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 psychometricians. 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.

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),