquez, E. (1996). Ethical Issues: School and Counseling Psychology. American Psychological Association National Conference, Washington, D.C.

García-Vázquez, E. (1993). Dynamics of identity and community: Considering the context of literacy learning for Mexican-American students. National Reading Conference, Charleston, South Carolina.

García-Vázquez, E. (1992). Acculturation and reading: Effects of acculturation level on reading abilities. National Reading Conference, San Antonio, TX.

García-Vázquez, E. (1992). Ethical Issues: Families at Risk. American Psychological Association National Conference, Washington, D.C.

### Regional, State, Local

García-Vázquez, E. (2002). Bilingualism, Assessment and Intervention: A Difficult Dialogue. New Mexico School Psychology Association, Albuquerque, NM.

García-Vázquez, E. (1999). Cultural awareness/ethnic loyalty among Mexican American adolescents. Rocky Mountain Educational Research Association, Las Cruces, NM.

García-Vázquez, E. (1999). Skin color and perceived discrimination on academic success. Rocky Mountain Educational Research Association, Las Cruces, NM.

García-Vázquez, E. (1999). Skin color and acculturation on self – expressiveness. Rocky Mountain Educational Research Association, Las Cruces, NM.

García-Vázquez, E. (1999). Acculturation and ethnic identification on academic success. Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1999). Testing the cultural awareness/ethnic loyalty among adolescents. Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1999). Impact of skin color and self –esteem on self – expressiveness. Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1999). Overcoming barriers to learning for borderland middle and high school students. Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1998). Skin Color and Perceived Discrimination: Impact on Bi-Ethnic Students. BOCES/Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1997). Breaking through barriers to learning: Needs assessment and intervention in a borderland high school. BOCES/Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1997). Acculturative Stress and Ethnic Loyalty: Impact on Mexican-American Students. BOCES/Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1996). Acculturation and Special Education. Border Walking Conference, Las Cruces, NM.

García-Vázquez, E. (1992). ESL at THE University of Iowa. 1991 Iowa Joint Bilingual Education English as a Second Language and Refugee Concerns Conference, Des Moines, Iowa.

García-Vázquez, E. (1992). 500 Years of Oppression: Monolingualism through Bilingualism. Columbus Day Conference, Iowa City, Iowa.

García-Vázquez, E. (1991). Acculturation in the Nineties. Iowa Joint Bilingual Education English as a Second Language and Refugee Concerns Conference, Des Moines, Iowa.

## PROFESSIONAL SERVICE

### National Service

|  |  |
| --- | --- |
| 2016- Present  2008 – present | President-Elect, Division 45 Society for the Psychological Study of Culture, Ethnicity and Race  Chair – National Association of School Psychologists Program Accreditation Board |
| 2006 – 2008 | National Association of School Psychologists Program Approval Board – Member of a committee of 6 school psychologists from across the country making final accreditation decisions on specialist and doctoral school psychology programs throughout the United States |
| 2005 – 2008 | Zero Tolerance Task Force – A national committee of the American Psychological Association Review the Impact of policies and practices in Elementary and Secondary Schools across the nation, prepare a report with recommendations for implementation across the US, prepare manuscript for the American Psychologist. |
| 2005 – present | Trainers of School Psychology, Trainers Forum, Editor |
| 2000 – 2003 | Division for the Psychological Studies of Ethnic Minority Issues, American Psychological Association, Member At Large |

# State

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| 2005 – 2006 | Leadership New Mexico |
| 2004 – 2005 | New Mexico Association of School Psychologists, President |

### University – New Mexico State University

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| 2011-Present | Faculty Senate |
| 2005 – 2006 | Intelligence Studies Planning and Curriculum committee – co-chair |
| 2005 – 2006 | Phi Kappa Phi – NMSU Chapter President |
| 1999 – 2000 | Hispanic Faculty & Staff Caucus, President |

### College of Education – New Mexico State University

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| 2002 – 2003 | Leadership Council (Development) |
| 2001 – 2002 | Restructuring Committee, Co-Chair |
| 2001 - 2002 | College Council – Student Affairs Committee |
| 2000 - 2001 | College Council - Budget Committee, Co-Chair |
| 1999 - 2000 | College Council - Research Committee, Chair |
| 1998 - 1999 | College Council – Research Committee |
| 1997 – 1998 | Dean's Advisory Committee |
| 1996 - 2002 | Teacher Education Program: Policy  School Psychology Coordinating Committee |
| 1995 - present | School Psychology Training Committee, Chair |
| 1995 – 2003 | Teacher Education Program: Ad Hoc Committee  Counseling Psychology Training Committee |
| 1995 – 1996 | Planning & Space Committee |

**SPECIAL HONORS AND AWARDS**

Presidential Award 2012 National Association of School Psychologists for Exceptional Services to Children and NASP, presented by Phil Lazarus, President of NASP

Presidential Award 2009 National Association of School Psychologists for Exceptional Services to Children and NASP, presented by R. Gene Cash, President of NASP

New Mexico State University representative to Leadership New Mexico (Class of 2006), a statewide leadership program for top leaders in the state, nominated by President Michael Martin

## LANGUAGE ABILITY

Spanish Proficient in reading, writing and speaking

CLEP scores 78/80 reading, writing

Level 5 (1-5 scale) speaking