Dear Prospective Student,

Thank you for your interest in the Graduate Psychology Programs at Pace University-New York City. We currently have four programs, the Master of Arts (M.A.) in Psychology, the Master of Science in Education (M.S.Ed.) in School Psychology, the Master of Science in Education (M.S.Ed.) in Bilingual School Psychology, and the Doctor of Psychology (Psy.D.) in School-Clinical Child Psychology. Each of the four programs is excellent in terms of professional preparation provided.

The M.A. in Psychology Program is a 36 graduate credit hour program, which provides students with a general master’s level preparation in Psychology. Half of the courses in this program are required and represent Psychology foundation areas. The other courses in this graduate program are elective offerings, allowing students to explore a range of areas in psychology, such as forensic psychology and personnel psychology. Most of the students enroll in this program for one of two reasons, either continuing professional development or as preparation for application to doctoral programs. Indeed, many M.A. graduates have been successful in being accepted into doctoral programs accredited by the American Psychological Association (A.P.A.).

The M.S.Ed. in School Psychology and the M.S.Ed. in Bilingual School Psychology are professional practice training programs, preparing graduates to work in educational facilities, such as school districts. Those who enroll in the M.S.Ed. in Bilingual School Psychology must demonstrate competency in a foreign language. Students in these programs enroll for a minimum of three years of coursework, which includes a one year, 1,200 clock hour internship. Many graduates of these programs work in New York Metropolitan school districts.

The Psy.D. in School-Clinical Child Psychology is accredited by the American Psychological Association (A.P.A.) as a combined professional scientific program (school/clinical). (The APA Committee on Accreditation is located at APA, 750 First Street NE, Washington, DC 20002-4242; the telephone number is (202) 336-5979.) The Psy.D. in School-Clinical Child Psychology integrates field experience with academic preparation, within a practitioner-scholar training model. This program is very competitive, with approximately 300 applications annually; the acceptance rate is approximately 20%. The typical student group is approximately 90% female, ranging in age from 20’s through 50’s, and includes students from across the United States and foreign countries as well. The student body is ethnically diverse and includes students with disabilities.

For further information on our graduate programs, please contact the Office of Graduate Admissions (212 346-1531) or visit the Pace University website at www.pace.edu. For additional information regarding financial aid and housing, contact the Office of Student Financial Services (212 346-1300) and the Office of Housing and Residential Life (212 346-1295). Again, thank you for considering graduate preparation in Psychology at Pace University-New York City!

Barbara A. Mowder, Ph.D.
Director, Graduate Psychology Programs
The Dyson College of Arts and Sciences offers four graduate-level psychology programs: Master of Arts in Psychology,* Master of Science in Education-School Psychology,* Master of Science in Education-Bilingual School Psychology,* Doctor of Psychology in School-Clinical Child Psychology.*

**DOCTOR OF PSYCHOLOGY IN SCHOOL-CLINICAL CHILD PSYCHOLOGY**

The Psy.D. Program in School-Clinical Child Psychology carefully integrates field experience with academic preparation within a practitioner-scholar training model. Students are trained in psychological foundations, assessment and evaluation techniques, remediation and intervention procedures, and program evaluation and research. Although research methodology and theoretical academic subjects are essential parts of the program, emphasis is placed on professional preparation in the delivery of psychological services.

Graduates of the doctoral program will have completed all pre-doctoral academic and internship requirements needed to be admitted to the New York State Licensing Examination for the professional practice of psychology. Typically graduates from the program have been awarded the Master of Science in Education in School Psychology (or equivalent program in school psychology), and been recommended for New York State Certification in School Psychology. The Psy.D. in School-Clinical Child Psychology is fully accredited by the American Psychological Association (APA) as a combined school-clinical program. (The APA Committee on Accreditation is located at APA, 750 First Street NE, Washington, DC 20002-4242; the telephone number is (202) 336-5979.)

**Full-Time or Part-Time Study**

Students may undertake the program on a full- or part-time basis, but the program must be completed within ten years. Class hours permit field work and generally allow for limited part-time employment in the first four years of study. Wherever possible, paid internships are arranged in order to help alleviate the financial expense involved.

The program requires 104 credit hours of study, a Qualifying Examination after the first year, a Proficiency Examination and Comprehensive Examination, typically during the third or fourth year, a final internship (over one or two years), and a doctoral project.

**Purpose of the Program**

The goal of Pace University’s Psy.D. Program in School-Clinical Child Psychology is to prepare professional psychologists with expertise in school and clinical child psychology. The program utilizes a practitioner-scholar training model to prepare psychologists to provide direct and indirect services from a variety of theoretical perspectives.

The Psy.D. program seeks to train doctoral-level professionals who:

1. Consult with teachers, school administrators, representatives of social agencies, and parents on matters affecting children’s and adolescents’ learning and development.
2. Plan, develop, and evaluate research and testing programs in conjunction with schools and other institutions serving youth.
3. Provide diagnostic, counseling, and intervention services for youth in schools and community agencies.

**Admission**

Admission to the Psy.D. program is open to qualified holders of a bachelor’s degree from an accredited institution. Applicants must submit all transcripts from prior academic preparation, scores from the Graduate Record Examination (general and psychology examinations), three letters of reference, a personal statement, and a completed Pace University application form.

Pace University participates under section 504 of the Rehabilitation Act of 1973. Students with disabilities must notify the coordinator of disabled students, prior to matriculation, regarding possible educational modifications.

**Program Prerequisites**

Students must have background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics. In addition, students must have courses or show competencies in principles and problems in education and curriculum development or methods of teaching and instruction. It is desirable and strongly recommended that students have all psychology prerequisite preparation prior to entering the program; however, it is possible for students to complete some of the program prerequisites (e.g., education) after program admission.

**Program Goals**

The specific goals related to student learning in the Psy.D. Program are as follows:

1. Psychoeducational assessment related to school difficulties and learning disorders.
2. Psychological assessment related to personality and mental disorders.
3. Psychological interventions aimed at ameliorating adjustment and personality difficulties experienced by children, adolescents and families.
5. Development and implementation of programmatic preventive interventions.
6. Developing and implementing consultation services.
7. Enlisting the aid of community agencies to secure services or prevent circumstances contributing to unsatisfactory adjustment or behavior problems.
8. Initiating and/or directing group interventions.
9. Initiating and/or directing family interventions.
10. Conducting in-service training sessions for parents and/or school personnel.
12. Providing psychotherapeutic services from a variety of theoretical perspectives and learning to evaluate students’ own interventions and outcomes.
13. Providing diagnoses related to mental disorders.
14. Carrying out applied research.
15. Providing psychological services to an ethnically diverse population.
16. Supervising the provision of direct psychological services.

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*Available only on the New York City campus.*
**Areas of Preparation**

**Foundations** – A thorough understanding of the history and major conceptual systems in psychology and education as they pertain to typical and atypical development and functioning of youth, specifically in the following areas:

- Child development
- History and systems in psychology
- Learning
- Multicultural and diversity issues
- Personality theory
- Physiological psychology
- Social psychology.

In addition, the research methodology portion of the program provides students with the background necessary to conduct, evaluate and integrate research with the delivery of psychological services.

**Field work** – Four years of supervised experience is required in the doctoral program. This experience includes school and clinic or community placements and involves training in assessment, consultation, intervention, and program development and evaluation. All students in the doctoral program are required to have a total of at least 3,500 clock hours of pre-doctoral, school and clinical child psychology experience. At least 750 clock hours of this field work experience must be in a school setting. Several options are available for students to complete this field work requirement.

**Practicum** – The doctoral program requires students to enroll for three years of experience through Pace University’s Thomas J. McShane Center for Psychological Services. Students have the opportunity to receive a broad range of training experiences in the following:

- Applied research
- Assessment
- Biofeedback
- Consultation
- Counseling and psychotherapy
- Parent-infant observation and analysis
- Program development and evaluation.

