DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
Patrick S. O’Donnell, Psy.D.
(845) 575-3000, ext. 6016
patrick.odonnell@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. Course content is continuously reviewed and adjusted to meet the changing dynamics in the field as reflected in federal and New York State regulations and in widely accepted professional standards.

At Marist College, students interested in pursuing study toward 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 provisional certification as a school psychologist require a minimum of 62 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 68-credit MA in School Psychology meets the above-cited criteria. Our 35-credit Advanced Certificate program complements Marist’s MA in Mental Health Counseling. Marist also offers a 47-credit Advanced Certificate program. 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.

During the first year in the program, students must meet three New York State Education requirements that are necessary for certification as a school psychologist. They must attend the Child Abuse Identification and Standards in Violence Prevention seminars; both seminars are offered on campus and participation in these sessions is included on student transcripts. Students who opt to make their own arrangements to meet these two requirements must submit verification to the Program Director. Students must also complete the required fingerprinting process and materials are provided by the Program Director.
Students register for the School Psychology Internship/Seminars concurrently; seminars meet on a weekly basis during both fall and spring semesters. While completion of all coursework is recommended before beginning the internship, a minimum of 47 credit hours must be completed, including the following courses: Assessment I and II (PSYH 616 and PSYG 614), Counseling I and II (PSYH 705 and 706), Multimodal Therapy (PSYG 548) or Play Therapy (PSYH 630), Consultation (PSYH 602), Learning Disabilities (PSYH 601), Educational Psychology (EPSY 505), Integration of Learning Theories and Teaching Methodologies (EPSY 510), and Practicum I and II (PSYH 610 and 611). Students take PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring. Internships require 1,200 hours (600 hours each semester, 5 days per week) within the school setting over the course of the regular academic year. The internship must be completed in a state-approved school setting and may not be completed concurrent with duties associated with employment in a particular setting. Marist no longer offers the option of completing a 600 hour part-time internship.

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 psychological research methods (recommended, but not required, is a course in psychological testing);
• achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;
• achievement of an acceptable score (at least 25th percentile or better on all sub-scales) on the Graduate Record Examination (GRE) general test or achievement of 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 from an accredited college or university 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;
• submission of 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;
• submission of three letters of recommendation from former faculty members or employment supervisors;
• an on-campus interview with the Program Director.

Admissions requirements to the 35-credit Advanced Certificate program are:

• an earned baccalaureate degree from an accredited college or university;
• completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);
• achievement of a 3.0 cumulative undergraduate grade-point average (GPA) based on a system in which 4.0 is equivalent to an A grade;

• an earned master's degree in psychology or a related field from an accredited college or university;

• achievement of an acceptable score (at least 25th percentile or better on all sub-scales) on the Graduate Record Examination (GRE) general test or achievement of 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 from an accredited college or university 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;

• submission of 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;

• submission of three letters of recommendation from former faculty members or employment supervisors;

• an on-campus interview with the Program Director.

Admissions requirements for the 47-credit Advanced Certificate program are:

• an earned baccalaureate degree from an accredited college or university;

• prerequisite courses: completion of undergraduate courses in general psychology, statistics, and psychological research methods (recommended, but not required, is a course in psychological testing);

• Provisional Teaching Certificate if intending to pursue permanent teaching certification;

• an earned master's degree in psychology or a related field from an accredited college or university;

• 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 master's 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 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;
- submit all items required in the comprehensive portfolio no later than April 1 of the calendar year in which the candidate expects to graduate;
- complete the School Psychology Praxis II Examination.

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;
- submit all items required in the comprehensive portfolio no later than April 1 of the calendar year in which the candidate expects to graduate;
- complete the School Psychology Praxis II Examination.

**TRANSFER CREDITS**

Acceptance of credits will be determined on an individual basis. A grade of B or better is required for acceptance of any transfer credits. Minimally, an applicant with a relevant master’s degree from another institution will be required to take 15 credits in the Marist College program.

**ADVICEMENT**

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. The Program Director serves as the advisor for masters and certificate students.

