

M.A. School Psychology

school of social and behavioral sciences



DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM**William Robelee, Psy.D.****(845) 575-3000, ext. 6016****bill.robelee@marist.edu****MISSION AND OBJECTIVES**

Today's school psychologists must function as effective educational consultants, intervention strategists, and counselors in addition to their historical role as psychometricians. Our goal is to prepare professionals who manifest a holistic blend of theory and practice in meeting the educational needs of today's students within the interacting contexts of their schools, families, and communities.

At Marist College, students interested in pursuing study towards New York State certification in school psychology have two options: an MA in School Psychology or an Advanced Certificate in School Psychology. Marist's school psychology programs focus on instruction in theory and skills associated with five roles regularly encountered by school psychologists: facilitator in understanding human behavior; counselor; psychological/educational examiner; consultant; and information specialist/intervention strategist.

Following the State Education Department's (NYSED) regulations, the academic qualifications for permanent certification as a school psychologist require 60 semester hours of graduate study inclusive of a college-supervised internship in the field of school psychology. Within the total program of preparation as a school psychologist, the candidate must complete a master's degree.

Marist College's NYSED-approved 62-credit MA in School Psychology meets the above-cited criteria. Our 26-credit Advanced-Certificate program complements Marist's MA in Psychology as reviewed on page 81 of this catalog. Similarly, our 41-credit Advanced-Certificate program complements Marist's MA in Educational Psychology as reviewed on page 107. Applicants for the advanced certificate programs who have earned a relevant master's degree elsewhere must have their transcripts evaluated as part of the admissions process. Their relevant master's degree will be accepted as satisfying the master's degree aspect of the NYSED certification process. However, students may be required to take additional courses that provide instruction in content and skill areas included in Marist's NYSED-approved program, but not significantly covered in the applicant's previously earned graduate credits.

While all students are required to take PSYH 701 & 702 School Psychology Internship/Seminars, which include the NYSED 600-hour internship, students may elect to increase the internship from 600 hours to 1,200 hours. This can be accomplished by taking PSYH 703 & 704 School Psychology Internship. Students electing this option would sign up for PSYH 701 and PSYH 703 in the fall and PSYH 702 and PSYH 704 in the spring. This option is available to students in both the master's and advanced-certificate programs in school psychology and will enable students to pursue a full-time internship. The internship experience must be completed in a state-approved school setting and may not be completed concurrent with duties associated

with employment in a particular setting. The minimum 600-hour requirement reflects a commitment of approximately 2-1/2 days per week over the course of the 10-month school year while the 1,200 hours would require 5 days per week over the course of the school year.

ADMISSIONS REQUIREMENTS

Admissions requirements for the MA in School Psychology are:

- an earned baccalaureate degree from an accredited college or university;
- completion of undergraduate courses in general psychology, statistics, and experimental psychology (recommended, but not required, is a course in psychological testing);
- achieve a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which a 4.0 is equivalent to an A grade;
- achieve an acceptable score (at least 25th percentile or better on all sub-scales) on the Graduate Record Examination (GRE) general test or achieve the same level on another nationally normed standardized summative assessment of undergraduate achievement. Applicants who have completed a graduate degree in psychology and/or a related field and have at least five years' work experience in an educational or clinical setting MAY be exempted from the GRE or other standardized test requirement;
- submit a written personal statement of at least 500 words describing your background, experiences and goals, and how these factors relate to your desire to become a school psychologist;
- submit three letters of recommendation from former faculty members or employment supervisors;
- an on-campus interview with the program director.

Admissions requirements for applicants to the 26-credit Advanced-Certificate program are the same as those for the MA in School Psychology listed above except that they must have earned a master's degree from an accredited college or university. Admissions requirements for the 41-credit Advanced-Certificate program are the same as those for the MA Educational Psychology program listed below, except that students must have earned a master's degree from an accredited college or university:

- an earned Baccalaureate degree from an accredited college or university;
- prerequisite courses: Introduction to Psychology, Introductory Statistics, and Research Methods in Psychology or the Social Sciences;
- Provisional Teaching Certificate if intending to pursue permanent teaching certification;

- achievement of acceptable scores on the Graduate Record Examination (GRE) General Aptitude Test, the National Teachers Examination (NTE), or the NY State Teacher Certification Examination (TCE);
- two letters of recommendation from former faculty members;
- where applicable, letter of recommendation from school principal;
- an on-campus interview with the program director.

Applicants to either of the advanced-certificate programs who have already earned a relevant MA degree elsewhere must undergo a transcript evaluation to determine content area comparability with the Marist College MA programs. When the evaluation reveals the need for coverage of content areas included within the Marist College approved programs, applicants will be apprised of additional course requirements over and above those of the advanced-certificate program to which they have applied. Minimally, an applicant with a relevant master's degree from another institution will be required to take 15 credits in the Marist College program.

Applicants to any of the school psychology programs who have earned graduate credits in psychology short of a master's degree at other institutions will also have their transcripts evaluated. Acceptance of credits will be determined on an individual basis.

