New Mexico State University

PROPOSAL FOR A PHD DEGREE IN SCHOOL PSYCHOLOGY OFFERRED BY THE DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY

Submitted by the College of Education

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**INTRODUCTION**

School psychologists have become an important mental health professional in schools and since the shootings in Columbine in 1999, their importance has grown exponentially. However, national concerns regarding the number of school psychologists available to serve the needs of students have been evident for decades. A cursory review of websites shows that 7852 school psychology jobs remain unfilled (indeed.com). The national shortage is further exacerbated by the fact that school psychologists are called to provide services for more severe mental health challenges students now present within schools. The shortage further prevents school psychologists to provide comprehensive services (Castillo, Curtis, & Tan, 2014).

In New Mexico, practitioner shortages are further intensified given the lack of appropriately credentialed school psychologists that can provide supervision. This becomes a catch 22; Level 1 and intern school psychologists cannot be hired because there are few supervisors, supervisors cannot be hired because few doctoral level school psychologists are being prepared. The Counseling and Educational Psychology (CEP) department in the College of Education at New Mexico State University proposes to add a major in school psychology at the doctoral level (PHD) to align with state licensure requirements and national standards.

1. **PURPOSE OF THE PROGRAM AND MISSION OF PROPOSING INSTITUTION**
2. **Background and Purpose.** The national landscape paints a bleak picture related to shortages. New Mexico is no exception. Currently there are 124 positions open in the state and few graduates to fill those positions. As the profession grays, the shortages increase. Given the predictions from decades earlier, the NMSU CEP program established a school psychology program at the specialist level. The program has enjoyed a strong history since its state approval in 1996 and subsequent national approval by the National Association of School Psychologists in 2006.

The specialist level school psychology program is the only one in the state of New Mexico and is helping to meet the needs of schools and positively impacting state and national shortages. Yet in New Mexico the shortage is further exacerbated because licensure rules require that all Level 1 school psychologists and interns be supervised; however, only Level 3 school psychologists can provide supervision. To attain Level 3 licensure, academic requirements include the doctorate, clinical hours and the independent license awarded by the Psychology Board of Examiners. See Appendix A for Level 3 licensure requirements and competencies. (Part 5 Licensure for School Psychologists Pre K-12 for all licensure levels can be found at <http://164.64.110.239/nmac/parts/title06/06.063.0005.htm>.) In New Mexico, there are no school psychology doctoral programs. As a result, it becomes difficult to meet state licensure requirements for Level III licensure.

The purpose of the doctoral program is to prepare school psychologists as scientists, practitioners and advocates for mental health and social justice in health service psychology settings, including public schools. The program will address state and national shortages of personnel who are fully credentialed to serve the needs of children with disabilities. The primary goal of the school psychology program is to train scholars to become problem-solvers with the essential entry-level competencies to serve in the schools and agencies that serve school age populations. The program develops 3 major components: 1) *Knowledge of psychological and educational foundations, 2) skills in data-based decision-making, assessment, consultation, intervention and research, and 3) the capacity to apply knowledge and skills to promote mental health and development and prevent school failure and other disabling conditions*. Specifically, the program will accomplish the following goals.

1. Prepare and graduate highly qualified school psychologists to meet the academic and psychological needs of infants, toddlers, children, youth and their families from diverse backgrounds (i.e., high need children with disabilities).
2. Increase the number of personnel who demonstrate the competencies needed to provide high-quality instruction, evidence-based interventions and services for children with disabilities.
3. Retainscholars in a high quality-training program to increase the numbers of school psychologists including scholars from bilingual and traditionally underrepresented backgrounds.
4. Provide the workforce needed to meet state licensure for Level 3 school psychologists.
5. **Consistency with Institution**. The program proposed is consistent with both the University and CEP department’s mission. NMSU sets forth as its mission as a land-grant university to serve “the educational needs of New Mexico’s diverse population through comprehensive programs of education, research, extension education and public service” (<https://www.nmsu.edu/ourheritage.html>). Likewise, the mission of the College of Education adds to the University mission by emphasizing “innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities” (<https://education.nmsu.edu>). The CEP department’s mission promotes “social justice/advocacy through the cultivation and preparation of professionals in school and mental health counseling, school psychology, counseling psychology, and medical psychology” (<http://cep.nmsu.edu>).

The proposed PHD major in school psychology exemplifies the missions of the university, college and department. By offering the doctorate in school psychology the program will meet the needs of the children and families that graduates will serve. This is consistent with the land grant mission. Further, given that the program will be a research-focused program, the curriculum and field experiences will help overcome the barriers to learning of our populations. The emphasis in diversity, particularly in multiculturalism and poverty, is at the core of the departmental and college missions.

1. **Institutional priority of the proposed program.** For many years, the institution has had as a priority the development of a doctoral program to serve the needs of our school age populations. In the past year, the Provost, Graduate School and College of Education deans have insisted that the development of this program was not only necessary but also critical. As noted previously, the shortages and supervision problems attest to this need.

The University noting this need has approved the hire of a new school psychologist at a senior level (associate or full professor level) to support a new doctoral program in school psychology. The approval of this position at a higher rank and in the current economic climate demonstrates that a doctoral major in school psychology is part of NMSU’s institutional priorities (see Appendix B for position description).