**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 stu-
A 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 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**

- **PSYH 612** Developmental Psychology I 3 credits
- **PSYG 605** Research Methods I 3 credits
- **PSYG 606** Research Methods II 3 credits
- **PSYH 705** Counseling I 3 credits
- **PSYH 706** Counseling II 3 credits
- **PSYG 511** Personality 3 credits
- **PSYG 607** Psychopathology 3 credits
- **PSYH 609** Clinical Services for Children & Adolescents: Linkage with Related Services in Schools 3 credits
- **PSYG 548** Multimodal Therapy OR
- **PSYH 630** Play Therapy 3 credits
- **PSYG 550** Multicultural Perspectives of Counseling OR
- **EPSY 640** Social Foundations of Education 3 credits
PSYH 616  Assessment I: Intelligence/ Cognitive Assessment  3 credits
PSYG 614  Assessment II: Personality Assessment  3 credits
EPSY 505  Educational Psychology  3 credits
EPSY 510  Integration of Learning Theory  3 credits
PSYH 601  Learning Disabilities  3 credits
PSYH 602  Consultation in the Schools  3 credits
PSYH 603  Psycho-Educational Services in General Education 3 credits
PSYH 631  Neuropsychology of Learning  3 credits
PSYH 610  School Psychology Practicum I  1 credit
PSYH 611  School Psychology Practicum II  1 credit
PSYH 701  School Psychology Internship/Seminar I  3 credits
PSYH 702  School Psychology Internship/Seminar II  3 credits
PSYH 703  School Psychology Internship/Seminar III  3 credits
PSYH 704  School Psychology Internship/Seminar IV  3 credits

TOTAL: 68

Advanced Certificate in School Psychology
(35 Credits)
(Complements the Marist College MA in Mental Health Counseling)

EPSY 505  Educational Psychology: Classroom Instruction & Organization  3 credits
EPSY 510  The Integration of Learning Theory & Teaching Methodologies:
Applications to the Classroom  3 credits
PSYG 550  Multicultural Perspectives in Counseling OR
EPSY 640  Social Foundations of Education  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 609  Clinical Services for Children & Adolescents  3 credits
PSYH 610  School Psychology Practicum I  1 credit
PSYH 611  School Psychology Practicum II  1 credit
PSYH 701  School Psychology Internship/Seminar I  3 credits
PSYH 702  School Psychology Internship/Seminar II  3 credits
PSYH 703  School Psychology Internship/Seminar III  3 credits
PSYH 704  School Psychology Internship/Seminar IV  3 credits

TOTAL: 35
Students in the MA in Mental Health Counseling Program who are contemplating applying to this Advanced Certificate program may take PSYH 609 as an elective during the MA in Mental Health Counseling Program or during completion of the Advanced Certificate program. Mental Health Counseling students contemplating the Advanced Certificate program should take the School Psychology sections of Assessment I (PSYH 616) and Research II (PSYG 606).

**Advanced Certificate in School Psychology**

*(47 Credits)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYH 705</td>
<td>Counseling I</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 706</td>
<td>Counseling II</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYG 511</td>
<td>Personality</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYG 607</td>
<td>Psychopathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYG 548</td>
<td>Multimodal Therapy OR</td>
<td></td>
</tr>
<tr>
<td>PSYH 630</td>
<td>Play Therapy</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 609</td>
<td>Clinical Services for Children &amp; Adolescents</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 616</td>
<td>Assessment I</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYG 614</td>
<td>Assessment II</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 601</td>
<td>Learning Disabilities</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 602</td>
<td>School Consultation</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 603</td>
<td>Psycho-Educational Services in General Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 610</td>
<td>School Psychology Practicum I</td>
<td>1 credit</td>
</tr>
<tr>
<td>PSYH 611</td>
<td>School Psychology Practicum II</td>
<td>1 credit</td>
</tr>
<tr>
<td>PSYH 701</td>
<td>School Psychology Internship/Seminar I</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 702</td>
<td>School Psychology Internship/Seminar II</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 703</td>
<td>School Psychology Internship/Seminar III</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 704</td>
<td>School Psychology Internship/Seminar IV</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**TOTAL:** 47

**SCHEDULE**

The graduate program in School Psychology is designed to be completed in six semesters of full-time study and two summer sessions. Courses typically meet in the evening from 6:30 PM to 9:00 PM. A full-time student normally attends classes four evenings per week and takes 12 credits. The College follows a traditional semester calendar. Graduate classes are also offered during the summer sessions.
**MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE**

<table>
<thead>
<tr>
<th><strong>FIRST YEAR</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>PSYH 616</td>
<td>Assessment I</td>
<td>PSYH 609</td>
</tr>
<tr>
<td>PSYH 612</td>
<td>Development I</td>
<td>PSYH 606</td>
</tr>
<tr>
<td>PSYG 511</td>
<td>Personality</td>
<td>PSYG 607</td>
</tr>
<tr>
<td>PSYG 605</td>
<td>Research I</td>
<td>PSYG 614</td>
</tr>
</tbody>
</table>

**Summer**

| PSYH 630       | Play Therapy OR PSYG 548 Multimodal Therapy |
| PSYG 631       | Neuropsychology of Learning                   |

