DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM
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MISSION AND OBJECTIVES
The mission of Marist’s School Psychology Graduate Program is to prepare school psychologists as scientist-practitioners who provide effective and ethical services to a diverse range of students, families, and school professionals. The program follows the scientist-practitioner philosophy and trains candidates to understand, evaluate, utilize, and disseminate research that can be utilized as part of effective evidence-based services provided in the schools. The field of school psychology is in transition and today’s school psychologists must function as effective educational consultants, intervention strategists, and counselors in addition to their historical role as psychometrists. As a result, course content is continuously reviewed and adjusted to meet the changing dynamics in the field, New York State requirements, and NASP professional standards.

Marist College offers the MA degree in School Psychology. The MA in School Psychology is a 68-credit program that includes coursework, a practicum, and an internship. Following the New York State Education Department’s (NYSED) regulations, the academic qualifications for provisional certification as a school psychologist require a minimum of 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 68-credit MA in School Psychology meets the above-cited criteria. The MA in School Psychology is also accredited by the National Association of School Psychologists.

In addition to coursework, candidates must meet three New York State Education Department requirements during the first year of the program that are necessary for certification as a school psychologist. They must attend the Child Abuse Identification, Schools Against Violence in Education (SAVE), and DASA seminars; all three seminars are offered on campus and participation in these sessions is included on candidate transcripts. Students who opt to make their own arrangements to meet these requirements must submit verification to the Program Director. Candidates must also complete the required fingerprinting process. Coursework continues through the second year and candidates complete a 240 hour practicum in the schools.

In the third year of the program, candidates 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: Professional Orientation & Ethics in School Psychology (PSYH 600), Cognitive Assessment, Academic Assessment, and Social, Emotional, & Behavioral Assessment (PSYH 616, PSYH 617 and PSYH 618), Individual Counseling and Group Counseling (PSYH 705 and PSYH 706), Cognitive Behavioral Therapy with Children & Adolescents (PSYH 625) or Play Therapy (PSYH 630),
Consultation in the Schools (PSYH 602), Learning Disabilities (PSYH 601), Advanced Educational Psychology (EPSY 505), Integration of Learning Theories and Teaching Methodologies (EPSY 510), and Practicum I and II (PSYH 610 and 611). Candidates 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 school district’s 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. Candidates in the School Psychology Program complete the internship in June and receive their degrees in August after successfully completing all program requirements.

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;
- 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.

DEGREE REQUIREMENTS
To qualify for the master’s degree in school psychology, a candidate 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;
- successfully complete the candidate portfolio no later than May 1 of the calendar year in which the candidate expects to graduate;
- complete NYS Child Abuse Identification, Project SAVE, and DASA seminars;
- complete NYS Fingerprinting process;
- pass the School Psychology Praxis II Examination using the NASP passing score for national certification as the passing criterion.
TRANSFER CREDITS
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 using the transfer course advisement sheet. In addition to content and other requirements detailed on the sheet, a course 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
The program director serves as the advisor for all master’s candidates. Candidates 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 candidate’s GPA falls below 3.0, the candidate 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 candidate 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 candidate 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 candidate will be dismissed from 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 candidate it judges to be ethically or psychologically unfit to function as a professional school psychologist. Such judgments can be made at any time during the program, but candidates 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 candidates. 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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<tbody>
<tr>
<td>PSYH 600</td>
<td>Professional Orientation &amp; Ethics in School Psychology</td>
<td>3</td>
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<tr>
<td>PSYH 612</td>
<td>Developmental Psychology</td>
<td>3</td>
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<tr>
<td>PSYH 616</td>
<td>Cognitive Assessment</td>
<td>3</td>
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<td>PSYG 511</td>
<td>Personality</td>
<td>3</td>
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<tr>
<td>PSYH 620</td>
<td>Research Design &amp; Data Analysis in School Psychology</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>
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<tr>
<td>PSYG 607</td>
<td>Psychopathology</td>
<td>3</td>
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<tr>
<td>EPSY 505</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
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<tr>
<td>PSYH 631</td>
<td>Neuropsychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYH 705</td>
<td>Individual Counseling</td>
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<td>PSYH 618</td>
<td>Social, Emotional, &amp; Behavior. Assess.</td>
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<td>PSYH 602</td>
<td>Consultation in the Schools</td>
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<td>PSYH 610</td>
<td>School Psychology Practicum I</td>
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<td>PSYH 611</td>
<td>School Psychology Practicum II</td>
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<td>PSYH 706</td>
<td>Group Counseling</td>
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<td>PSYH 640</td>
<td>Academic &amp; Behavioral Interventions</td>
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<td>PSYG 550</td>
<td>Multicultural Perspectives in Counseling</td>
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<tr>
<td>PSYH 625</td>
<td>Cog. Behav. Therapy w/Children &amp; Adolescents OR</td>
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<td>PSYH 630</td>
<td>Play Therapy</td>
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<td>EPSY 510</td>
<td>Integration of Learning Theory</td>
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<td>PSYH 701</td>
<td>School Psychology Internship/Seminar I</td>
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<td>PSYH 702</td>
<td>School Psychology Internship/Seminar II</td>
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<td>PSYH 704</td>
<td>School Psychology Internship/Seminar IV</td>
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**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 5:00 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
PSYH 601  Learning Disabilities
PSYG 511  Personality
PSYH 616  Cognitive Assessment