1. **Curriculum.** Preparation occurs from a developmental sequence of courses that follow scientifically based research and empirically validated strategies. Evidence is found in the courses selected for inclusion in the program. The school psychology program at NMSU adheres to the scientist-practitioner model. This integrated approach to scholarship and practice promotes development of interlocking skills fostering a career-long process of psychological investigation, assessment, and intervention. Throughout the curriculum, the importance of knowledge and experience with a wide range of individual differences including, but not limited to ethnicity, gender, disability, age, culture, sexual orientation, religion, and race are emphasized. Ethical and legal issues, which guide service delivery, are also stressed throughout the curriculum. The American Psychological Association (APA) and National Association of School Psychologists (NASP) Standards and competencies provide the foundation for the program’s conceptual framework. Candidates will complete 81 credits of coursework, at least 450 clock-hours of practica (9 total credits) and an 1800 clock-hour doctoral internship. Of the 1800 clock-hour internship, 750 will be expected to be in a school setting. While NASP only requires 600 clock hours in the schools, New Mexico requires 750 clock hours at the doctoral level.

**CURRICULUM REQUIREMENTS**

**Candidates complete coursework in each of the following areas:**

Practices that Permeate All Aspects of Service Delivery, Direct and Indirect Services for Children, Families, and School Foundations of School Psychologist’s Service Delivery, Statistics and Research Methods

In addition to coursework, candidates are involved in both formal and informal gatherings to consider issues in professional school psychology. Professional training is obtained through a practicum sequence and a 1,800 clock-hour internship. Candidates complete a dissertation. The program is individually designed and in compliance with the standards of the NASP and APA.

