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 can complete the MA in School Psychology. Marist's school psychology program focuses 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. 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 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: Cognitive Assessment and Academic Assessment (PSYH 616 and PSYH 617), Individual Counseling and Group Counseling (PSYH 705 and PSYH 706), Cognitive Behavioral Therapy with Children & Adolescents (PSYH 625) 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 concurrently 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.

Applicants to the school psychology program 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.
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. A maximum of 15 graduate credits can be transferred into the program from another accredited institution.

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. The program director serves as the advisor for all masters 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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYH 600</td>
<td>Professional Orientation &amp; Ethics in School Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 612</td>
<td>Developmental Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 616</td>
<td>Cognitive Assessment</td>
<td>3 credits</td>
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<tr>
<td>PSYG 511</td>
<td>Personality</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 620</td>
<td>Research Design &amp; Data Analysis in School Psychology</td>
<td>3 credits</td>
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<tr>
<td>PSYH 617</td>
<td>Academic Assessment</td>
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<tr>
<td>PSYH 601</td>
<td>Learning Disabilities</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYG 607</td>
<td>Psychopathology</td>
<td>3 credits</td>
</tr>
<tr>
<td>EPSY 505</td>
<td>Educational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 631</td>
<td>Neuropsychology of Learning</td>
<td>3 credits</td>
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<tr>
<td>PSYH 705</td>
<td>Individual Counseling</td>
<td>3 credits</td>
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<tr>
<td>PSYH 618</td>
<td>Social, Emotional, &amp; Behavioral Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSYH 602</td>
<td>Consultation in the Schools</td>
<td>3 credits</td>
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<tr>
<td>PSYH 610</td>
<td>School Psychology Practicum I</td>
<td>1 credit</td>
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<tr>
<td>PSYH 611</td>
<td>School Psychology Practicum II</td>
<td>1 credit</td>
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<tr>
<td>PSYH 706</td>
<td>Group Counseling</td>
<td>3 credits</td>
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<tr>
<td>PSYH 640</td>
<td>Academic &amp; Behavioral Interventions</td>
<td>3 credits</td>
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<tr>
<td>PSYG 550</td>
<td>Multicultural Perspectives of Counseling</td>
<td>3 credits</td>
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<tr>
<td>PSYH 625</td>
<td>Cog. Behav. Therapy w/ Children &amp; Adolescents OR</td>
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<tr>
<td>PSYH 630</td>
<td>Play Therapy</td>
<td>3 credits</td>
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<tr>
<td>EPSY 510</td>
<td>Integration of Learning Theory</td>
<td>3 credits</td>
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<tr>
<td>PSYH 701</td>
<td>School Psychology Internship/Seminar I</td>
<td>3 credits</td>
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<tr>
<td>PSYH 702</td>
<td>School Psychology Internship/Seminar II</td>
<td>3 credits</td>
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<tr>
<td>PSYH 703</td>
<td>School Psychology Internship/Seminar III</td>
<td>3 credits</td>
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<tr>
<td>PSYH 704</td>
<td>School Psychology Internship/Seminar IV</td>
<td>3 credits</td>
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</tbody>
</table>

**TOTAL: 68**

### 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

FIRST YEAR

**Fall**  
PSYH 600  Prof. Orient. & Ethics in School Psych.  
PSYH 612  Developmental Psychology  
PSYG 511  Personality  
PSYH 616  Cognitive Assessment  

**Spring**  
PSYH 620  Research Design & Data Analysis in School Psych.  
PSYH 601  Learning Disabilities  
PSYG 607  Psychopathology  
PSYG 617  Academic Assessment  

**Summer**  
EPSY 505  Educational Psychology  
PSYG 631  Neuropsychology of Learning  

SECOND YEAR

**Fall**  
PSYH 705  Individual Counseling  
PSYH 618  Soc., Emotional, & Behav. Assessment  
PSYH 602  Consultation in the Schools  
PSYH 610  Practicum I  

**Spring**  
PSYH 706  Group Counseling  
PSYH 640  Academic & Behavioral Interventions  
PSYG 550  Multicultural Counseling  
PSYH 611  Practicum II  

**Summer**  
PSYH 630  Play Therapy OR PSYH 625 Cognitive Behavioral Therapy with Children & Adolescents  
EPSY 510  Integration of Learning Theory  

THIRD YEAR

**Fall**  
PSYH 701/703 Internship I/III  

**Spring**  
PSYH 702/704 Internship II/IV
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 600**
**Professional Orientation & Ethics in School Psychology**
*3 Credits*
This course serves as an introduction to the field of school psychology. It presents a history of the profession and an introduction to the legal, professional, and ethical guidelines within the field. Students will learn about the various roles and functions of school psychologists and how school psychologists operate within the school system. Students will develop an understanding of the professional resources utilized by school psychologists and how the training requirements for school psychologists apply to practice. Current issues within the field will also be discussed.

**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 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 120 hours on site during each practicum. Students register for Practicum I (fall) and Practicum II (spring) respectively.

**Prerequisites:** 24 graduate credits including Cognitive Assessment and Academic Assessment, 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**
*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 616
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.