**Assessment and Diagnosis** – Students receive training in skills associated with various psychological conceptual frames of reference applied to the evaluation of children and adolescents in clinic, community, and school settings and learn to select suitable testing instruments and devise appropriate test batteries in order to gain reliable and valid information relative to the following areas:

- Adaptive behavior
- Aptitude and achievement
- Cognitive development, intelligence, and intellectual functioning
- Early intervention services
- Family functioning
- Language development and communication disorders
- Learning disorders
- Personality development and childhood psychopathology
- Physical and motor development
- Social-emotional development.

Students learn to apply assessment skills to children representing a range of developmental levels, from infancy and toddlerhood, through adolescence and early adult development. In addition, students assess individuals with diverse needs and disabilities such as learning disabilities, mental retardation, and psychopathology. Further, assessment training focuses not only on the individual but also on interactions and group dynamics.

**Prevention and Intervention** – Courses and fieldwork prepare students in prevention and intervention as they apply to the following:

- Design, development, and evaluation of programmatic preventive interventions
- Development of psychological and educational interventions aimed at ameliorating adjustment, learning, and personality difficulties experienced by children, adolescents, and families
- Development and implementation of a wide array of consultation and other indirect psychological services that may be offered within schools and other agencies serving children
- Enlistment of aid from appropriate community agencies outside the school setting to secure services in order to prevent or ameliorate circumstances contributing to unsatisfactory performance or behavior problems
- Initiation and direction of appropriate group and family techniques.

**Program Evaluation and Planning** – Students learn to formulate research questions and develop appropriate methodological procedures through:

- Conducting in-service training sessions for parents and school and community personnel
- Coordination of interdisciplinary assessment and intervention strategies
- Involvement in the schools and community agencies
- Planning programs and innovative intervention procedures
- Understanding the nature of problems as they relate to variables in the home, school, and community.

**Personal Maturity and Professional Development** – Students develop professional maturity, sensitivity, and growth through:

- Conferences with faculty advisors
- Faculty-student interactions in a variety of settings
- Field trainers’ supervision and evaluation
- Interactions with school and community personnel
- Participation in professional symposia, presentations, and conventions
- Workshop offerings.

**PROGRAM DIRECTOR:**
Dr. Barbara Mowder, Director, Graduate Psychology Programs
(New York City campus)

1 Pace Plaza
(212) 346-1556
(212) 346-1618 (FAX)
bmowder@pace.edu

**Core Faculty**
Dr. Barbara Mowder, Program Director
Dr. June Chisholm
Dr. Madeline Fernandez
Dr. Beth Hart
Dr. Herbert Krauss
Dr. K. Mark Sossin
Dr. John Stokes
Dr. Anastasia Yasaki
Dr. Michele Zaccario
Curriculum – Doctoral Program

Sixty-nine hours of the first three years of study in the doctoral program generally correspond to the M.S.Ed. in School Psychology at Pace University. Students must first complete a master's degree in school psychology or have been awarded state or national school psychology certification prior to receiving the doctoral degree in school-clinical child psychology. Students may enter the program with graduate work from other institutions; the prior graduate work is evaluated for transfer credit on a course-by-course basis after acceptance into the doctoral program.

Psy.D. in School-Clinical Child Psychology Degree Requirements

FIRST YEAR (FALL)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>3</td>
<td>PSY 501 Introduction to School-Clinical Child Psychology I</td>
</tr>
<tr>
<td>3</td>
<td>PSY 517 The Psychology of Learning: Theory and Applications</td>
</tr>
<tr>
<td>3</td>
<td>PSY 721 Tests and Measurements</td>
</tr>
<tr>
<td>3</td>
<td>PSY 725 Advanced Personality Theories</td>
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FIRST YEAR (SPRING)

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<tr>
<td>3</td>
<td>PSY 502 Introduction to School-Clinical Child Psychology II</td>
</tr>
<tr>
<td>3</td>
<td>PSY 710 Psychopathology in Childhood and Adolescence</td>
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<tr>
<td>3</td>
<td>PSY 722 Counseling Theory and Cognitive - Behavioral Intervention Techniques</td>
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SECOND YEAR (FALL)

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<tr>
<td>0</td>
<td>PSY 509 Practicum A, B, C, or D</td>
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<tr>
<td>4</td>
<td>PSY 703 Psychological Assessment I</td>
</tr>
<tr>
<td>4</td>
<td>PSY 715 Statistics and Research Design I</td>
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<td>PSY 737 Child and Adolescent Psychotherapy</td>
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SECOND YEAR (SPRING)

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<td>PSY 509 Practicum A, B, C, or D</td>
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<td>PSY 707 The Exceptional Child: Field Experience and Seminar</td>
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<tr>
<td>4</td>
<td>PSY 711 Intervention Techniques I: Psychodynamic Perspectives</td>
</tr>
<tr>
<td>4</td>
<td>PSY 712 Advanced Physiological Psychology</td>
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<td>PSY 713 Psychological Assessment III</td>
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SECOND YEAR (SUMMER)

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<td>PSY 720 Integrating Seminar</td>
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<td>3</td>
<td>EDU — Elective (graduate level education course)</td>
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</tbody>
</table>

At the end of the first year, students are required to take a Qualifying Examination. Students must pass the examination in order to proceed to the second year of study. Students are allowed to take the Qualifying Examination a maximum of two times.

THIRD YEAR (FALL)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
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<tr>
<td>0</td>
<td>PSY 509 Practicum A, B, C, or D</td>
</tr>
<tr>
<td>3</td>
<td>PSY 711 Intervention Techniques I: Psychodynamic Perspectives</td>
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<tr>
<td>3</td>
<td>PSY 712 Advanced Physiological Psychology</td>
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<td>PSY 713 Psychological Assessment III</td>
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<td>PSY 777 History and Systems in Psychology</td>
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THIRD YEAR (SPRING)

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<th>Credits</th>
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<tr>
<td>0</td>
<td>PSY 509 Practicum A, B, C, or D</td>
</tr>
<tr>
<td>3</td>
<td>PSY 707 The Exceptional Child: Field Experience and Seminar</td>
</tr>
<tr>
<td>4</td>
<td>PSY 711 Intervention Techniques I: Psychodynamic Perspectives</td>
</tr>
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<td>4</td>
<td>PSY 712 Advanced Physiological Psychology</td>
</tr>
<tr>
<td>3</td>
<td>PSY 713 Psychological Assessment III</td>
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<td><strong>13</strong></td>
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</tbody>
</table>

Note: Candidates who want New Jersey school psychology certification should consult with the program director.
DOCTORAL SCHOOL-CLINICAL CHILD PSYCHOLOGY DISTRIBUTED INTERNSHIP REQUIREMENTS

Doctoral students are required to complete a minimum of 1,750 hours of distributed internship before proceeding to full-time (one or two year) internship. Students may choose different options for allocating the number of hours that are devoted to training in school and clinical-child settings, and should consult their faculty advisor and the director of field training in order to develop an optimal training program. The following general guidelines apply:

a. Each student will complete at least 750 hours of this distributed internship in a school setting, and at least 750 hours in a clinical-child setting.

b. Within the distributed internship, experience in the school setting must precede experience in the clinical-child or community setting.

c. Each student’s total distributed internship experience should consist of a broad range of professional service activities, including psychological assessment, counseling and psychotherapeutic intervention, and consultation and program-centered research or development activities.

d. Acceptable internship experiences shall consist of continuous periods of not less than six months duration in each setting, and at least 16 hours per week in each setting.

Each student is required to receive signed approval from the director of field training before the onset of all field training activities in each setting. Each student must also submit forms signed by his/her psychology field supervisor that attest to the nature, content, and duration of these training experiences.