DEGREE REQUIREMENTS

To qualify for the master's degree in school psychology, a student must:

- complete all requirements not later than seven years after matriculation;
- complete a total of 62–68 credits as prescribed in the curriculum requirements including an approved school psychology internship;
- maintain a 3.0 cumulative grade-point average in graduate courses.

To qualify for either of the advanced certificates a student must:

- complete all certificate requirements not later than five years after matriculation;
- complete all prescribed credits in the respective advanced-certificate program in which the candidate is enrolled;
- complete any additional credits prescribed as part of the admissions process;
- maintain a 3.0 cumulative grade-point average in graduate courses.

TRANSFER CREDITS

Acceptance of credits will be determined on an individual basis. Minimally, an applicant with a relevant master's degree from another institution will be required to take 15 credits in the Marist College program.

ADVISEMENT

At the time of matriculation, each student is assigned a faculty advisor. A student thereafter may request a change in faculty advisor. Students are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

PROBATIONARY STATUS

A minimum grade-point average (GPA) of 3.0 in graduate courses attempted is a requirement for graduation. If at any time the student's GPA falls below 3.0, the student will be sent a letter notifying him/her of academic review. Academic review will result in assignment of probationary status or dismissal.

If placed on probation, the student is expected to take immediate steps to raise the GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below a 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above.

A student is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If, after attempting 12 credit hours, the GPA has not been raised to 3.0, the student will be required to leave the program.

Probation or dismissal can also occur for non-academic reasons. The MA in School Psychology program educates and trains practitioners, and in this regard has a responsibility to safeguard the welfare of the public. In order to ensure community well-being, the department reserves the right to put on probation, or dismiss from the program, any student it judges to be ethically or psychologically unfit to function as a professional. Such judgments can be made at any time during the program, but students will be advised as soon as faculty are aware of potential problems.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships are awarded on a competitive basis to full-time students. Assistants work with faculty in the School of Social & Behavioral Sciences and perform duties such as library and empirical research, tutoring students, assisting in organizing student activities, and related work. For further details, contact the Director of the School Psychology Program.

SCHOOL PSYCHOLOGY CURRICULUM SUMMARY

Master of Arts in School Psychology

PSYG 611	Developmental Psychology I	3 credits
PSYG 612	Developmental Psychology II	3 credits
OR		
PSYH 604	Educational Assessment & Methods of Instruction in Reading	3 credits
PSYG 605	Research Methods I	3 credits
PSYG 606	Research Methods II	3 credits
PSYG 701	Counseling I	3 credits
PSYG 702	Counseling II	3 credits
PSYG 511	Personality	3 credits
PSYG 607	Psychopathology	3 credits
PSYG 609	Clinical Services for Children & Adolescents	3 credits
EPSY 701	Community Systems: Learning in a Culturally Diverse Society I	3 credits
PSYG 548	Multimodal Therapy	3 credits
PSYG 613	Assessment I	3 credits
PSYG 614	Assessment II	3 credits
EPSY 505	Educational Psychology: Classroom Instruction & Organization	3 credits
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 602	School Consultation	3 credits
PSYH 603	Psycho-Educational Services in General Education	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit

School Psychology Internship including:

PSYH 701	School Psychology Seminar I	3 credits
PSYH 702	School Psychology Seminar II	3 credits
PSYH 703 *	School Psychology Seminar III	3 *optional
PSYH 704 *	School Psychology Seminar IV	3 *optional

TOTAL: 62 (68)

**Optional internship experience for students seeking 1,200 contact hours.*

Advanced Certificate in School Psychology

(26 Credits)

(Complements the Marist College MA in Psychology)

EPSY 505	Educational Psychology: Classroom Instruction & Organization	3 credits
EPSY 510	The Integration of Learning Theory & Teaching Methodologies: Applications to the Classroom	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 602	School Consultation	3 credits
PSYH 603	Psycho-Educational Services in General Education	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit
School Psychology Internship including:		
PSYH 701	School Psychology Seminar I	3 credits
PSYH 702	School Psychology Seminar II	3 credits
PSYH 703 *	School Psychology Seminar III	3 *optional
PSYH 704 *	School Psychology Seminar IV	3 *optional
		TOTAL: 26 (32)

*Optional internship experience for students seeking 1,200 contact hours.

Advanced Certificate in School Psychology

(41 Credits)

(Complements the Marist College MA in Educational Psychology)

PSYG 701	Counseling I	3 credits
PSYG 702	Counseling II	3 credits
PSYG 511	Personality	3 credits
PSYG 607	Psychopathology	3 credits
PSYG 548	Multimodal Therapy	3 credits
PSYG 609	Clinical Services for Children & Adolescents	3 credits
PSYG 613	Assessment I	3 credits
PSYG 614	Assessment II	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 602	School Consultation	3 credits
PSYH 603	Psycho-Educational Services in General Education	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit

School Psychology Internship including:

PSYH 701	School Psychology Seminar I	3 credits
PSYH 702	School Psychology Seminar II	3 credits
PSYH 703 *	School Psychology Seminar III	3 *optional
PSYH 704 *	School Psychology Seminar IV	3 *optional
		TOTAL: 41 (47)

* Optional internship experience for students seeking 1,200 contact hours.

