

Master
of Arts
(M.A.)
in
School
Psychology

Certificate
of
Advanced
Study
(C.A.S.)



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Graduate Program in

SCHOOL PSYCHOLOGY

www.plattsburgh.edu/academics/psychology/

About the School Psychology Program

The 3-year M.A./C.A.S. program in School Psychology requires a minimum of 70 credit hours. Courses provide a careful balance between academic content and application of learned skills. Beginning in the first semester of the program, students are placed in a supervised practicum to use the skills learned in core courses.

Graduate hours include courses in psychological foundations, educational foundations, intervention/problem-solving, professional school psychology, professional practice, research, measurement and statistics.

Students who complete the program are eligible for certification as a school psychologist in New York State. Eligibility for certification in other states may vary.

Philosophy and Goals

The School Psychology Program at SUNY Plattsburgh upholds the College's mission statement, which provides essential commitments to intellectual inquiry and to service. The graduate program emphasizes training students as practitioner-scientists by providing a balance between academic components in psychology and education and application of that knowledge in practice.

Graduates from the program emerge with skills necessary to be life-long learners as they are taught to constantly evaluate the services they provide.

The following goals have been identified for the program:

- ❑ To prepare problem-solving psychologists, professionals who use scientific inquiry and who work effectively with others in the identification, prevention and remediation of child, adolescent and adult psycho-educational problems.
- ❑ To prepare individuals who have developed a broad knowledge base in psychology necessary to provide school-based services. Exposure is provided to all domains of school psychology as identified by the National Association of School Psychologists.
- ❑ To prepare psychologists with a strong commitment to life-long learning and who effectively contribute to the practice of the profession.

This preparation is accomplished through extensive one to one contact among students and faculty members. Although competency in the primary roles of the school psychologist (i.e., consultation, assessment, direct intervention, system level programming) is established in all students, each student is encouraged to develop his/her strengths and interests.

Plattsburgh
STATE UNIVERSITY OF NEW YORK

School Psychology

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Questions:

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Program Requirements

The graduate program requirements are composed of four primary areas: academic course work, practica, internship, and the thesis. Academic course work combines a careful balance of content knowledge and application of knowledge in the field. Students take courses in psychology and education that cover content in areas relevant to school psychology. Concurrently, students use the core knowledge in the practicum, which is tailored to fit the current skills each student possesses. From these experiences, the student will have assembled a portfolio of projects that demonstrate competency in content application.

The internship is the culminating experience for the student. Under site and university-based supervision, the student continues to develop the skills to become a school psychologist. Throughout the three years in the program, the student will develop expertise in various areas, which stimulate the formation and completion of the thesis project.

SUNY Plattsburgh is accredited by the Middle States Association of Colleges and Secondary Schools and the State University of New York Board of Regents. The School Psychology program has recently received accreditation from the National Association of School Psychologists.

Admission Requirements

Admission to the program is made only for the Fall semester. The deadline for submission of application materials is **February 15**. Applicants are urged to complete their application well before that time since applications are reviewed and action taken as soon as they are received.

The following factors are considered:

- ❑ The total application, including a brief essay on reasons for pursuing a career in School Psychology.

- ❑ Official transcript (s), including grade point average and evidence of breadth of interests and skills. The minimum acceptable undergraduate grade point average for all applicants to graduate programs at the college is 2.5, but the guideline used by the Psychology Department is a minimum of 3.0.
- ❑ Evidence of superior achievement in courses most closely allied with the applicant's stated interests. The entering student is expected to have competence at the undergraduate level in experimental psychology and statistical analysis, personality, learning and development. However, an undergraduate degree in psychology is not required.
- ❑ Evidence of experience in working with children, preferably in school settings.
- ❑ Three letters of recommendation which attest to the academic and professional promise of the applicant.
- ❑ Although not required, Graduate Record Examination (GRE) aptitude scores may be submitted. Combined scores (verbal and quantitative) of 1000 or above may strengthen the application.
- ❑ The committee may ask candidates to come to the campus for interviews with members of the Graduate Admissions Committee.
- ❑ Availability of openings in the graduate program.

SUNY Plattsburgh

SUNY Plattsburgh is a residential college of 5,400 undergraduates and 600 graduate students emphasizing professional preparation within a solid liberal arts tradition. High teaching standards, a significant level of faculty involvement with students, and the best possible scholarship combine in an atmosphere of civility and scenic beauty. The College's proximity to Canada—especially cosmopolitan Montreal—adds a distinct international component that is reflected in the curriculum. Plattsburgh is also widely known for its welcoming and supportive campus community.