PROFICIENCY AND COMPREHENSIVE EXAMS

During the last semester of school psychology internship, students are required to take Proficiency and Comprehensive Examinations. Students must pass the Proficiency Examination to receive the M.S.Ed. degree. Students who have passed the proficiency examination, have completed the first three years of doctoral course work, and have completed 1,200 hours of distributed internship, including 750 hours in a school setting are eligible to be recommended to the New York State Department of Education for Certification in School Psychology. Students must pass the Comprehensive Examination in order to proceed to further doctoral study. Students are permitted to take the Comprehensive Exam a maximum of two times.

Advanced Standing Students

Advanced standing students are those who have satisfactorily completed the course work and internship requirements of a school psychology program and are eligible for New York State School Psychology Certification. Students with advanced standing in the Psy.D. program must complete PSY 713, PSY 720, the Comprehensive Examination, and 18 additional graduate credits at Pace University prior to beginning the fourth year field experiences (PSY 821 and PSY 822) and related seminars. Advanced standing students are required to take and pass the Comprehensive Examination.

FOURTH YEAR (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PSY 509</td>
<td>Practicum</td>
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<tr>
<td>PSY 726</td>
<td>Theoretical Perspectives on Assessment-Intervention Skill Integration</td>
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<tr>
<td>PSY 821</td>
<td>School-Clinical Child Psychology Internship: Practice and Seminar</td>
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<tr>
<td>PSY 834</td>
<td>Doctoral Project Seminar</td>
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<td><strong>Elective Choices:</strong></td>
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<tr>
<td>PSY 829</td>
<td>Family Interventions</td>
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<tr>
<td>PSY 844</td>
<td>Advanced Topics in School-Clinical Child Psychology: Parenthood and Parent-Child Relations</td>
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<td></td>
<td>OR</td>
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<tr>
<td>PSY 874</td>
<td>Group Interventions</td>
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FOURTH YEAR (SPRING)

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<td>PSY 509</td>
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<td>PSY—</td>
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<td>PSY—</td>
<td>Elective</td>
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<tr>
<td>PSY 822</td>
<td>School-Clinical Child Psychology Internship: Practice and Seminar</td>
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<tr>
<td>PSY 835</td>
<td>Doctoral Colloquium</td>
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By the end of the fourth year, students should have selected an advisor and consultant for their doctoral project, formalized their doctoral project and begun work on their project (see description below). Students must have completed at least 92 graduate credit hours in the doctoral program and receive departmental approval in order to register for the full-time internship.

FIFTH YEAR (FALL)

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PSY 861</td>
<td>Full-Time Internship I</td>
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FIFTH YEAR (SPRING)

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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSY 862</td>
<td>Full-Time Internship II</td>
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</table>

Professional and Ethical Conduct

Students in all the professional practice graduate psychology programs are expected to be familiar with and adhere to the New York State Licensing Law and the Ethics of the American Psychological Association, National Association of School Psychologists, and the New York State Psychological Association. This precludes any unlicensed private practice, psychological in nature, other than in an exempt agency under appropriate supervision. The only agencies exempted are those of federal, state, county or municipal governments.
Doctoral Project
The doctoral project is a scholarly undertaking in the area of school-clinical child psychology and may be in the form of original research, a program evaluation, or another project of a scholarly nature approved by the doctoral project advisor and consultant. The student initially develops a project with the consent of his or her project advisor and consultant; the project proposal is presented orally during the doctoral seminar. Upon completion of the project and approval by the doctoral project advisor and consultant, the student makes a final presentation in the doctoral colloquium. After making the two presentations, completing the written project, and receiving approval from the advisor and consultant, the student makes a final presentation in the doctoral colloquium. After making the two presentations, completing the written project, and receiving approval from the advisor and consultant, students will have satisfied the doctoral project requirements in the school-clinical child psychology doctoral program.

Dismissal Regulations
Students must maintain at least a "B" (3.00) average in the Psy.D. program. Students whose average falls below a "B" are referred to the Psychology Department Scholastic Standing Committee and may be dismissed or allowed a period of one semester to restore their standing to a "B" average. Failure to do so in one semester constitutes sufficient reason for dismissal from graduate programs. Two grades below "B" in graduate courses are sufficient grounds for review by the Psychology Department Scholastic Standing Committee and possible dismissal from the program. A grade of "F" in any course is grounds for dismissal from the program. Failure to maintain any of the standards noted in the Completion Requirements also constitutes grounds for dismissal from the Psy.D. program. Furthermore, students engaged in any unethical or unprofessional practices may be dismissed.

Program Electives (Students select their electives by advisement):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 618</td>
<td>Community Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 619</td>
<td>Community Resources: Interagency Coordination in the Delivery of Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY 646</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSY 656</td>
<td>Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PSY 680</td>
<td>Program Evaluation</td>
<td>3</td>
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<tr>
<td>PSY 708</td>
<td>Community Dynamics</td>
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<tr>
<td>PSY 743</td>
<td>Advanced Seminar in School-Clinical Child Psychology</td>
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<tr>
<td>PSY 828</td>
<td>Advanced Psychodiagnosics</td>
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<tr>
<td>PSY 829</td>
<td>Family Interventions</td>
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<td>PSY 839</td>
<td>Psychoanalytic Theory</td>
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<tr>
<td>PSY 842</td>
<td>Brief Interventions and Short-term Psychotherapies</td>
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<tr>
<td>PSY 844</td>
<td>Advanced Topics in School-Clinical Child Psychology: Parenthood and the School-Clinical Child Psychologist</td>
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<tr>
<td>PSY 857</td>
<td>Infant/Toddler Assessment and Intervention</td>
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<td>PSY 858</td>
<td>Pre-School Assessment and Intervention</td>
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<td>PSY 874</td>
<td>Group Interventions</td>
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<tr>
<td>PSY 876</td>
<td>Multicultural/Gender Intervention Issues</td>
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MASTER OF SCIENCE IN EDUCATION
SCHOOL PSYCHOLOGY
The 69-credit hour Master of Science in Education (M.S.Ed.) in School Psychology trains students to provide psychoeducational services in the school setting. Students receive course and field work in assessment, consultation, and intervention. Students are trained to provide assessment and diagnostic services for individual children and adolescents, design and implement school research and evaluation projects, and offer assistance to teachers and other educational professionals.

Students in this program receive psychological service training in a variety of university and field settings. Course work is offered in psychological foundations areas, as well as in the professional practice of psychology. Course work is taken on Pace University’s New York City campus; practicum work occurs on campus in the Thomas J. McShane Center for Psychological Services, as well as in school districts throughout the New York metropolitan area. Field work begins with experiential activities and extends to formal training opportunities in the McShane Center and metropolitan area school districts. A listing of many participating school districts is found in this catalog. The M.S.Ed. includes a final school psychology internship, typically in a school district in the New York metropolitan area.

Admission
Admission to the M.S.Ed. and Psy.D. psychology programs is open to qualified holders of a bachelor’s degree from an accredited institution. Applicants must submit all transcripts from prior academic preparation, scores from the Graduate Record Examination (general and psychology examinations), three letters of reference, a personal statement, and a completed Pace University application form.

Pace University participates under section 504 of the Rehabilitation Act of 1973. Students with disabilities must notify the coordinator of disabled students, prior to matriculation, regarding possible educational modifications.

Program Prerequisites
Students must have background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics. In addition, students must have courses or show competencies in principles and problems in education and curriculum development or methods of teaching and instruction. It is desirable and strongly recommended that students have all the psychology prerequisite preparation before entering the program; however, it is possible for students to complete some of the program prerequisites (e.g., education) after program admission.

Curriculum – Master's Program
The master’s degree program in school psychology coincides with much of the first three years of study in the Psy.D. in School-Clinical Child Psychology program. Candidates must fulfill the residency requirements of 30 credits at Pace University.