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| COURSES | CREDITS |
| **CEP 617 Psychology of Multiculturalism (NEW)**  In this advanced course for post-master’s graduate students in applied fields of psychology, students will apply psychological concepts related to multiculturalism as well as critical race theories, feminist theories, queer theories, and liberation theories to understand intersecting social identities. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, department head, and graduate school dean. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 579 Clinical Psychopharmacology**  Basic biological aspects of psychopharmacology with applications to clinical populations and treatment implications. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: C G, SPSY, CEP, C EP, CMHC majors. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 612 Human Development**  Theory and research regarding cognitive, social, and emotional development across the lifespan with emphasis on enhancing human development. This course is open to all majors. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 607 Curriculum Based Assessment & Intervention**  The study and practice of curriculum-based assessment and intervention for academic skills and problems among children and adolescents. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 608 Diagnostic Classification in School Psychology**  Emphasis on developing the knowledge, skills, and necessary application abilities related to diagnosis and associated interventions related to mental health and psychopathology issues that impact a student's ability to navigate the education setting. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 615 Cognitive and Affective Bases of Behavior (NEW)**  This course provides an overview of cognitive and affective bases of behavior as well as the integration of cognition and affect in psychological processes. Students gain an understanding of how humans process information and organize emotional experiences. There is a focus on understanding major models and theories prior to the application to real-world situations and experiences. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 616 Spanish for Mental Health Professionals**  This course emphasizes the vocabulary for Mental Health Professionals to include academic, psychological and medical terminology. Students will incorporate Spanish terms in assessment and treatment plans through role-plays. Further, the course will include an overview of the use of interpreters and translators in working with culturally and linguistically diverse clientele. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 618 Psychology of Poverty (NEW)**  This course is designed to examine the nature, extent and impact of poverty on Southwestern populations and across the United States in relation to assessment and interventions and its impact on the education and psychological well-being of children and families. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **SPED 619 School Interventions & Organization**  Introduces public school organization and laws and the psycho-sociological perspective of education. Curriculum and theory, teaching methods and materials will be presented and operationalized through a psycho-educational point of view. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 505 Appraisal of Academic Functioning\*\***  Advanced theory and use of norm and criterion referenced instruments in the classroom: planning of prescriptive and educational programs. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 647 Appraisal of Cognitive Functioning\*\***  Selection, administration, scoring, interpretation, and report writing using individual tests of intelligence. Moderator variables, such as acculturation, ethnic identity development, and worldview are also incorporated. Restricted to majors. Restricted to: SPSY, C EP, CEP majors. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 542**](https://catalogs.nmsu.edu/search/?P=C%20EP%20542). | **3** |
| **CEP 648 Appraisal of Personality\*\***  Selection, administration, scoring, interpretation, and report writing using major objective and projective tests of personality. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 554 Counseling Theory & Technique for the School Psychologist**  Major theories of counseling with an emphasis on development of the ability to offer theory-based counseling and consultation. May be repeated up to 3 credits. Restricted to: CEP, SPSY, C EP, CMHC majors. | **3** |
| **CEP 662 Family Therapy Theory & Technique**  Major theories of family therapy and associated assessment, intervention and evaluation techniques. Restricted to majors. Taught with [**C EP 562**](https://catalogs.nmsu.edu/search/?P=C%20EP%20662) except for advanced-level materials and experiential activities. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 550**](https://catalogs.nmsu.edu/search/?P=C%20EP%20550). | **3** |
| **CEP 649 Behavioral Assessment & Intervention**  The course introduces basic concepts, methods, and applications of behavioral assessment and intervention. Students will learn how to conduct functional assessments of behavior and how to write behavior intervention plans. Methods appropriate for assessment and intervention of school-age children will be emphasized. May be repeated up to 3 credits. Consent of Instructor required. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 566 Group Work Theory/Practicum**  Didactic and experiential learning in group theory and practice. Laboratory involves experiences in group participation and leadership. May be repeated up to 3 credits. Restricted to: C G, CEP, C EP, CMHC majors. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 550**](https://catalogs.nmsu.edu/search/?P=C%20EP%20550), [**C EP 562**](https://catalogs.nmsu.edu/search/?P=C%20EP%20562). | **3** |
| **CEP 658 Child/Adolescent Counseling Theory & Technique**  Counseling theory and technique applied to children and adolescents from a developmental perspective in school and mental health settings. May be repeated up to 3 credits. Restricted to: C G, CEP, C EP, CMHC majors. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 550**](https://catalogs.nmsu.edu/search/?P=C%20EP%20550). | **3** |
| **CEP 624 Ethics, Law and Professional Issues in School Psychology**  This course provides an introduction and overview of the profession of school psychology with emphasis on the roles, functions, and competencies of the school psychologist within the context of legal and ethical practice. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 642 Psychometrics (NEW)**  Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 671 Consultation**  Didactic and experimental trainings in theory-based consultation. Supervision provided by faculty involves audio, video, and/or live observation consultation activities and case presentations. Restricted to majors. Restricted to: SPSY, C EP, CEP majors. **Prerequisites:** [**C EP 672**](https://catalogs.nmsu.edu/search/?P=C%20EP%20672), [**C EP 675**](https://catalogs.nmsu.edu/search/?P=C%20EP%20675), or [**C EP 678**](https://catalogs.nmsu.edu/search/?P=C%20EP%20678). | **3** |
| **CEP 630 School Psychology Research**  Survey and analysis of research and program evaluation procedures in school psychology. Critical review of literature, formulating questions, quantitative and qualitative methodology, and data analysis as foundations for reading research literature and generating research, program evaluation, and/or grant proposals. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 634 Introduction to Qualitative Research**  This course is intended to be an introduction to qualitative research methods fore persons wishing to understand, apply and conduct qualitative studies with human subjects in the fields of counseling and psychology. This course is open to all doctoral majors. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 636 Advanced Statistics**  An intermediate course focusing on more advanced theories and techniques of inferential statistics as applied to education and psychology. Includes ANOVA, planned contrasts, ANCOVA, simple regression, and non-parametrics. Both hand calculation and computer packages will be employed. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):** [**C EP 511**](https://catalogs.nmsu.edu/search/?P=C%20EP%20511) or equivalent course work. | **3** |
| **CEP 637 Multivariate Assessment**  Theories and techniques of multivariate statistics as applied to education and psychology. Includes multiple regression, logistic regression, MANOVA, factor analysis, and structural equation modeling. Computer packages will be the primary tool for data analysis. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 636**](https://catalogs.nmsu.edu/search/?P=C%20EP%20636) or equivalent coursework. | **3** |
| **CEP 679 Supervision Theory and Practicum**  Didactic and experimental training in theory-based supervision. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of supervision sessions and case presentations. May be repeated for a maximum of 6 credits. Restricted to: SPSY, C EP, CEP majors. **Prerequisites:** [**C EP 675**](https://catalogs.nmsu.edu/search/?P=C%20EP%20675) or [**C EP 678**](https://catalogs.nmsu.edu/search/?P=C%20EP%20678); and consent of instructor. | **3** |
| **PSY 540 History and Systems of Psychology**  History of scientific method emphasizing outstanding methodological problems of contemporary science, especially psychology. Covers recent history of psychology and development of schools of psychology. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 693 Dissertation Seminar**  Dissertation seminar course for doctoral students utilizing. Restricted to College of Education students. Restricted to: SPSY, C EP, CEP majors. | **3** |
| **CEP 672 Practicum in School Psychology: Psychoeducational**  Supervised practicum in psychological and educational evaluation. Skill development in ecological assessment, including interviewing, observations micro-counseling, acculturation, worldview, and ethnic identity formation. Graded: S/U. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):** [**C EP 647**](https://catalogs.nmsu.edu/search/?P=C%20EP%20647), [**C EP 505**](https://catalogs.nmsu.edu/search/?P=C%20EP%20505). | **3** |
| **CEP 675** **Practicum in School Psychology: Social/Emotional**  School-based supervised experience for the advanced student. Provides experiences in various roles and models of service delivery (group, multifactored, integrative, family assessments) expected of school psychologists. Restricted to majors. S/U grading option only. Restricted to: SPSY, C EP, CEP majors. **Prerequisites:**[C EP 672](https://catalogs.nmsu.edu/search/?P=C%20EP%20672). | **3** |
| **CEP 681 Advanced Multicultural School Psychology Practicum (NEW)**  Supervised school psychology experience including appraisal, diagnosis, case conceptualization, treatment planning, theory-based counseling and evaluation. Supervision provided by doctoral psychologist faculty involves audio, video, and/or live observation of sessions and case presentations. Graded: S/U. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[CEP 672, CEP 675.](https://catalogs.nmsu.edu/search/?P=C%20EP%20677) | **3** |
| **CEP 685 Doctoral Internship in School Psychology (NEW; 1,800 hours)**  Supervised experience in school psychology. May be repeated for a maximum of 12 credits. Consent of instructor required. Graded: S/U. Restricted to School Psychology (SPSY) majors. Same as CEP 684. Restricted to: SPSY, C EP, CEP majors. **Prerequisite(s):**[**C EP 672**](https://catalogs.nmsu.edu/search/?P=C%20EP%20672),**C EP 675 and CEP 681.** | **12** |
| **CEP 700 Dissertation** | **18** |