<table>
<thead>
<tr>
<th><strong>SECOND YEAR</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>PSYG 550</td>
<td>Multicult Couns OR</td>
<td>PSYH 602</td>
</tr>
<tr>
<td>EPSY 640</td>
<td>Social Foundations Educ</td>
<td>PSYH 603</td>
</tr>
<tr>
<td>PSYH 705</td>
<td>Counseling I</td>
<td>PSYH 706</td>
</tr>
<tr>
<td>PSYH 601</td>
<td>Learning Disabilities</td>
<td>PSYH 611</td>
</tr>
<tr>
<td>PSYH 610</td>
<td>Practicum I</td>
<td></td>
</tr>
</tbody>
</table>

**Summer**

| EPSY 505        | Educational Psychology |
| EPSY 510        | Integration of Learning Theory |

<table>
<thead>
<tr>
<th><strong>THIRD YEAR</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>PSYH 701/703</td>
<td>Internship I/III</td>
<td>PSYH 702/704 Internship II/IV</td>
</tr>
</tbody>
</table>
Graduate Courses in School Psychology (PSYH Designation)

NOTE: Descriptions for courses designated as PSYG can be found under the Mental Health Counseling descriptions. Courses designated as EPSY can be found under the MA in Educational Psychology Program descriptions.

PSYH 616
Assessment I: Intelligence/ Cognitive Assessment*
3 Credits
Presents aspects of assessment related to intelligence/cognitive skills including norm-referenced tests, interviews, observations, and informal assessment procedures, including the history and theory of these procedures and their particular relevance and utility to school settings. Reviews useful statistical and measurement concepts, particularly as they apply to interpreting assessment results to parents and school personnel. Practical skills are obtained through role-play administration and examination of tests which may include Wechsler, Stanford-Binet, Kaufman, and Woodcock Johnson. Preparation of a report based on role-play administration which becomes part of student's ongoing portfolio.

* Although there is no formal prerequisite, if a student has not had an undergraduate course in psychological assessment, it is strongly recommended that this student carefully review an undergraduate psychology text such as Cohen or Gregory. Fall and summer.

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. Fall semester.

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. Spring semester.

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. Spring semester.
PSYH 609
Clinical Services for Children and Adolescents: Linkage with Related Services in Schools
3 Credits
Course goals and activities include: developing a professional identity as a school psychologist; reviewing the legal issues and ethical principles by which school psychologists operate; understanding Federal and State regulations applicable to individuals with educational disabilities; reviewing research to address children’s problems and evaluate services offered; understanding crisis intervention and recovery; and learning about school and community resources. Spring semester.

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.
Prerequisites: 24 graduate credits including Assessment I and II, completion of the Child Abuse Identification and Violence Prevention Workshops, and completion of the fingerprinting process through the NYS Education Department.

PSYH 612
Developmental Psychology I
3 Credits
This course focuses on the study of changes in human behavior with increased age through discussion in some detail of basic concepts, research methodology, current empirical evidence, and theoretical formulations, which constitute contemporary developmental psychology. This course provides a lifespan perspective on development with particular emphasis on children and adolescents. Course material is aimed at providing students with a knowledge base from which to make distinctions between normal and abnormal development and a framework for possible remediation where abnormalities are found to occur. Fall semester.

PSYH 630
Play Therapy
3 Credits
This is a basic introduction to Play Therapy with a review of its origins, history, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play development, and a therapeutic tool for helping to treat emotional problems. Students will gain an understanding of the multitude of play therapy strategies and techniques that can be used. They will also understand, critique, and apply various theories of play therapy. This course will be a combination of lectures and videotapes along with hands-on experiential activities. Summer session.

PSYH 631
Neuropsychology of Learning
3 Credits
This course is designed to provide students with an overview of neuropsychology as it applies to children within a school setting. It will include an understanding of functional neuroanatomy and major theoretical approaches to neuropsychological assessment. The underlying neural processes of attention, memory, and executive function will be presented along with suggested measures of assessment and intervention, within the framework of Response to Treatment Intervention. The students will also understand the neurological bases of common disorders such as speech and language, nonverbal learning disabilities, acute lymphocytic leukemia, attention deficit hyperactivity disorder, Tourette’s syndrome, lead poisoning, Asperger’s syndrome/autism, as well as the neuropsychology of emotions. Reading, math, spelling, handwriting, and written language disorders will be understood and assessed from a neuropsychological per-
spective. Research-based effective remedial interventions will also be discussed. Summer session.