Confirmation of the M.S.Ed. in School Psychology
Students who successfully complete all of the requirements for the master’s program in school psychology and pass the Proficiency Exam will receive the M.S.Ed. in School Psychology degree from Pace University and be recommended to New York State for Certification in School Psychology. Students in the master’s program are eligible to apply for the doctoral program in school-clinical child psychology. Completion of this program requires a minimum of 1,200 clock hours of supervised internship field work approved by the director of field training; at least 600 clock hours must be completed in a school setting.
M.S.Ed. in School Psychology Degree Requirements

FIRST YEAR (FALL)

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSY 501</td>
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<tr>
<td>PSY 509</td>
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<tr>
<td>PSY 704</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 717</td>
<td>The Psychology of Learning: Theory &amp; Applications</td>
<td>3</td>
</tr>
<tr>
<td>PSY 721</td>
<td>Tests and Measurements</td>
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<td>PSY 725</td>
<td>Advanced Personality Theories</td>
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FIRST YEAR (SPRING)

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<td>PSY 703</td>
<td>Psychological Assessment I</td>
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<td>PSY 710</td>
<td>Psychopathology in Childhood and Adolescence</td>
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<td>PSY 722</td>
<td>Counseling Theory and Cognitive-Behavioral Interventions</td>
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<td>PSY 727</td>
<td>Learning Disabilities-Diagnosis and Remediation: Theory and Practice</td>
<td>3</td>
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At the end of the first year, students are required to take a Qualifying Examination. Students must pass the examination in order to proceed to the second year of study. Students are permitted to take the Qualifying Examination a maximum of two times.

SECOND YEAR (FALL)

<table>
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<tr>
<td>EDU 701</td>
<td>The School: Field Experience and Seminar</td>
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<tr>
<td>PSY 704</td>
<td>Psychological Assessment II</td>
<td>4</td>
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<td>PSY 715</td>
<td>Statistics and Research Design I</td>
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</tr>
<tr>
<td>PSY 737</td>
<td>Child and Adolescent Psychotherapy</td>
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SECOND YEAR (SPRING)

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<td>EDU 702</td>
<td>The Exceptional Child: Field Experience and Seminar</td>
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<td>PSY 712</td>
<td>Advanced Physiological Psychology</td>
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<tr>
<td>PSY 713</td>
<td>Psychological Assessment III</td>
<td>4</td>
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<tr>
<td>PSY 723</td>
<td>Advanced Social Psychology</td>
<td>3</td>
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<tr>
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<td></td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
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</table>

All M.S. Ed. students are required to complete a 1,200-clock hour school psychology internship. A minimum of 600 clock hours must be completed in a school setting with a minimum of two full days per week over 20 weeks per semester.

The M.S.Ed program has the school psychology internship as its final culminating experience. To enhance this experience, students enroll in PSY 734 (Consultation) and PSY 759 (Early Childhood and Infant Assessment) early in their internship (fall). These courses facilitate integration of prior learning and broaden the final internship field experience.

Note: Candidates who want New Jersey school psychology certification should consult the program director.

Master’s Program – Full-time students must complete the requirements within five years and part-time students within seven years.

There are changes anticipated in the M.S.Ed. program, primarily regarding field work requirements. Check with the program director regarding current requirements in the M.S.Ed. program.

Professional and Ethical Conduct

Students in all the professional practice graduate psychology programs are expected to be familiar with and adhere to the New York State Licensing Law and the Ethics of the American Psychological Association, National Association of School Psychologists, and the New York State Psychological Association. This precludes any unlicensed private practice, psychological in nature, other than in an exempt agency under appropriate supervision. The only agencies exempted are those of federal, state, county or municipal governments.

At the end of the second year, upon completion of at least 42 graduate credit hours in the program, students are eligible for the New York State School Psychology Internship Certificate.
MASTER OF SCIENCE IN EDUCATION
BILINGUAL SCHOOL PSYCHOLOGY

The 78-credit hour Master of Science in Education (M.S.Ed.) in Bilingual School Psychology trains students to provide monolingual and bilingual psychoeducational services in the school setting. Students receive course and field work in assessment, consultation, and intervention. They are trained to provide assessment and diagnostic services for individual students, design and implement school research and evaluation projects, develop counseling and remedial interventions for individual students and groups of students, and offer assistance to teachers and other educational professionals.

Students in the Bilingual School Psychology Certificate Program receive training that enables them to provide school psychological services to children in both monolingual and bilingual settings. They receive course work in the theory and practice of bilingual/multicultural education and methods of providing services in the native language. They receive integrated training from psychology and speech and language faculty in the area of bilingual language development and disorders.

Students in this program receive psychological service training in a variety of university and field settings. Course work is offered in professional practice of psychology. Course work is taken on the New York City campus; practicum work occurs on campus in the Thomas J. McShane Center for Psychological Services, as well as in school districts throughout the New York metropolitan area. Field work begins with experiential activities and extends to formal training opportunities in the McShane Center and metropolitan area school districts. (A listing of many participating school districts is found in this catalog.) Students who enter the Psy.D. program with advanced standing may obtain the Bilingual School Psychology Certificate. Typically, this requires enrolling in PSY 750B and PSY 751B in addition to fulfilling the other Bilingual School Psychology Certificate requirements.

Program Prerequisites

Students must have background preparation in abnormal psychology, developmental psychology, experimental psychology, general psychology, learning, personality theory, and statistics. In addition, students must have courses or show competencies in principles and problems in education and curriculum development or methods of teaching and instruction. Students in the bilingual program will also be required to complete EDU 134 (Foundations of Bilingual Education) or its equivalent.

It is desirable and strongly recommended that students have the psychology prerequisite preparation before entering the program; however, it is possible for students to complete some program prerequisites (e.g., education courses) early in the program, after program admission. While each applicant is given individual consideration, candidates are expected to have prerequisite background in psychology and education (see program prerequisites). Deficiencies in any area must be made up either prior to or early in graduate study. Certain graduate courses, however, have specific prerequisites that must be completed before the courses are taken.

Program Director:
Dr. Barbara Mowder, Director, Graduate Psychology Programs
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1 Pace Plaza
(212) 346-1556
(212) 346-1618 (FAX)
bmowder@pace.edu

Curriculum – Master's Program

The Master's degree program in Bilingual School Psychology is as follows:

FIRST YEAR (FALL)  Credits
PSY 501 Introduction to School-Clinical Child Psychology 0
PSY 509 Practicum A, B, C, or D 0
PSY 704 Advanced Developmental Psychology 3
PSY 717 The Psychology of Learning: Theory & Applications 3
PSY 721 Tests & Measurements 3
PSY 725 Advanced Personality Theories 3

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FIRST YEAR (SPRING)
PSY 502 Introduction to School-Clinical Child Psychology II 0
PSY 509 Practicum A, B, C, or D 0
PSY 703 Psychological Assessment I 4
PSY 703A Practicum: Limiting Bias in Bilingual Assessment 1
PSY 710 Psychopathology in Childhood & Adolescence 3
PSY 722 Counseling Theory and Cognitive-Behavioral Intervention Techniques 3
PSY 727 Learning Disabilities: Diagnosis & Remediation 3

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FIRST YEAR (SUMMER)
PSY 876 Multicultural/Gender Issues 3
SPE 640 Communication & Language & the Bilingual Child in the Classroom 1
SPE 641 Bilingual Language Development & Disorders 3

— 7

SECOND YEAR (FALL)
PSY 509 Practicum A, B, C, or D 0
EDU 701 The School: Field Experience & Seminar 3
PSY 707 Psychological Assessment II 4
PSY 715 Statistics and Research Design I 4
PSY 709A Practicum: Counseling the Culturally Different 1
PSY 737 Child and Adolescent Psychotherapy 3

— 15

At the end of the first year, students are required to take a Qualifying Examination. Students must pass the examination in order to proceed to the second year of study. Students are allowed to take the Qualifying Examination a maximum of two times.