**\*\* There is a course fee for test materials.**

**CREDITS**

Coursework 81

Practica 9

Internship 12

Dissertation 18

Total 120

1. **JUSTIFICATION FOR THE PROGRAM**
2. **Need**. The shortage of school psychologists available to serve children with disabilities remains a national issue. NASP surveys school psychologists every five years on the demographic characteristics, employment conditions and general practice of school psychology. **(a) Why the program is needed.** The most recent study (Castillo, Curtis, & Tan, 2014) found that the school psychology field continues to experience tremendous shortages, predicting shortages will persist to 2025, if not beyond. In addition, these important surveys provide insight into current trends in the field of school psychology such as ratios between school psychologists and the students they serve. In 2012, Curtis, Castillo and Gelley found the national ratio of students to school psychologists to be 1383:1. NASP has long recommended a ratio of 1000:1 as the standard; however, in the recent Model for Comprehensive and Integrative School Psychological Services (2010) NASP recommends a ratio of 500-700:1 when school psychologists are involved in the service of comprehensive and preventive services.

When broken down by states, Charvat (2011) reported the ratio for the state of New Mexico to be even higher at 3,500:1; however, these results are based only on 3 responses from school psychologists in New Mexico. According to the New Mexico Public Education Department in 2013, there were 257 school psychologists employed versus 338,223 students enrolled. In 2017, there are 90 Level 1, 303 Level 2 and 244 Level 3 school psychology active licenses. What we don’t know is how many of these individuals with active licenses continue to practice and how many are nearing retirement. However, national projections seem to apply in New Mexico as schools are currently experiencing problems hiring doctoral level school psychologists to provide supervision, as per New Mexico Rule 6.63.5 (See Appendix C Letters of Support). What is clear is that we are not attracting early career school psychologists given the very low Level 1 numbers reported. It is easy to extrapolate that the few doctoral level programs in place right now is contributing to these low numbers. In other words, not enough universities are producing the number of practitioners we need because we don’t have the faculty to prepare them.

The school psychologist to student ratio in the state of New Mexico closely reflects the national ratio. This is important, especially as Curtis et al. (2012) and Castillo et al. (2014) concluded that school psychologists are continuing to age and a growing number of school psychologists are retiring. Further, according to Castillo et al (2014) school psychologists holding the doctorate are significantly older and with many years of experience compared to school psychologists without the doctorate. NASP recently recognized that the number of school psychology graduates is not keeping pace with the growing demand for school psychologists (NASP, 2010). Clearly, the aforementioned numbers and recruitment statements demonstrate that school age student needs continue to be at a rate greater than the number of school psychologists available to serve them.

Desrochers (2005) emphasized that to meet future and current needs a variety of changes in school psychology practice as well as service delivery is needed, especially regarding evidence–based practices, early intervention and understanding of diversity factors in order for school psychologists to be effective. More and more school districts, especially those in rural states need to continue to look for ways to meet the diagnostic and intervention needs of their school age populations.

**(b) Evidence of need.** School psychologists continue to be in high demand and according to the US News and World Report (2013), school psychology was named one of the best 100 jobs, at #14, and was rated the best Social Services job. As more and more children with high needs are identified in the schools, the need for school psychologists will continue to increase to meet these students’ needs. According to the U. S. Bureau of Labor Statistics (BLS; [www.bls.gov](http://www.bls.gov)) in 2014 there were 155,300 school psychologists, clinical and counseling psychologists and predicted a 20% growth. Translated to jobs, this above average growth could “result in 30,500 new jobs over the decade: (<https://learn.org/articles/What_is_the_Employment_Outlook_for_a_School_Psychologist_Career.html>). It was recommended that to improve job prospects a doctoral or specialist degree in the field should be pursued. In New Mexico the Department of Workforce Solutions lists Clinical, Counseling and School Psychologists as In-Demand Occupations (2016) (<https://www.dws.state.nm.us/Portals/0/DM/LMI/New_Mexico_InDemand.pdf>). Fifty annual job openings were noted with 560 job postings in 2015. The change represents a 16.1 percent growth. These statistics clearly demonstrate not just a national need but a state need as well.

**(c) Program uniqueness.** Equally critical is the need for more school psychologists that can meet the diverse needs of students from ethnic minority backgrounds. Although the most recent NASP survey found that 48% of school psychologists spoke fluently in a language besides English, only one-third of the survey respondents answered this item so this percentage may in fact be lower than reported. Overall, only 9.3% of school psychologists identify themselves as minorities. Additionally, according to the previously mentioned survey, only 3.4% of the total field of school psychologists is identified as Latinos/as and 0.6% are identified as Indigenous Americans. Both percentages are similar to the findings in the last survey done 5 years prior and so a severe shortage in minority school psychologists continues unless more direct methods to admit scholars from culturally and linguistically diverse backgrounds to school psychology programs are implemented.

The proposed doctoral program will amplify preparation of school psychologists to serve minority populations. Coursework will feature knowledge not only in multiculturalism but also in the psychology of poverty. Given New Mexico demographics it will be key for our candidates to understand the impact of poverty in assessment and interventions. Our candidates will also have the opportunity to apply these skills in advanced practicum; solidifying their preparation.