**PSYH 705**  
**Counseling I**  
*3 Credits*  
This course examines the process involved in individual counseling and psychotherapy. Supportive, re-educative, and reconstructive approaches to therapeutic interaction are explored. Various theoretical approaches to understanding personality change are examined from behavioral, psychodynamic, and client-centered orientations. This course assumes a lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized. **Prerequisite:** 24 graduate credits. Fall semester.

**PSYH 706**  
**Counseling II**  
*3 Credits*  
This course introduces students to theories and methods of group interventions with children and adolescents. The course examines historical perspectives, various theoretical orientations, and specific group and conjoint therapy techniques and strategies. The course also provides students with an in-class group experience where they will explore their feelings concerning specific issues related to the counseling profession. **Prerequisite:** PSYH 705 Counseling I. Spring semester.

**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.

Students serve as interns for 1,200 hours in a state-approved public school setting during the academic year. Students register for PSYH 701 and 703 during the fall and PSYH 702 and 704 during the spring semester. All placements must be approved by the internship coordinator. Marist no longer offers the option of completing a 600-hour part-time internship.
Graduate Education and Psychology Faculty

CHRISTINE ACKERMAN  Adjunct Instructor. Degrees: B.A., Richard Stockton College of NJ; M.A. and Ph. D., Pennsylvania State University

MARK BALABAN Adjunct Instructor. Degrees: B.A., Rutgers University; M.A., George Mason University; Ph.D., George Mason University

DONNA BERGER Adjunct Instructor. Coordinator of Academic Grants. Degrees: B.A., Marist College; M.A., State University of New York at New Paltz; M.A., Marist College; Ph.D., State University of New York at Albany

LINDA BERTOLOZZI Adjunct Instructor. Degrees: B.S., State University of New York at New Paltz; M.A., Marist College

MARYANN BRITTINGHAM Adjunct Instructor. Degrees: B.S., D’Youville College; M.A., Long Island University

JANINE BUXTON Professional Lecturer in Psychology. Psychology Fieldwork Coordinator. Degrees: B.A., State University of New York at Albany; M.S., State University of New York at Albany

JOSEPH CANALE Associate Professor of Psychology. Degrees: B.A., Marist College; Ed.D., University of Tennessee

LARRY CERECEDES Adjunct Instructor. Degrees: B.A., California State Polytechnic University; M.A., California School of Professional Psychology; Ph.D., California School of Professional Psychology

ISAIAH CLARKE Adjunct Instructor. Degrees: B.S., Iona College; M.S., Yeshiva University; Ed.D., Fordham University

CHRISTOPHER COLLINS Adjunct Instructor. Degrees: B.A., State University of New York at New Paltz; M.A., Columbia University

ALISON COX Adjunct Instructor. Degrees: B.A., Marist College; M.S., State University of New York at New Paltz

LORI CRISPI Associate Professor of Psychology. Degrees: B.A., Syracuse University; M.A., Marist College; Ph.D., Fordham University

AMITY CURRIE Professional Lecturer in Psychology and Education. Degrees: B.A., Williams College; M.A., Marist College; Doctoral Candidate, Capella University

PETER DEL ROSARIO Associate Professor of Psychology. Degrees: B.S., Union College; Ph.D., University at Buffalo

LINDA DUNLAP Professor of Psychology. Degrees: B.A., Kansas State University; Ph.D., University of Iowa
PAUL J. EGAN Associate Professor of Psychology. *Degrees:* B.A., State University of New York at Buffalo; Ph.D., State University of New York at Buffalo

HEIDI ESPINOZA Adjunct Instructor. *Degrees:* B.S., State University of New York at Plattsburgh; M.S., State University of New York at New Paltz

DEBORAH GATINS Associate Professor of Psychology. *Degrees:* B.A., Vassar College; Ph.D., University of Miami

DAVID GIANNASCOLI Adjunct Instructor. *Degrees:* B.A., Marist College; M.A., New York University; Ph.D., New York University

MARTHA GIRARDI Visiting Professional Lecturer of Education and Psychology. *Degrees:* B.A., Pace University; M.S., College of New Rochelle

MARY GOZZA-COHEN Assistant Professor of Education. *Degrees:* B.A., M.A., and Ph. D., SUNY University at Albany.