FIRST YEAR (SUMMER)  Credits
PSY 876 Multicultural/Gender Issues 3
SPE 640 Communication & Language & the Bilingual Child in the Classroom 1
SPE 641 Bilingual Language Development & Disorders 3

— 7

SECOND YEAR (FALL)
PSY 509 Practicum A, B, C, or D 0
EDU 701 The School: Field Experience & Seminar 3
PSY 707 Psychological Assessment II 4
PSY 715 Statistics and Research Design I 4
PSY 709A Practicum: Counseling the Culturally Different 1
PSY 737 Child and Adolescent Psychotherapy 3

— 15
SECOND YEAR (SPRING)
PSY 509  Practicum A, B, C, or D  0
EDU 702  The School: Field Experience & Seminar  3
PSY 712  Advanced Physiological Psychology  3
PSY 713  Psychological Assessment III  4
PSY 723  Advanced Social Psychology  3
  13

SECOND YEAR (SUMMER)  Credits
PSY 720  Integrating Seminar  3
  3

At the end of the second year, upon completion of at least 42 graduate hours in the program, students are eligible for the New York State Psychology Internship Certificate.

Note: Candidates who want New Jersey school psychology certification should contact the program director.

Before students are enrolled in the Bilingual School Psychology internship, they must pass a language proficiency examination and demonstrate that they are capable of providing psychological services to bilingual populations in their native language.

THIRD YEAR (FALL)  Credits
PSY 509  Practicum  0
PSY 750A  Bilingual School Psychology I: Internship, Ethics & Seminar  4
PSY 734  Consultation  3
PSY 759  Early Childhood and Infant Assessment  3
  10

THIRD YEAR (SPRING)
PSY 509  Practicum  0
PSY 751A  Bilingual School Psychology II: Internship, Ethics, & Seminar  4
  4

The final school psychology internship for the Bilingual School Psychology Program includes a minimum of 1,200 clock hours. A minimum of 600 clock hours must be completed in a school setting which provides an opportunity for the delivery of bilingual school psychological services. It is expected that the training experience will devote at least 30 percent of the time working with bilingual populations.

Confirmation of the M.S. Ed. in Bilingual School Psychology

Students who successfully complete all of the requirements for the master’s program in bilingual school psychology and pass the Proficiency Exam will receive the M.S. Ed. in Bilingual School Psychology degree from Pace University and be recommended to New York State for the Certificate of Qualification in Bilingual School Psychology. Students in the bilingual school psychology master’s program are eligible to apply for the doctoral program in School-Clinical Child Psychology. Advanced standing students who complete the Bilingual School Psychology program are eligible for the certificate of Qualification in Bilingual School Psychology but not the M.S.Ed. in Bilingual School Psychology.

Note: Candidates who want New Jersey school psychology certification should contact the program director.

There are changes anticipated in the M.S.Ed. Bilingual School Psychology Program; check with the program director for the current program requirements.

Admission

Admission to the M.S.Ed. and Psy.D. psychology programs is open to qualified holders of a bachelor’s degree from an accredited institution. Applicants must submit all transcripts from prior academic preparation, scores from the Graduate Record Examination (general and psychology examinations), three letters of reference, a personal statement, and a completed Pace University application form.

Pace University participates under section 504 of the Rehabilitation Act of 1973. Students with disabilities must notify the coordinator of disabled students, prior to matriculation, regarding possible educational modifications.

Transfer Credit

Students in the M.S.Ed. School Psychology programs may be allowed up to a maximum of 30 graduate credits for transfer purposes; doctoral students are allowed up to 45 credits for transfer credit for the Psy.D. program. Transfer credit is based on comparability of courses, and each course is evaluated individually by faculty members. All applications for transfer credit must be submitted no later than October 31 of the first year in which students enter the program. Students from New York State-approved school psychology programs receive 45 transfer credits toward the Psy.D. and are required to pass the Comprehensive Examination and complete all fourth and fifth year courses, plus any master’s-level courses they are lacking, at Pace University. Typically, no transfer credit is granted for third- or fourth-year courses. Usually, courses taken over five years prior to student program admission are not granted transfer credit. Transcript evaluation occurs after program admission.

Academic Standing

Students must maintain at least a “B” (3.00) average in the M.S.Ed., M.S.Ed. Bilingual and Psy.D. programs. Students whose averages fall below a “B” are referred to the Psychology Department Scholastic Standing Committee and may be dismissed or may be allowed a period of one semester to restore their standing to a “B” average. Failure to do so in one semester constitutes sufficient reason for dismissal from graduate programs. Two grades below “B” in graduate courses are sufficient grounds for review by the Psychology Department Scholastic Standing Committee, and possible dismissal from the program. A grade of “F” in any course is grounds for dismissal from the program. Failure to maintain any of the standards noted in the Completion Requirements also constitutes grounds for dismissal from the M.S.Ed., M.S.Ed. Bilingual, and Psy.D. programs. Furthermore, students engaged in any unethical or unprofessional practices may be dismissed.

Completion Requirements

Satisfactory completion of program requirements is determined by an ongoing evaluation process. Typically, the evaluation includes grades in courses, performance on the Comprehensive, Proficiencies, and/or Qualifying Examinations, completion of the doctoral project requirement (for doctoral candidates), and reports and observations by faculty and cooperating supervisors of the student’s academic, professional demeanor, and professional practice performance.
Leave of Absence
A leave of absence may be applied for in the event a student needs to discontinue graduate study for a period of time. Leaves are submitted to the director of graduate psychology programs for approval and may be granted for up to two calendar years. A leave of absence does not extend the time for completion of a graduate program, unless specifically requested/approved, due to an extraordinary circumstance.

Time Limit
Doctoral Program – For students entering the doctoral program without advanced standing, there is a maximum of ten years within which all requirements for graduation must be met. For students entering at the advanced standing level, there is a maximum of six years within which all requirements for graduation must be complete.

Master’s Program – Full-time students must complete the requirements within five years and part-time students within seven years.

Professional and Ethical Conduct
Students in the professional practice graduate psychology programs are expected to be familiar with and adhere to the New York State Licensing Law and the Ethics of the American Psychological Association, National Association of School Psychologists, and the New York State Psychological Association. This precludes any unlicensed private practice, psychological in nature, other than in an exempt agency under appropriate supervision. The only agencies exempted are those of federal, state, county or municipal governments.

MASTER OF ARTS IN PSYCHOLOGY
The Dyson College of Arts and Sciences Psychology Department in New York City offers a 36-credit hour Master of Arts (M.A.) in Psychology. The program includes 18 hours of required courses and 18 hours of elective courses. The program provides graduate students with a general academic foundation in the field of psychology, and fills a gap in the training and changing professional preparation in human service organizations. It also may be suited to those who may seek to further their study at the doctoral level.

The program offers a wide variety of required and elective courses that provide students with the skills and resources needed to examine and understand the broader context of a person’s life – family, school, work groups, and other significant systems.