1. **Duplication**. There is no duplication in the state of New Mexico. In fact the only school psychology program is the EDS degree in school psychology offered in the CEP department proposing this program. With regard to the WICHE regional graduate program, while school psychology programs are offered in a number of the WICHE states, only three programs in school psychology are listed that have agreements: University of Arizona, University of Colorado Denver and University of Northern Colorado. In these three cases both the EDS and Doctoral programs are offered but only the University of Northern Colorado specifically lists both programs as part of the exchange.
2. **Inter-institutional collaboration.** Given that there are no other programs across the state it would be difficult to collaborate on the curriculum. In fact, it appears that only one school psychologist is hired in another New Mexico institute of higher education (Dean Hector Ochoa at UNM has a doctorate in school psychology). However, the program intends to collaborate with local public schools for internship placements. Currently the program has MOU’s in place with El Paso districts and Las Cruces Public Schools. Collaborations are underway to create opportunities with Albuquerque Public Schools through their special education director.
3. **CLIENTELE AND PROJECTED ENROLLMENT**
4. **Clientele.**
5. **Students served.** Graduate students majoring in various disciplines will be recruited for the program. These include but are not limited to fields in education, psychology, social work and family and consumer sciences. Recruitment efforts will be conducted at all levels: local, state, regional, and national. Local efforts will be concentrated at New Mexico State University, University of New Mexico and University of Texas at El Paso because of their proximity to our College of Education. There are no school psychology programs at any of these institutions. Regional efforts will be expanded to Arizona and other Texas schools. Of particular importance will be to recruit from Arizona State University; ASU is the closest in proximity to Las Cruces and their school psychology program is inactive. National efforts will consist of advertising the program through various lists such as the Trainers of School Psychologists (TSP) and the Council of Directors of School Psychology Programs (CDSPP). We will also provide information to New Mexico State University’s recruitment office to assist in our efforts.

Additional efforts will concentrate on recruiting from school psychology state associations. There are over 24,000 members of the National Association of School Psychologists, many of whom are at the master’s or specialist in education levels. The members at this degree level will be perfect candidates for our doctoral degree. Recruitment of school psychologists in practice will also be conducted.

1. **Admission qualifications.** Applicants who have or will be granted the baccalaureate degree are eligible to apply for the PhD in school psychology. Graduates must meet the requirements of the Graduate School, achieve GRE scores at a level commensurate with the doctoral degree, and submit all program application materials. The School Psychology Training Committee must approve candidates for admission. Candidates are expected to contact the Program Director for additional information and application forms.

The SPTC uses multiple criteria for admission to the PhD program in school psychology (see Appendix D Applicant Rating Form). Criteria include GRE scores previous undergraduate and graduate (if applicable) grade point averages, recommendation letters, personal written statement regarding professional goals and special background experiences highlighting individual diversity and an interview. The written statement allows the SPTC to evaluate potential candidates intellectual strengths, professional development, and intended career paths and the goals, objectives, and philosophy of the program. Candidates admitted must hold professional goals consistent with the program’s model of training and faculty expertise.

The CEP department sets aside numerous Graduate Assistantships (GA) to recruit high-quality students. Graduate Assistantships allow for out-of-state students to receive in-state tuition rates so every effort is made to assure that these individuals are guaranteed a GA upon admittance. If a GA is not guaranteed, every effort is made to assist the student in securing one through the various collaborations with departments across the University. The specialist school psychology program has been highly successful in finding GA’s for all incoming students who are interested in receiving one. Additional GA opportunities are sought through nominations to the Graduate School. These GA positions are funded for individuals who bring diversity to a program or university, who are McNair Scholars, or have financial need. As a program, several nominations are made each admissions cycle for these awards in addition to pursuing awards for current students. The School Psychology faculty members are able to tap into additional resources to recruit high quality students through outreach efforts with local/surrounding school districts and affiliations with faculty at other universities. Together these efforts will help in providing financial support for admitted applicants.

1. **Equitable student representation.** The program intends to recruit, retain and graduate a diverse student body with respect to all aspects of diversity (such as age, gender, race and ethnicity). Efforts to recruit a diverse student body follow program and departmental goals. In the school psychology admissions process discretionary points are given to bilingual applicants and those who provide different cultural perspectives. The University has at least a **68% diversity** rate (<http://oia.nmsu.edu>). The majority of graduate students are NMSU graduates and as such provides a diverse pipeline to graduate programs. NMSU is a Morrill Act-Land Grant, Carnegie I-Extensive, and Hispanic Serving Institution.

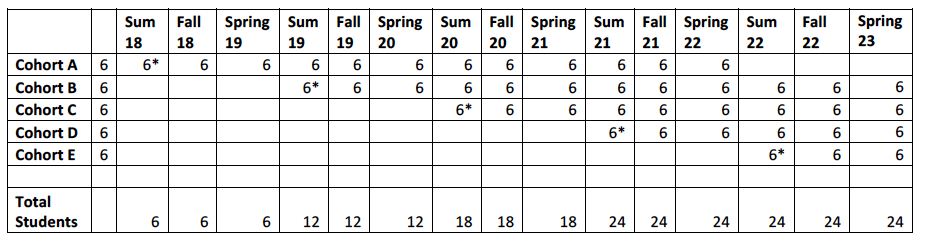
As noted previously little diversity is noted among school psychologists (9.3% of NASP members). Nonetheless, NASP believes it is critical to increase the diversity of our graduates and workforce. NASP outlines guidelines that need to be followed to increase diversity NASP (see Appendix E *Position Statement on Recruitment of Culturally and Linguistically Diverse School Psychologists*). Six strategies will be incorporated: (1) Multifaceted admission standards (discussed above), (2) Assistance in obtaining financial support, (3) Active outreach efforts, (4) Mentoring, and (5 & 6) Reaching out to colleagues to nominate and advocate for talented applicants from underrepresented populations.