Spring
PSYH 620  Research Design & Data Analysis in School Psych.
PSYH 607  Psychopathology
PSYH 617  Academic Assessment

Summer
EPSY 505  Advanced 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  Learning Theories Applied to the Classroom

THIRD YEAR

Fall
PSYH 701/703 Internship I/III

Spring
PSYH 702/704 Internship II/IV
Graduate Courses in School Psychology
(PSYH Designation)

PSYG 511
Personality
3 Credits
This course provides an examination of human personality from three broad perspectives: psychoanalytic, learning-theory, and humanistic-existential. Primary and secondary sources are used. Implications for psychotherapy are explored.

PSYG 550
Multicultural Perspectives in Counseling
3 Credits
This course is designed to help counselors-in-training begin to develop the self-awareness, knowledge, and skills necessary to provide effective and appropriate services to clients who come from diverse cultural backgrounds. In addition to sensitizing students to the experiences, world views, and within-group differences of several racial/ethnic minority populations, the course provides an overview of the sociopolitical nature of counseling approaches and the way counseling has historically failed the culturally different.

PSYG 607
Psychopathology
3 Credits
The course considers abnormal behavior from an historical perspective, according to contemporary psychological models and the classification system of the American Psychiatric Association. This course stresses the etiology and diagnosis of abnormal behavior patterns. Implications for psychotherapy and biological forms of therapy are also explored.

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 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 the same instructor for Practicum I (fall) and Practicum II (spring).

**Prerequisites:** 24 graduate credits including PSYH 600, PSYH 616, PSYH 617, completion of the Child Abuse Identification, Violence Prevention, and DASA Seminars. Completion of the fingerprinting process through the NYS Education Department is also required.

**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.

**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 standardized cognitive assessments. Students will prepare reports 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. Curriculum-based measurement is also covered. 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.

**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. Evidence-based interventions for reading will also be discussed.

**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 the same instructor for the Fall and spring semesters. PSYH 701 and 703 are completed during the fall and PSYH 702 and 704 are completed 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.

**Prerequisites:** PSYH 600, PSYH 601, PSYH 602, PSYH 610, PSYH 611, PSYH 616, PSYH 617, PSYH 618, PSYH 625 or PSYH 630, PSYH 705, PSYH 706, EPSY 505, and EPSY 510

**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.

**Prerequisite:** PSYH 705 Individual Counseling.

**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. This course assumes a lifespan perspective on therapeutic interaction. Counseling techniques with children and adolescents will be emphasized.

**Prerequisite:** 24 graduate credits.
School Psychology Program Faculty

**STEPHANIE GRELLA** Adjunct Professor of Psychology. *Degrees*: Ph.D., University at Buffalo, SUNY. *Certifications*: New York State Certified School Psychologist


**MARIE-EDITH LEMY** Adjunct Professor of Psychology. *Degree*: Ph.D., Seton Hall University. *Certifications*: NYS Certified School Psychologist, NYC Licensed Bilingual School Psychologist

**NICHOLAS MONTANY** Adjunct Professor of Psychology. *Degree*: Psy.D., Fairleigh Dickinson University. *Certifications*: New York State Certified School Psychologist, Diplomate in School Neuropsychology

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

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

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


**MARY SKINNER-STONE** Assistant Professor of Psychology. *Degree*: Ph.D., Fordham University. *Certification*: Nationally Certified School Psychologist, Connecticut Certified School Psychologist