PROGRAM DIRECTOR
Dr. Barbara Mowder, Director, Graduate Psychology Programs
(New York City campus)
1 Pace Plaza
(212) 346-1506
(212) 346-1618 (FAX)
bmowder@pace.edu

M.A. COORDINATOR (New York City campus)
Dr. Weihua Niu
1 Pace Plaza
(212) 346-1506
wniu@pace.edu

Required Courses:

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<td>PSY 612</td>
<td>Neuropsychology</td>
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<td>PSY 615</td>
<td>Research Design and Statistics I</td>
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<tr>
<td>PSY 617</td>
<td>Human Learning</td>
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<td>PSY 623</td>
<td>Social Psychology</td>
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<td>PSY 625</td>
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Elective Courses:

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<td>PSY 608</td>
<td>Community Psychology</td>
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<tr>
<td>PSY 616</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 618</td>
<td>Community Mental Health</td>
<td>3</td>
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<tr>
<td>PSY 619</td>
<td>Community Resources: Interagency Coordination in the Delivery of Services</td>
<td>3</td>
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<td>Psychological Measurement</td>
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<td>PSY 626</td>
<td>Forensic Psychology</td>
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<td>PSY 646</td>
<td>Critical Thinking</td>
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<td>PSY 656</td>
<td>Developmental Disabilities</td>
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<tr>
<td>PSY 667</td>
<td>Multicultural/Gender Issues</td>
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<td>PSY 680</td>
<td>Program Evaluation</td>
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<td>PSY 681</td>
<td>Organizational Psychology</td>
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<td>PSY 682</td>
<td>Personnel Psychology</td>
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<td>PSY 683</td>
<td>Organizational Development</td>
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<td>PSY 684</td>
<td>Occupational Health Psychology</td>
<td>3</td>
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<td>Special Topics in Psychology</td>
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<td>PSY 691</td>
<td>Practicum in Psychology</td>
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<td>PSY 695</td>
<td>Independent Study</td>
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<td>PSY 696</td>
<td>Special Topics</td>
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<td>PSY 699</td>
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Other psychology courses as approved by the coordinator of the M.A. in Psychology program or the graduate psychology programs director.

Dismissal Regulations
Students must maintain at least a “B” (3.00) average in the M.A. program. Students whose averages fall below a “B” are referred to the M.A. Committee or the Psychology Department Scholastic Standing Committee and may be dismissed or allowed a period of one semester to restore their standing to a “B” average. Failure to do so in one semester constitutes sufficient reason for dismissal from the M.A. program. Two grades below “B” in graduate courses are sufficient grounds for review by the M.A. Committee, and possible dismissal from the program. A grade of “F” in any course is grounds for dismissal from the program. Failure to complete the program within five years also constitutes grounds for dismissal. Further, students engaged in unethical or unprofessional practices may be dismissed.

Time Limit
Students entering the M.A. program have a maximum of five years to complete the program.
COURSE DESCRIPTIONS FOR EDUCATION

EDU 506 DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION
3 credits
The course assists teachers at all grade levels to develop efficient reading instructional systems. Emphasis is placed upon the latest diagnostic and prescriptive techniques, including “miscue analysis” for teaching word recognition skills and “readability formulas” for teaching reading skills through the content areas.
Contact department for information.

EDU 628 ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES
3 credits
This course will emphasize the organization and delivery of special education and pupil support services. The course will deal with laws, policies, procedures, and forms necessary for the operation of these departments. Roles, supervisory aspects, and procedures for the establishment of a pupil personnel team model, including psychology, social work, health, guidance, attendance, speech, and special education will be emphasized.

EDU 701 THE SCHOOL: FIELD EXPERIENCE AND SEMINAR
3 credits
This course is an introduction to the school setting. Observations of regular classes and participation with various children and groups of students, as well as learning the various functions of school psychologists, teachers and other school personnel are important parts of this practicum. There will be joint supervision by district psychologists and psychology department faculty. The experience encompasses at least one day per week (six and one half hours per day) for five months. This experience is discussed at weekly seminars in which problems and developments in school psychology are covered. This course includes at least six hours of training in multicultural issues. This is a foundations of education course. Conferences are scheduled with individual students.
Prerequisite: Admission to M.S.Ed. or Psy.D. graduate psychology programs.
To be announced
New York City campus only

EDU 702 THE EXCEPTIONAL CHILD: FIELD EXPERIENCE AND SEMINAR
3 credits
This course is an introduction to atypical children. Students are placed in a special education setting that educates exceptional children. This course places emphasis on the role of school psychologist, community psychologist, teacher, and other school personnel in special education. The experience encompasses at least one day per week (6 1/2 hours per day) for five months and is discussed at weekly seminars in which the physical, emotional and educational problems of exceptional children are covered. The seminar focuses on the major types of exceptional children found in the public schools and community, such as the emotionally and learning disabled. The psychological and emotional needs of these children is discussed, as well as the psychologist’s role in assessment, consultation, and intervention. This course includes at least six hours of training in multicultural issues. Conferences are scheduled with individual students. This is a foundations of education course.
Prerequisite: EDU 701
Spring
New York City campus only

* Designations such as “fall” and “spring” at the end of course descriptions indicate when the course is most likely to be offered. They do not guarantee that the course will be offered at that time. Where the designation “To be announced” appears, the course may be offered at any time, including summer.

COURSE DESCRIPTIONS FOR PSYCHOLOGY

The initials in parenthesis after each psychology course title indicate the graduate degree(s) for which the course is intended:
M.A., Master of Arts in Psychology
M.S.Ed., Master of Science in Education in School Psychology
M.S.Ed.B., Master of Science in Education in Bilingual School Psychology
Psy.D., Doctor of Psychology in School-Clinical Child Psychology
M.A., M.S.Ed. and Psy.D. courses are offered on the New York City campus. Students are allowed to take courses only in the program in which they are matriculated.

PSY 501 INTRODUCTION TO SCHOOL-CLINICAL CHILD PSYCHOLOGY I (M.S.ED./M.S.ED.B/PSY.D.)
No credit
This is an introductory course on the foundations and delivery of school-clinical child psychological services. Students are familiarized with the history of school and clinical child psychology, legal and ethical issues, assessments and interventions issues, and other factors in psychological service delivery in school-clinical child settings.
Prerequisite: Admission to M.S.Ed. or Psy.D. graduate psychology programs.
Fall*

PSY 502 INTRODUCTION TO SCHOOL-CLINICAL CHILD PSYCHOLOGY II (M.S.ED./M.S.ED.B/PSY.D.)
No credit
This course is an extension of the Introduction to School-Clinical Child Psychology I. Student experiences include New York State-mandated child abuse training and the discussion of the application of psychological strategies and techniques. History and systems in psychology as well as issues in the delivery of school psychological services, such as ethics and legal issues, are covered.
Prerequisite: Admission to M.S.Ed. or Psy.D. graduate psychology programs.
Spring

PSY 509A PSYCHOTHERAPY PRACTICUM IN PSYCHOLOGICAL SERVICES (M.S.ED./M.S.ED.B/PSY.D.)
This practicum provides students with training and supervision related to providing psychotherapy.
Prerequisite: Permission of the director of the McShane Center for Psychological Services.

PSY 509B PARENT-INFANT PRACTICUM IN PSYCHOLOGICAL SERVICES (M.S.ED./M.S.ED.B/PSY.D.)
This practicum provides students with observation and research opportunities related to parent-infant interactions.
Prerequisite: Permission of the coordinator of the parent-infant practicum.

PSY 509C BIOFEEDBACK PRACTICUM IN PSYCHOLOGICAL SERVICES (M.S.ED./M.S.ED.B/PSY.D.)
This practicum provides students with training and supervision related to providing biofeedback services.
Prerequisite: Permission of the coordinator of the biofeedback practicum.

PSY 509D PRACTICUM IN PSYCHOLOGICAL SERVICE-EARLY CHILDHOOD (M.S.ED./M.S.ED.B/PSY.D.)
This practicum provides students with training and supervision in psychological services to the early childhood population.
Prerequisite: Permission of the coordinator of the early childhood practicum.
PSY 604 DEVELOPMENTAL PSYCHOLOGY (M.A.)
3 credits
This graduate course covers lifespan psychology. Theories of development, as well as issues in studying development, are addressed. Topics include cognition, language, physical, and social development.