PSYH 617
Academic Assessment
3 Credits
This course focuses on the assessment of academic problems in areas such as reading, mathematics, and written language. The norm-referenced academic/achievement assessments that school psychologists typically utilize will be covered in depth. Students will learn about the administration, scoring, and interpretation of these assessments. The course will also explore why and how assessment techniques must consider the needs of culturally and linguistically diverse students.

PSYH 618
Social, Emotional, & Behavioral Assessment
3 Credits
This course provides an introduction to various techniques currently utilized in the assessment of social, emotional, and behavioral functioning. A brief history of social, emotional, and behavioral assessment is also presented. Techniques covered include interviews, behavioral observations, projective assessment, and norm-referenced rating scales. Functional Behavioral Assessment is also covered. The course details how these techniques can be utilized to assess students who may have symptoms related to Attention-Deficit/Hyperactivity Disorder, depression, anxiety, and Autism spectrum disorders.

PSYH 620
Research Design & Data Analysis in School Psychology
3 Credits
This course explores the most common research designs and analysis techniques utilized by school psychologists. It provides an introduction to research in the schools through the single-subject and group designs that are used as part of the Response to Intervention (RTI) and program evaluation models, respectively. The purposes and processes of Response to Intervention and program evaluation in the schools will also be covered. Students will be introduced to and utilize the statistical tools commonly available to school psychologists.

PSYH 625
Cognitive-Behavioral Therapy with Children & Adolescents
3 Credits
This course serves as an introduction to cognitive-behavioral therapy. The foundations, history, and techniques of cognitive-behavioral therapy will be covered. Students will explore the relationships between theory, therapy techniques, and evidence-based practice. Cognitive-behavioral therapy techniques that can be used when working with children and adolescents will be emphasized.

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, non-verbal 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 perspective. Research-based effective remedial interventions will also be discussed. Summer session.

PSYH 640
Academic & Behavioral Interventions
3 Credits
This course explores the types of academic and behavioral interventions that school psychologists utilize within the schools. These types of interventions apply to students in both general education and special education programs. From the academic realm, it includes interventions related to reading, mathematics, and written language. Behavioral interventions include those related to working with students diagnosed with disorders such as Autism, Attention-Deficit/Hyperactivity Disorder, and students experiencing difficulty with social skills, bullying, or aggression. Interventions will be discussed through the framework of evidence-based practice. Students will have the opportunity to integrate and evaluate these types of interventions into a single-subject Response to Intervention research design.

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.

PSYH 705
Individual Counseling
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**  
**Group Counseling**  
*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 Individual Counseling. Spring semester.
School Psychology Program Faculty

**PATRICK S. O’DONNELL** Assistant Professor of School Psychology. Director of the School Psychology Graduate Program. **Degrees:** Psy.D., University at Albany, SUNY. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist

**PAUL J. EGAN** Associate Professor of Psychology. **Degrees:** Ph.D., University at Buffalo, SUNY. **Certifications:** New York State Certified School Psychologist, New York State Licensed Psychologist

**WILLIAM P. ROBELEE** Adjunct Professor of Psychology. **Degrees:** Psy.D., University at Albany, SUNY. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist

**JOHN HUDAK** Clinical Supervisor for Internships. Adjunct Professor of Psychology. **Degrees:** Ph.D., Hofstra University. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist, New York State Licensed Psychologist

**JOHN SCILEPPI** Full Professor of Psychology. **Degrees:** Ph.D., Loyola University of Chicago. **Certifications:** New York State Licensed Psychologist

**WILLIAM VAN ORNUM** Full Professor of Psychology. **Degrees:** Ph.D., Loyola University of Chicago. **Certifications:** New York State Certified School Psychologist, New York State Licensed Psychologist

**ELIZABETH QUINN** Associate Professor of Psychology. **Degrees:** Ph.D., Union Institute. **Certifications:** Licensed Mental Health Counselor

**SALVATORE P. MASSA** Adjunct Professor of Psychology. **Degrees:** Ph.D., St. John’s University. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist, New York State Licensed Psychologist

**STEVE RAPPLEYEA** Adjunct Professor of Psychology. **Degrees:** Psy.D., California Southern University. **Certifications:** New York State Certified School Psychologist

**THOMAS KULAGA** Adjunct Professor of Psychology. **Degrees:** M.S., Advanced Certification in School Psychology, CUNY Brooklyn. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist, Diplomate in School Neuropsychology

**DAVID GIANNASCOLI** Adjunct Professor of Psychology. **Degrees:** Ph.D., New York University. **Certifications:** Nationally Certified School Psychologist, New York State Certified School Psychologist, New Jersey State Certified School Psychologist

**KELLY CACI** Adjunct Professor of Psychology. **Degrees:** M.A., Marist College. **Certifications:** New York State Certified School Psychologist
DANIEL C. HURLEY Adjunct Professor of Psychology. Degrees: M.A., C.A.S., Plattsburgh College, SUNY. Certifications: New York State Certified School Psychologist

MARIANNE WOOD Adjunct Professor of Teacher Education. Degrees: Ed.D., St. John’s University. Certifications: Certified School District Administrator, School Counselor, Teacher in New York State

ISAIAH CLARKE Adjunct Professor of Teacher Education. Degrees: Ed.D., Fordham University. Certifications: Certified School District Administrator in New York, New Jersey, and Massachusetts