TONDA HIGHLEY Adjunct Instructor. *Degrees:* B.A., Fort Hays Kansas State University; M.S., Kansas State University

THERESA HOOD Adjunct Instructor. *Degrees:* B.A., Russell Sage College; Ph.D., University of London

JOHN HUDAK Adjunct Instructor. *Degrees:* B.A., Don Bosco College; M.S., St. John’s University; Ph.D., Hofstra University

ELISE JOY Adjunct Instructor. *Degrees:* B.S., State University of New York at New Paltz; M.S., Western Connecticut State University

ROBERT KOONZ Adjunct Instructor. *Degrees:* B.S., SUNY Cortland; M.S., SUNY New Paltz

THOMAS KULAGA Adjunct Instructor. *Degrees:* B.A., City University of New York, Brooklyn College; M.S., City University of New York, Brooklyn College

JENNIFER LEE Adjunct Instructor. *Degrees:* B.S., Cornell University; M.A., Teacher’s College, Columbia University; Ph.D., Teacher’s College, Columbia University

WENDY MARAGH-TAYLOR Adjunct Instructor. *Degrees:* B.A., Brown University; MSW, New York University

SALVATORE MASSA Adjunct Instructor. *Degrees:* B.A., City University of New York, Queens College; M.S., St. John’s University; Ph.D., St. John’s University

JOHN MCADAM Associate Professor of Education. *Degrees:* B.S., State College at Salem; M.Ed., Boston University; Ph.D., Boston College

CHERYL-ANN MURPHY Adjunct Instructor. *Degrees:* B.A., State University of New York at Oswego; M.S., State University of New York at New Paltz

NANCY O’DONNELL Adjunct Instructor. *Degrees:* B.S., Carlow College; M.S., St. Xavier College; Ph.D., Yeshiva University
PATRICK O’DONNELL Assistant Professor of School Psychology, Director of School Psychology Graduate Program. Degrees: B.A., Siena College; M.S., Loyola College; Psy.D., State University of New York at Albany

CANDICE PENNELLA Adjunct Instructor. Degrees: B.A., Seton Hall University of Texas; M.A. & Psy.D., Spalding University

JOHN PINNA Adjunct Instructor. Degrees: B.A., Marist College; M.S., SUNY at New Paltz;

SALLY PITMAN-SMITH Adjunct Instructor. Degrees: B.A., and M.S., SUNY at New Paltz; M.A., Marist College

JODY POPPLE Adjunct Instructor. Degrees: B.A., The University of Texas; M.A., Texas Women’s University; Ph.D., Texas Women’s University

DAVID PURVIS Associate Professor of Education. Degrees: B.S., State University of New York at Syracuse; M.S., Rutgers University; Ph.D., Rutgers University

ROCHELLE PYNE Adjunct Professor of Education. Degrees: B.A, Marymount Manhattan College; M.A. Columbia University; M.Ed., Teacher’s College, Columbia University; Ed.D, Teacher’s College, Columbia University

ELIZABETH QUINN Associate Professor of Psychology. Degrees: B.A., Marist College; M.A., Marist College; Ph.D., Union Institute

JAMES REGAN Associate Professor of Psychology, M.A. Psychology Director. Degrees: B.A., Loyola University; M.A., St. John’s University; Ph.D., St. John’s University

KATE RIORDAN Assistant Professor of Education. Degrees: B.A., Boston College; M.S., Pennsylvania State University; Ph.D., Pennsylvania State University

WILLIAM ROBELEE Adjunct Professor of School Psychology. Degrees: B.A., State University of New York at Albany; M.A., State University of New York at Albany in Social Studies; M.A., State University of New York at Albany in Science; Psy.D., State University of New York at Albany

ED SAGARESE Coordinator for Adolescence Education. Degrees: B.S., SUNY Cortland; M.A., New York University

JOHN SCILEPEPI Professor of Psychology. Degrees: B.A., Marist College; M.A., Loyola University; Ph.D., Loyola University

CHRISTOPHER ST. GERMAIN Adjunct Instructor. Degrees: B.A., George Mason University; M.A. & Ph.D., Alliant International University

JANET STIVERS Associate Professor of Special Education. Degrees: B.A., Mount Saint Mary College; M.A., Assumption College; Ph.D., State University of New York at Albany

ORIN STRAUCHLER Adjunct Instructor. Degrees: B.A., State University of New York at Albany; Psy.D., Wright State University
TERESA SUTTON Adjunct Instructor. Degrees: B.A., State University of New York at Albany; M.S., State University of New York at New Paltz

ZSUZSANNA SZABO Associate Professor of Educational Psychology, Director of Graduate Teacher Education Programs. Degrees: B.S., Babes-Bolyai University; M. Ed., SUNY University at Buffalo; Ph.D., University of Arizona

WILLIAM VANORNUM Professor of Psychology. Degrees: B.S., DePaul University; Ph.D., Loyola University

MARIANNE WOOD Adjunct Instructor. Degrees: B.A., Dominican College; M.A., Columbia University; M.S., Pace University; Ed.D., St. John’s University