PSY 608 COMMUNITY PSYCHOLOGY (M.A.)
3 credits
Community psychology is an action-oriented movement. This area is characterized by innovative approaches to problems based upon an ecological and interactionist view of behavioral dynamics in the community. This course covers the development of community psychology as a specialty area in both theory and application, including the central assumptions in methodology of the field. Contributions of an ecological model and emphasis on prevention, competence building, population focus, and related research and interventions will be discussed. The course emphasizes community interventions and the theories and principles needed to help people in various settings achieve maximum mental health.

PSY 612 NEUROPSYCHOLOGY (M.A.)
3 credits
The neuroanatomical and neurophysiological correlates of behavior are explored. The focus of this course is on physiological psychology.

PSY 615 RESEARCH DESIGN AND STATISTICS I (M.A.)
3 credits
The primary goal of this course is to develop critical thinking skills necessary for students to (1) evaluate primary, empirical research in psychology, (2) translate theoretical ideas into testable research hypotheses, (3) test these hypotheses by means of a logically developed statistical plan. Material to be covered includes scientific methodology and major statistical techniques used in analyzing behavioral data (i.e., correlation/regression analyses, contrast models, analysis of variance, non-parametric procedures). Statistical analyses and graphical representations of data via the computer are required of students.
Prerequisite: Undergraduate psychological statistics and/or experimental psychology.

PSY 616 RESEARCH DESIGN AND STATISTICS II (M.A.)
3 credits
This course builds on the critical thinking skills developed in PSY 615. Material to be presented includes (1) complex experimental designs (including quasi-experimental design appropriate to field settings) and (2) advanced statistical techniques (e.g., multiple regression analysis, mixed model analysis of variance, multi-variate techniques). Students are required to carry out statistical analyses and graphical representations of data via the computer.
Prerequisite: PSY 615 or consent of the instructor.

PSY 617 HUMAN LEARNING (M.A.)
3 credits
This course introduces both basic and advanced principles and theories of learning and motivation, including cognition. Conditioning, behavior systems, generalization and discrimination, information processing, and complex cognitive functioning are some of the topics discussed. Research on learning theory and their general application to a variety of contexts will also be covered.
Prerequisite: Undergraduate learning course or consent of the instructor.

PSY 618 COMMUNITY MENTAL HEALTH: PHILOSOPHY AND CONCEPTS (M.A./M.S.ED./PSY.D.)
3 credits
This course covers the development of community mental health as a specialty area in both theory and application. It emphasizes the development and implementation of preventive interventions in the school and for the community.

PSY 619 COMMUNITY RESOURCES: INTER-AGENCY COORDINATION IN THE DELIVERY OF SERVICES (M.A./M.S.ED./PSY.D.)
3 credits
This course is designed to acquaint the student with the range of community facilities that are available to draw upon in urban and rural areas. Specific federal, state, and municipal agencies will be explored. In addition, private foundations and religious service agencies are examined with the aim of securing an awareness of appropriate assistance for clients.

PSY 621 PSYCHOLOGICAL MEASUREMENT (M.A.)
3 credits
This course covers basic psychological measurement theory. An introduction to scaling, reliability, validity and other measurement topics is provided.

PSY 623 SOCIAL PSYCHOLOGY (M.A.)
3 credits
This course will cover social psychology, including attitudes, behavior change, group processes, multicultural and gender issues, and social perceptions. Focus is on methods of studying social behavior and theories of social behavior.

PSY 625 PERSONALITY THEORIES (M.A.)
3 credits
This course covers personality theories. Personality factors throughout the lifespan are addressed.

PSY 626 FORENSIC PSYCHOLOGY (M.A.)
3 credits
This course is an introduction to the interaction between psychology and the legal system, which may include the roles and responsibilities of forensic psychologists, the selection/training/evaluation of police, criminal profiling, and hypnosis and lie detection in criminal investigation. Other related issues may include eyewitness identification procedures, police interrogations and confessions, alternative dispute resolution, trial preparation, jury selection, and death penalty trials and appeals.

PSY 646 CRITICAL THINKING (M.A./M.S.ED./PSY.D.)
3 credits
Enhancement of the skills of observation and evaluation in various personal and work-related situations. Through demonstrations, interactions, and role-playing, participants will explore and study the following basic operations: intuiting, feeling, categorizing, analyzing, synthesizing, explaining and arguing, influencing, cooperating, competing, deciding, committing to values, participating-observing.
Prerequisite: Baccalaureate degree

PPSY 656 DEVELOPMENTAL DISABILITIES (M.A./M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course focuses on developmental disabilities in human development. Factors in vulnerability from infancy to later age levels will be covered, including genetic and environmental variables. Research and theory in developmental disabilities are the main aspects of this course.

PSY 667 MULTICULTURAL/GENDER ISSUES (M.A.)
3 credits
This graduate course considers the range of multicultural and gender issues involved in human development and learning. The focus in this course is on development and related multicultural, gender, and diversity issues.
3 credits
Advanced course in evaluation research emphasizing both traditional and non-traditional designs. The course examines how to evaluate school, mental health and social programs along with different orientations to program evaluation. Program evaluation within a variety of contexts is reviewed.

PSY 681 ORGANIZATIONAL PSYCHOLOGY (M.A.)
3 credits
This course is designed to introduce students to a variety of topics, including theories, related research findings and their practical implications in the field of organizational psychology. Topics include a history of organizational psychology, work attitudes, work motivation, group processes, and leadership.

PSY 682 PERSONNEL PSYCHOLOGY (M.A.)
3 credits
This course is designed to introduce students to a variety of topics, including theories, related research findings and their practical implications in the field of psychology. Topics include job analysis, employee selection and classification, performance appraisal and feedback, criterion theory and development training, and legal issues.

PSY 683 ORGANIZATIONAL DEVELOPMENT (M.A.)
3 credits
This course provides students with an overview and fundamental understanding of theories, techniques, and research about facilitating change in individuals, groups and organizations to improve their effectiveness. Topics covered include issues such as institutional entry and contracting, assessment and feedback, and intervention and evaluation.

PSY 684 OCCUPATIONAL HEALTH PSYCHOLOGY (M.A.)
3 credits
This course introduces the field of occupational health psychology. The overarching goals are to train future professionals to create a healthy and safe workplace and to improve productivity and profits by decreasing the costs associated with hazards. In addition, the course addresses the role of occupational and safety research in increasing worker protection from physical and psychosocial sources of injury, methodologies used to evaluate existing worksite hazards, and identification and prevention of negative consequences of emerging hazards.

PSY 690 SPECIAL TOPICS IN PSYCHOLOGY (M.A.)
3 credits
This course provides master’s level students with an overview of a selected topic or topics in psychology. The course addresses current research and methodologies related to the topic(s). A sample of topics includes health psychology, psychology of women and work, history of psychology, sports psychology, and cross-cultural psychology.

Course Rotation

PSY 691 PRACTICUM IN PSYCHOLOGY (M.A.)
3 credits
With the approval of the appropriate faculty member and coordinator of the M.A. program or director of graduate programs, this course offers field training experience for M.A. students involving a designated number of supervised hours in an approved agency. Evaluations are made of student performance by supervising personnel of the agency and by faculty supervisors. Students must contact the coordinator of the M.A. program prior to the semester of actual placement.

PSY 695 INDEPENDENT STUDY (M.A.)
1-3 credits
With the approval of the appropriate faculty member, student’s advisor, and/or M.A. program coordinator, students may select topic-guided research or supervised practica not included in the regular course offerings within the M.A. in Psychology program. This course may include practica, thesis work, or research/collaborative work with faculty research. The student meets regularly with the faculty member to review progress. A research project or appropriate paper must also be submitted. (This course may only be taken once.)

Prerequisite: Permission of instructor.

PSY 696 SPECIAL TOPICS (M.A.)
3 credits
This course provides master’s level students with an overview of a selected topic or topics in psychology. The course addresses current research and methodologies related to the topic(s). A sample of topics includes health psychology, psychology of women and work, history of psychology, sports psychology, and cross-cultural psychology.

