

DIRECTOR, SCHOOL PSYCHOLOGY PROGRAM

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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 permanent 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 32-credit Advanced Certificate program complements Marist's MA in Mental Health Counseling. Similarly, our 47-credit Advanced Certificate program complements Marist's MA in Educational Psychology. 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 maybe 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 may opt to make their own arrangements to meet these two requirements. Students must also complete the required fingerprinting process and materials are provided.

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, Counseling I and II, Multimodal Therapy or Play Therapy, Consultation, Learning Disabilities, Educational Psychology, Integration of Learning Theories and Teaching Methodologies, and Practicum I and II. 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 also offers an optional 600-hour internship approved by the New York State Education Department. Students electing this internship option would be in the school setting for approximately 2½ days per week throughout the academic year (300 hours each semester) and would register for PSYH 701 in the fall and PSYH 702 in the spring.

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 achieve the same level on another nationally normed standardized summative assessment of undergraduate achievement. Applicants who have completed a graduate degree in psychology and/or a related field and have at least five years' work experience in an educational or clinical setting MAY be exempted from the GRE or other standardized test requirement;
- 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 applicants to the 32-credit Advanced Certificate program are the same as those for the MA in School Psychology listed above except that they must have earned a master's degree from an accredited college or university. Admissions requirements for the 47-credit Advanced Certificate program are the same as those for the MA Educational Psychology program listed below, except that students must have earned a master's degree from an accredited college or university:

- an earned Baccalaureate degree from an accredited college or university;

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

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

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

DEGREE REQUIREMENTS

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

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

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.

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 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 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*

* Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 62 credit hours.

Advanced Certificate in School Psychology

(32 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 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit

(PSYH 609 Clinical Services for Children & Adolescents is required for all School Psychology candidates; 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 Psychology Program or during completion of the Advanced Certificate program.)

School Psychology Internship including:

PSYH 701	School Psychology Seminar I	3 credits
PSYH 702	School Psychology Seminar II	3 credits
PSYH 703	School Psychology Seminar III	3 credits
PSYH 704	School Psychology Seminar IV	3 credits
	TOTAL:	32*

** Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 26 credit hours.*

Advanced Certificate in School Psychology

(47 Credits)

(Complements the Marist College MA in Educational Psychology)

PSYH 705	Counseling I	3 credits
PSYH 706	Counseling II	3 credits
PSYG 511	Personality	3 credits
PSYG 607	Psychopathology	3 credits
PSYG 548	Multimodal Therapy OR	

PSYH 630	Play Therapy	3 credits
PSYH 609	Clinical Services for Children & Adolescents	3 credits
PSYH 616	Assessment I	3 credits
PSYG 614	Assessment II	3 credits
PSYH 601	Learning Disabilities	3 credits
PSYH 602	School Consultation	3 credits
PSYH 603	Psycho-Educational Services in General Education	3 credits
PSYH 610	School Psychology Practicum I	1 credit
PSYH 611	School Psychology Practicum II	1 credit

School Psychology Internship including:

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

TOTAL: 47*

** Marist also offers an optional approved internship experience, which is also NYSED approved, with 600 contact hours; students electing this option would complete School Psychology Internships I and II and would graduate with 41 credit hours.*

SCHEDULE

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

**MARIST COLLEGE MA SCHOOL PSYCHOLOGY STUDY SEQUENCE
(Full-Time Internship)****FIRST YEAR****Fall**

PSYH 616	Assessment I
PSYH 612	Development I
PSYG 511	Personality
PSYG 605	Research I

Spring

PSYH 609	Clinical Services
PSYH 606	Research II
PSYG 607	Psychopathology
PSYG 614	Assessment II

Summer

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

SECOND YEAR

Fall

PSYG 550 Multicult Couns OR
 EPSY 640 Social Foundations Educ
 PSYH 705 Counseling I
 PSYH 601 Learning Disabilities
 PSYH 610 Practicum I

Spring

PSYH 602 Consultation in Schools
 PSYH 603 PsychoEd Services
 PSYH 706 Counseling II
 PSYH 611 Practicum II

Summer

EPSY 505 Educational Psychology
 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

PSYG 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 include: (1) developing a professional identity as a psychologist working in schools and clinical situations; (2) understanding the ramifications of the Individuals with Educational Disabilities Act (IDEA) and the former Public Law 94-142 and the Committee on Special Education (CSE) in New York State; (3) applying psychological assessment to areas such as mental retardation, autism, learning disabilities, and emo-

tional disturbance; (4) pursuing a greater understanding of services and resources available to children and families in the community. 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 as 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 lecture 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 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: PSYH705 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. Students opting for the 600-hour internship (300 hours each semester, approximately 2½ days per week) register for PSYH 701 in the fall and PSYH 702 in the spring.