1. **Projected enrollment.**
2. **Five-year projections.** Given current faculty and program resources, initially six (6) applicants will be admitted. The admission numbers will be evaluated in light of accreditation requirements. It is possible that applicants to the doctoral program with only the Baccalaureate degree will be eligible to attain the Master of Arts degree in Counseling and Guidance with specialization in Educational Diagnostics and the Specialist degree (EdS) in school psychology while completing the doctoral degree. If 6 (FTE) students are admitted per year, by the fourth year 24 students will be enrolled in the program. Five-year projections are listed in Table 1.
3. **Part-time/Full-time enrollment.** Many doctoral school psychology programs follow a full-time schedule; NMSU’s status as a land grant, Hispanic serving institution necessitates that we provide a part-time option consistent with this mission.

It is likely that our initial applicants will be full-time students because it is expected that the majority of applicants will be graduates of the specialist program. However, options for individuals at all levels (Baccalaureate, Master’s, Specialist) will be available. In the case of part-time enrollment, two applicants to equal 1 FTE will be admitted. As a result, it is likely that while the goal is to admit 6 students, admissions will be dependent on part-time enrollment.

**Table 1**

**Projected Enrollment for Next Five Years**



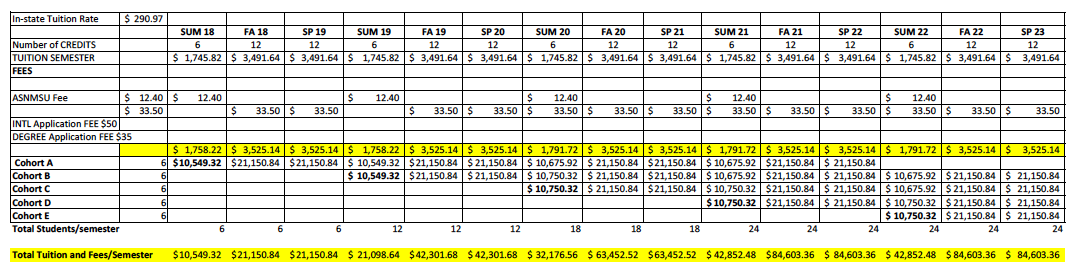
1. **INSTITUTIONAL READINESS**
2. **Teaching faculty.** The teaching faculty is engaged in teaching, advising, committee work, research and service. All faculty members are tenured, demonstrating quality. Two faculty members are associate professors and one is an assistant professor. A fourth member who is a full-time administrator is a full professor (see Appendix H). Given the demands of the specialist program an additional faculty member will be hired to assist with the doctoral program. As a result no new requests for faculty will be made at this time. The three-core School Psychology faculty also has program administrative responsibilities; however, the most senior faculty member Dr. Elsa Arroyos serves as program coordinator. In this role, she is also responsible for the day-to-day operation of the program including direct contact with students, file maintenance, committee development, yearly review, and program assessment data. She leads the core faculty in the creation of student surveys, data collection and entry, and data analysis for programmatic review.

Dr. Heejung Chun serves as the admissions coordinator. She is in charge of all admissions applications, is in direct contact with applicants and arranges applicant interviews. Dr. Ivelisse Torres serves as the clinical coordinator. She assists students with student applications to practica and internship and is the liaison between the field experience setting and the university. A fourth member, Dr. Enedina Vázquez, is a full-time administrator but still serves as an advisor to students, including leading student research projects. She also leads tasks that rise to the dean’s level. As noted previously, the program is proposing to hire an additional School Psychology faculty member to have a sufficient number of faculty members to maintain the School Psychology Educational Specialist degree and initiate the doctoral degree in School Psychology. The new faculty member is expected to be license eligible and will be a higher academic rank member (associate/full) to help with program administration. There is an expectation that the new hire will also assume administrative responsibilities of the program.

