

SCHOOL PSYCHOLOGY - DOCTOR OF PHILOSOPHY

Program Mission Statement

The primary goal of the doctoral school psychology program is to prepare scholars to become problem-solvers with the essential entry-level competencies to serve children and families from diverse cultural backgrounds. The program is designed to encourage innovation in the delivery of psychological services in schools and a variety of other settings that serve children and their families (e.g., hospitals, mental health clinics). Major objectives of the program ensure that candidates gain competency in the following areas.

- Acquire a broad knowledge and understanding of the principles of human growth, development, and behavior, especially cultural diversity.
- Acquire a comprehensive understanding of problems associated with physical, social, emotional, and educational development. These problems include various human exceptionalities (e.g., hearing and vision impairments).
- Acquire a broad knowledge and understanding of psychology, including learning, personality, and research methodology.
- Develop competencies in data-based decision-making and psychological assessment, including non-biased assessment of students from culturally and linguistically diverse backgrounds.
- Develop competencies in remediation, counseling, and preventative and crisis procedures.
- Develop competencies in interpersonal communication, supervision models and practices, and consultative skills.
- Develop an understanding and appreciation of the roles and functions of other educational personnel.
- Develop competencies in functioning in teamwork efforts and in-service training roles.
- Develop the knowledge and experiences necessary to obtain a broad understanding of the profession of school psychology, including history, roles, and functions; the place of the school psychologist in the organization of the school; legal-ethical considerations; and professional problems.
- Develop an understanding and appreciation of the organization, administration, and operation of public schools, the various major roles of the personnel employed by the public schools, and familiarity with curriculum development in the public schools.
- Develop the competencies necessary to interpret and conduct psychological and educational research and to apply research to psychological and educational planning and programming.
- Develop skills that enable school psychology trainees to facilitate a cooperative alliance with students, parents, teachers, and school administrators, other appropriate staff, community resources, and community agencies.
- Develop an understanding of the technological world and how new software, spreadsheets, word processing and other technology, such

as assistive technology, impact and enhance the delivery of school psychology services.

The program follows a **scientist-practitioner model**. The integration of science and practice is emphasized throughout the curriculum. All practice-oriented courses include a focus on psychological science that informs practice and integrates current readings on topics relevant to school psychology practice. Additionally, predominantly science-oriented training activities emphasize how knowledge can be applied in practice, where students are asked to provide implications of their research. The integration of science and practice is also emphasized in our comprehensive examination, which requires students to demonstrate the integration of science and practice in a variety of ways. The comprehensive exam requires that students demonstrate an understanding of how to apply theory to clinical work, the integration of evidence-based knowledge in applied work, knowledge of assessment principles and practices, and knowledge of research methodology. The qualifying project requires students to participate in a supervised empirical research activity and to present the findings from that study at an annual department conference or at a national conference.

Annual Application Deadline: January 15

For more information on program application requirements and process, see School Psychology, Ph.D. program website: <https://cep.nmsu.edu/academic-programs/school-psychology-phd.html>

Curriculum

Preparation occurs from a developmental sequence of courses that follow scientifically based research and empirically validated strategies. 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 practicum (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.

Program of Study

Prefix	Title	Credits
CEPY 5310	Appraisal of Psychoeducational Achievement in a Diverse Society	3
CEPY 6160	History and Systems of Psychology	3
CEPY 5235	Counseling Theory and Techniques for School Psychologists	3
CEPY 5260	Group Work Theory and Technique	3
CEPY 6180	Physiology of Behavior	3
CEPY 6265	Diagnostic Class	3
CEPY 6120	Human Development	3
CEPY 6140	Cognitive & Affective Basis of Behavior	3
CEPY 6220	Spanish for Mental Health Professionals	3
CEPY 6130	Psychology of Multiculturalism	3

CEPY 6170	Psychology of Poverty	3
SPED 6170	School Intervention and Organization in a Diverse Society	3
CEPY 6185	Ethics, Law & Professional Issues in School Psychology	3
CEPY 6210	School Psychology Research and Program Evaluation	3
CEPY 6410 or EDUC 6440	Introduction to Qualitative Research Qualitative Research I	3
CEPY 6430	Advanced Statistics	3
CEPY 6440	Multivariate Statistics	3
CEPY 6420	Psychometrics	3
CEPY 6330	Academic & Behavioral Assessment & Intervention	3
CEPY 6340	Appraisal of Cognitive Functioning	3
CEPY 6350	Appraisal of Personality	3
CEPY 6240	Child and Adolescent Counseling Theory and Technique	3
CEPY 6250	Family Therapy Theory and Technique	3
CEPY 6260	Consultation	3
CEPY 6510	Practicum in School Psychology: Psychoeducational	3
CEPY 6530	Practicum in School Psychology: Psychological	3
CEPY 6520	Field Experience in Educational Diagnostics	3
CEPY 6580	Supervision Theory and Practicum	3
CEPY 6540	Advanced Multicultural School Psychology Field Experience	3
CEPY 6640	Doctoral Internship in School Psychology	12
CEPY 6450	Dissertation Seminar	3
Dissertation		18
CEPY 7000	Doctoral Dissertation	
Total Credits		120