SCHEDULE

The graduate program in School Psychology is designed to be completed in six semesters of full-time study. Each course is offered in the evening and meets one night per week from 6:30 P.M. to 9:15 P.M. A full-time student normally attends classes four evenings per week and takes twelve credits. The College follows a traditional semester calendar. Graduate classes are also offered during optional twelve-week summer sessions.

MASTER OF ARTS IN SCHOOL PSYCHOLOGY

Full-Time Study Curriculum Sequence

FIRST YEAR

Fall

PSYG 613	Assessment I
PSYG 611	Development I
PSYG 511	Personality
PSYG 605	Research I

Spring

PSYG 614	Assessment II
PSYG 612	Development II
	OR
PSYH 604	Educational Assessments & Methods of Instruction in Reading
PSYG 607	Psychopathology
PSYG 609	Clinical Services for Child and Adolescent

SECOND YEAR**Fall**

PSYG 606	Research II
PSYG 701	Counseling I
PSYG 548	Multi-Modal
PSYH 610	Practicum I

Spring

PSYG 702	Counseling II
PSYH 601	Learning Disabilities
PSYH 602	Consultation
PSYH 611	Practicum II

Summer

EPSY 510	Integration of Learning Theory & Methodologies
PSYH 603	Psycho-Educational Services in General Education

THIRD YEAR**Fall**

EPSY 701	Community Systems Approach to Learning I
PSYH 701	School Psychology Internship/Sem. II
PSYH 703	School Psychology Internship/Sem. III

Spring

EPSY 505	Educational Psychology
PSYH 702	School Psychology Internship/Sem. I
PSYH 704	School Psychology Internship/Sem. IV

Graduate Courses in School Psychology

PSYH 601

Learning Disabilities

3 Credits

The purpose of this course is to prepare school psychologists to serve as members of a multidisciplinary support team for students with learning disabilities. Students acquire particular expertise in instructional strategies and in reconciling the many different understandings of learning disabilities that may exist among team members.

PSYH 602

Consultation in the Schools

3 Credits

The study of school-based consultation: theory, techniques, and practice. Course provides information on the barriers to school change and the critical role of consultation in prevention of school failure. It also includes development of knowledge of the consultation process and preliminary skills in consulting. Students develop an understanding of the school as an organization (culture) and the relationship of organizational factors to the consultation process.

PSYH 603

Psycho-Educational Services in General Education

3 Credits

Through this course students explore ways of addressing problems encountered by students whose needs are not adequately met by the general education programs offered by most school systems. While all students who do not succeed in school because of cognitive, behavioral, or physical deficits are considered, special emphasis will be given to those students who, under current state and federal regulations, may be ineligible for or inadequately served by traditional special-education programs. Building on other required courses in the program, this course assumes a community-systems approach to identifying and serving these students. While surveying prevention skills in the area of direct service, special attention is

given to the school-related services and to the roles of the school psychologist in advocacy and indirect service.

PSYH 604

Educational Assessment and Methods of Instruction in Reading

3 Credits

The development of knowledge, skills, and attitudes related to reading is the focus of this course for school psychologists. Rooted in research, the content of the subject matter includes the psychology of reading, developmental reading processes and methodologies, and diagnostic/prescriptive strategies. The consultative model of the school psychologist as a team member in the educational setting is stressed. On-campus lectures are supplemented by classroom, laboratory, and on-site practice designed to meet individual needs.

PSYH 610 AND 611

School Psychology Practicum I and II

1 Credit each

The School Psychology Practicum is an integral part of professional training. Experiences are offered in a variety of settings and enable students to apply skills acquired through coursework. Students are required to complete 60 hours on-site during each practicum. Students register for Practicum I (Fall) and Practicum II (Spring) respectively.

PSYH 701, 702, 703, 704

School Psychology Internship/Seminar I, II, III & IV

3 Credits each

The school psychology internship and seminars are designed to give interns the opportunity to translate and continue to develop their strong theoretical background into sound professional practice. Through the practical experience, the school psychology intern is given the opportunity and the support he or she will need to function as an effective school psychologist.

The seminars focus on integrating and applying the intern's knowledge of psychology within a school setting. Topics include: (1) the history and foundations of school psychology, (2) current and future perspectives in school psychology, (3) legal, ethical, and legislative issues in the provision of school psychological services, and (4) school psychological interventions with a focus on children, staff, and programs. The time requirement for internship students is 600 hours per year, following a K–12 public school calendar. This requirement is fulfilled

by 300 hours (2-1/2 days per week) per semester. Placements will be in an approved state-accredited school setting. All placements need to be approved by the Internship Coordinator. Students electing a full-time, 1,200-hour-per-year internship should register for PSYH 703 concurrent with PSYH 701 in the fall, and PSYH 704 concurrent with PSYH 702 in the spring.

Please refer to page 88 for PSYG course descriptions, and page 110 for EPSY course descriptions.