1. **Library support.** As mentioned previously, a graduate program in school psychology is available in the CEP department. While the program is considered a practitioner degree all students are expected to complete a research study for which library support has been sufficient to complete the research. Nonetheless a request to the library to evaluate current resources was made. The library reported fewer resources/funds have substantially decreased over the years. Even with fewer resources, we believe that the total holdings listed in the library’s report should be sufficient for a small cohort of students. In addition, with membership in the two primary school psychology associations (APA and NASP) all faculty and student members would have access to the primary journals in the field as part of their membership. Students also have access to online journals; students could purchase individual manuscripts if needed. The library’s full report is appended in Appendix F.
2. **Physical facilities.** With the addition of one faculty member, additional office space will be needed. The CEP department recently was assigned to an office suite that has offices to accommodate new faculty members. Classroom space, access to faculty and graduate assistant accommodations is adequate and can accommodate workspaces for six new students. Evaluation of physical facilities shows adequacy in supporting a new program.
3. **Equipment and technology resources.** Each faculty member is equipped with the necessary equipment to use technology resources available off and on-campus. Program faculty maintains password protected data files for the program in a cloud service. Printing and copying supplies are available. All necessary technology software is available to both faculty and students. Students have access to Wi-Fi. For graduate assistants, access to desktop computers is available.No other equipment is needed at this time or within the next five years. As part of the benefits package for the new faculty member, the new school psychologist will have funds for a computer as well as all other technology resources available to faculty.
4. **Other operating resources (clerical, graduate assistants).** A graduate assistant has been assigned to the program to assist the program director in administering the specialist level school psychology program. The department will agree to provide additional graduate assistantship support to be consistent with all departmental programs. The additional 10-hour per week (.25 FTE) graduate student will assist the director with compiling lists of students, monitoring academic progress, communicating with students, and other duties as required. In addition, the CEP department supports the program with a coordinator who helps the program director keep track of assessment and admissions data and student enrollment (registering for courses) when needed.
5. **External facilities.** At this time the program does not require the use of external facilities. Students will be prepared in the CEP Training Clinic, which is already part of the College. Other facilities that may be used are public schools and agencies where students will complete field experiences (practica and internship). The designated faculty will make arrangements and establish any memoranda of understanding needed.
6. **PROJECTED COSTS OF THE PROGRAM**
7. **New costs for program start-up**. There will be no new costs requested to start the program.
8. **Additional faculty.** Since a specialist level program in school psychology already exists, the current resources afforded to the program will continue. Further the College has assured the CEP department that it will support the program with additional faculty (as noted with the new proposed hire).
9. **Additional library resources.** While the library, as reported in their evaluation (Appendix F), has outlined a decrease in holdings and additional library funds, no additional request is made with this proposal.
10. **Additional facilities, equipment, technology**. As noted previously no additional facilities, equipment or technology are sought. The current resources in place will support the new program. The benefits associated with a new hire provide commitment for these resources for the incoming faculty member. As a result, no additional requests are made with this proposal.
11. **Additional graduate assistantships.** The College has agreed to re-allocate six graduate assistants to this program.
12. **State support.** The five-year projection of state operational formula funding that will flow to the program is listed in Table 2. The program will begin with six students in year 1 (anticipated fall 2018 enrollment) and continue with an additional 6 students each year thereafter. Each student takes 6 credits in the summer and 12 credits each full semester. The table does not provide adjusted tuition increases. Given the current tuition of $290.97/credit, the total academic year tuition cost per student is $6983.28 and $1745.82 each summer. The yearly rate of $8729.10 will result in $34,916.10 for the four years of the program. Knowing that the state funding formula is on a three-year lag, the projected gain will not be seen until the program is fully operational; that is the four cohorts are in place. This will occur in the fourth year.

Table 2

Five-year projections tuition revenue



1. **Other support.** At this time there are no guarantee of other support. However, the school psychology program has enjoyed a strong history of grants awards. For example, the program was awarded a trainee grant from the Office of Special Education in the past and a current GAANN grant from the US Department of Education. It is anticipated that with this history the program will be successful in securing additional grant funding to support trainees either with fellowships or graduate assistantships. In addition, the program has been successful in securing graduate assistantships the Graduate School offers. These additional sources of support will facilitate the recruitment and graduation of highly talented students.
2. **QUALITY OF THE PROGRAM**
3. **Complies with NMHED Standards.** The program meets NMSU Board of Regents’ policies, rules and regulations and complies with HED criteria for evaluation of graduate programs and NMAC policy 5.3.12.8, *General Principles Guiding Instructional Funding*, Part B, *Academic Quality*. Program faculty members have the relevant credentials, supervisors are appropriately licensed, and student entry requirements meet accepted principles of program quality. Program effectiveness is documented by various means: student exams, reports, presentations, clinical supervisor evaluations and pass rates on the EPPP and Praxis II exams.
4. **Complies with**
5. **Is curriculum adequate?** The required coursework is in line with the NASP Model of Comprehensive and Integrated School Psychological Services and American Psychological Association accreditation domains. Students begin the program with a solid foundation in the psychology of multiculturalism and the professional practice of school psychology and then enter into coursework focused on assessment, intervention, consultation and collaboration that leads to practica experiences and culminates in a school-based internship. The curriculum outlined previously demonstrates that the program offers training based on current research and evidence-based practices, with the latter applied through authentic learning experiences with children and families. In practica and internship, trainees have the opportunity to demonstrate skills in relation to effective practice with school age students who demonstrate challenges and/or disabilities in learning and behavior. When comparing to other distinguished programs (such as Ball State and The University of Iowa) the program assures that the curriculum is adequate for study in school psychology.
6. **Adequate number of faculty to offer program.** With the current 3 FTE dedicated to the program and a successful search for a higher academic rank faculty member, demonstrates the program has an adequate number of faculty to offer the program to a cohort of six students. The department will need to evaluate in the fourth year whether additional faculty are needed to meet accreditation standards. A faculty-student ratio of 1:12 is the current practice for accredited programs. Associated faculty members in the CEP department (see Appendix I for brief curriculum vitae) provide additional resources to the doctoral program in school psychology. Thus the program will have the number and high quality faculty to offer the program.
7. **Admission standards.** Admission standards as outlined previously shows that the program intends to admit students who meet the high standards needed to complete a PhD. With a strong application process and drawing from strong undergraduate and master’s programs will allow the program to maintain high admission standards.
8. **Use of current technologies**. The most current software is available to students for use with their personal devices. NMSU provides students with a program to access the most common software packages like Microsoft Office and Adobe. Students also have access to computers in the College’s computer lab center where SPSS is available. In addition, as noted previously, access to computers and printers is available for students. These are found in student bullpens and student lounge. Students have access of online journals and periodicals through the library and have borrowing privileges at other universities.
9. **Work setting experiences.** In practica and internship, trainees work closely with teachers, educational diagnosticians and school psychologists to foster the best educational experiences for all PreK-12 students. In particular, trainees use consultation skills to provide positive experiences for children in the general education population, giving the school psychology trainee with work setting experiences while still in training. In addition, the on-site (school/agency) supervisor will provide the relevant training and mentorship in applying knowledge to gain skills in practice. Students apply pedagogy at their sites. Supervisors provide face-to-face supervision consistent with APA and NASP rules and regulations.
10. **Support services.** NMSU counts on a number of support services to help students succeed. These include the Center for Academic Success, English writing lab, special support services, and Office for Students with Disabilities. The Graduate School staff hosts workshops on how to survive in graduate school, how to finance graduate school, thesis/dissertation review, building relationships, how to apply to graduate school, preparing future faculty workshops, negotiating authorship in scholarly works and copyright issues. These workshops are offered in person and on-line to best-fit student schedules. Students are provided copies (hard/soft) of community and campus resources*.*
11. **Capstone experiences for workforce readiness.** Students begin early in their program to practice their skills in relevant work settings. This affords the school age population to receive services from trainees who are equipped with the most current, evidence-based practices. The internship, thus, serves as the capstone experience to determine workforce readiness. The completion of the dissertation also provides a final program experience, particularly if the graduate attains a university/teaching position. The program also assesses through their assessment system whether students are ready for the workforce. Skills in the full range of school psychology services are assessed, as are dispositions. Assessment 5 of the program’s evaluation system documents whether candidates are ready for the workforce.
12. **External reviewers.** External reviewers were not consulted in the development of the program. However, program directors at institutions with high quality programs were contacted for permission to review program documents in preparation of this proposal. The curriculum, number of course credits and field experiences and time to completion were compared to those areas proposed; the comparisons showed sufficient alignment to assure confidence of a strong program being presented.
13. **Timeline for HLC accreditation.** At NMSU all new programs are required to be submitted to the HLC for approval once the state of New Mexico, and all the bodies listed in the signature page, have approved the program.
14. **Specialized accreditation.** The program will initially seek NASP accreditation followed by accreditation from the APA. For licensure as an independent psychologist APA accreditation becomes important for application to the Psychology Board of Examiners. Of course, graduates will also be expected to pass the Examination for Professional Practice of Psychology (EPPP) to be license eligible.
15. **ASSESSMENT OF OPERATIONS AND IMPACT**

**(1) Progress monitoring**. The Program Director initiates all candidate yearly evaluations by securing all necessary candidate and faculty from the previous fall, spring and summer. All faculty in the CEP department will provide ratings of school psychology students on the forms provided by the Program Director. Informal candidate transcripts are requested from the CEP department administrative assistant. Where appropriate, feedback from graduate assistant supervisors will be requested and included as part of the evaluation. The Program Coordinator will write letters to all candidates after the evaluation meeting to inform them of the progress rating and to summarize the faculty discussion of progress.

The School Psychology Training Committee (SPTC) will review documents and feedback determining the candidate’s progress and development in academic and non-academic (e.g., professionalism and relationships with peers/faculty) areas. The faculty will decide on a rating of the candidate’s progress. A final rating, decided by majority vote, will be given. There are five (5) possible ratings: Excellent, Satisfactory, Unsatisfactory, Probation, or Termination. Termination will only occur in the case of serious, such as a violation of ethical codes or as a result of a selective review process. The selective review process will be implemented when students fail to achieve competency of sufficient skill development, earns failing grades (D or lower or C in core school psychology courses), displays inappropriate professional behavior or dispositions, or inadequate ethical, and/or legal judgment, or is not making satisfactory progress.

**(2) Student evaluations and data collection**. In addition to the yearly evaluation the program will establish an assessment system has been developed for program improvement. Data are collected on six requirements: sub-scores and composite scores on the Praxis II national exam, grades, practica evaluation, internship evaluation, comprehensive performance based assessment by faculty during internship, and measurable positive impact on student learning. Students are expected to submit scores for subtests and composite. The program will set the national pass score as the passing score for the program. Site supervisors will complete practica and internship evaluations. For the comprehensive performance based assessment, students will submit academic and behavioral case studies, complete psychological and psycho-educational evaluation reports of youth, consultation and a professional development project. Rubrics and rating scales will be created. Practica and internship evaluations are found in Appendix G.

1. **ADMINISTRATIVE RESPONSIBILITY AND INSTITUTIONAL COMMITMENT**

**(1) Location of the program**. The school psychology program is housed in the Counseling and Educational Psychology Department in the College of Education. The primary responsibility of the program will lay with this department. The only contribution other departments, albeit only a few, will be approval for additional enrollment of the new students in already developed courses.

**(2) Administrative support for the program and approvals**. The Counseling and Educational Psychology Department lends full support for the program through the provision of administrative oversight, program staffing, administrative support staffing and graduate assistant support. The dean of the College of Education fully endorses the program as demonstrated by the approval of a new faculty member at an advanced rank for the doctoral program (see Appendix B Position Description).

The proposal for this program will be evaluated and approved by all relevant bodies at NMSU beginning with the CEP department faculty and concluding with the NMSU Board of Regents (including approval by Faculty Senate, Provost and President). The signature list shows all the approval steps the program has completed. The Faculty Senate Proposition includes the signature page.

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