PSY 699 MA THESIS (M.A.)
3 credits
With the approval of the appropriate faculty member and coordinator of the M.A. program or department chairperson, students may conduct an original research project with the supervision of a faculty member. The student meets and regularly consults with the faculty member to provide guidance and to review progress on the research project. A research paper must be submitted upon completion of the course.

PSY 703 PSYCHOLOGICAL ASSESSMENT I (M.S.ED./M.S.ED.B./PSY.D.)
4 credits
An investigation of theories of intelligence testing. Intensive study of Wechsler scales for children and adults and an introduction to the Stanford-Binet-Revised as instruments for ascertaining intelligence, style of cognitive functioning and personality dynamics. The emphasis is on the administration, scoring and interpretation of these tests in relation to theories of intelligence and personality. Standards of ethics in testing, as defined by A.P.A. guidelines are discussed. The laboratory experience, workshops and demonstrations supplement lectures and discussions. This course includes at least six hours of training in multicultural issues.

Prerequisites: Undergraduate Abnormal Psychology and Personality Theories, PSY 704, PSY 717, PSY 721, PSY 725, full matriculation

PSY 703A PRACTICUM: LIMITING BIAS IN THE ASSESSMENT OF BILINGUAL CHILDREN (M.S.ED.B.)
1 credit
This course places emphasis on the presentation of a model that explains the theory and practice of bilingual assessment in order to protect the rights of language minority students by: examining prereferential characteristics which may help differentiate students with learning disabilities from students who are second-language learners; identifying best practices in formal and informal assessment appropriate for identification of disabilities and giftedness in language minority students; using formal and informal assessment data in developing IEP’s for language minorities students; coordinating services for LEP students (ESL, Bilingual, special education).

Prerequisite: PSY 703 or enrollment in PSY 703 as a co-requisite
PSY 704 ADVANCED DEVELOPMENTAL PSYCHOLOGY  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
A systematic study of child and adolescent psychological growth and development is presented. Scientific methods of studying childhood, constitutional and social factors contributing toward personality growth and problems of adjustment stemming from changes in human capacities, abilities and needs are studied. The course includes cognitive development, language development, physical development and social-emotional development and focuses on developmental theory and research.  
Prerequisite: Undergraduate developmental psychology

PSY 707 PSYCHOLOGICAL ASSESSMENT II  
(M.S.ED./M.S.ED.B./PSY.D.)  
4 credits  
Concentration on the administration, scoring and interpretation of the Stanford Binet-Revised and Wechsler Preschool and Primary Scale of Intelligence-Revised and an introduction to the theory and application of standardized tests, such as the Bender Visual-Motor Gestalt Test, Vineland Social Maturity Scales, McCarthy Scales of Children’s Abilities, Kaufman Assessment Battery for Children, and Peabody Picture Vocabulary Test-Revised. The Wide Range Achievement Test and other psychoeducational assessment procedures will also be discussed. Stress will be placed on developing overall assessment capabilities, developing observational skills, formulating assessment-intervention links, preparing developmental histories, and understanding diagnostic and recommendation aspects of report preparation. This course includes at least six hours of training in multicultural issues and at least three hours of training in ethical issues.  
Prerequisites: Full matriculation, PSY 703, PSY 727

PSY 708 ADVANCED COMMUNITY PSYCHOLOGY  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
The purpose of this course is to describe and critique the basic concepts that underlie a community psychology perspective. Contributions of an ecological model and an emphasis on prevention, competence building, population focus, and related research and interventions are discussed.

PSY 709A PRACTICUM: COUNSELING THE CULTURALLY DIFFERENT: IMPLICATIONS FOR BILINGUAL PSYCHOLOGICAL SERVICE PROVISION  
(M.S.ED.B.)  
1 credit  
This course is a practicum course that supplements the counseling theory courses in the Psy.D. program by focusing on the theory and practice of providing counseling services for bilingual populations. The focus of the course is on providing counseling services to bilingual children and adolescents and their families. The course focuses on helping students to: develop sensitivity to cultural and sub-cultural differences; understand barriers that exist in cross-cultural counseling; understand the processes of cultural accommodation and assimilation, and cultural identity formation; and understand the implications that bilingualism has for the counseling process. An additional focus of the course is on helping bilingual students adjust to the educational programs that are being offered in the school and community settings. Issues related to helping other professionals recognize and develop skills for cross-cultural counseling are discussed.  
Prerequisite: PSY 709 or PSY 711 or PSY 711 as a co-requisite

PSY 710 PSYCHOPATHOLOGY  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
Study of etiology, characteristics and treatment of personality deviation in children, adolescents, and adults. Implications for learning, school placement (if applicable), and social functioning is studied for each of the disorders. This course includes at least six hours of training in multicultural issues.  
Prerequisites: Undergraduate abnormal psychology and personality theory courses.

PSY 711 INTERVENTION TECHNIQUES I: PSYCHODYNAMIC PERSPECTIVES  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
This is a course on the theories and techniques of individual psychotherapeutic interventions from psychodynamic perspectives. Basic principles and techniques of psychodynamic psychotherapies are presented. Components of the therapeutic process and interaction are defined and illustrated. Case material from student’s field experiences are discussed.  
Prerequisite: PSY 710

PSY 712 ADVANCED NEUROPSYCHOLOGY  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
The neuroanatomical and neurophysiological and biological correlates of select behaviors are explored. The focus of this course is neuropsychological assessment with children and adolescents. Specific focus is upon those behaviors which are of interest to the school-clinical child psychologist.  
Prerequisite: PSY 727

PSY 713 PSYCHOLOGICAL ASSESSMENT III  
(M.S.ED./M.S.ED.B./PSY.D.)  
4 credits  
The goals of this course involve the study—toward competency—of the use of “projective” clinical measures applied in the course of personality assessment. These measures include (but are not limited to) the Rorschach Test, the Thematic Apperception Test (as well as associated versions of the Children’s Apperception Test), figure drawings, and sentence completions. The symbolic play of younger children, as utilized in assessment, is also relevant to such appraisal. Administrative techniques are reviewed, along with a focus on accurate scoring, strategic approaches to data analysis, and ways of delineating meaning from verbalizations (content and style). Consideration is given to the ethical dilemmas that emerge when we apply tests that seek to go beyond conscious self-report in terms of interpretation. Stress factors pertaining to the administration of projectives are considered. In addition, clinical, cultural, environmental, and developmental issues that need to be factored into use of these measures are discussed.  
Prerequisites: Full matriculation, PSY 703, PSY 710, PSY 725

PSY 714 THE RORSCHACH TECHNIQUE  
(M.S.ED./M.S.ED.B./PSY.D.)  
3 credits  
This is an advanced in-depth course in the theory and technique of the Rorschach test. Questions and issues that are considered include: reliability and validity, relevant research, special problems of administration and scoring and the use of the Rorschach in differential diagnosis. Students' case material is used to conduct in-depth analyses of Rorschach protocols.  
Prerequisites: PSY 713 and PSY 720

PSY 715 STATISTICS AND RESEARCH DESIGN I  
(M.S.ED./M.S.ED.B./PSY.D.)  
4 credits  
The primary goal of this course is to develop critical thinking skills necessary for students to (1) evaluate primary, empirical research in psychology, (2) translate theoretical ideas into testable research hypotheses, (3) test these hypotheses by means of a logically developed statistical plan. Material covered includes the process of scientific inquiry and the logic of the scientific method and major statistical techniques used in analyzing behavioral data (i.e., correlational/regression analyses, contrast models). Statistical analyses and graphical representations of data via the computer and preparation of scientific reports based on these analyses are required of students.  
Prerequisites: Undergraduate psychological statistics and experimental psychology or permission of the instructor.
PSY 716 STATISTICS AND RESEARCH DESIGN II (PSY.D.)
4 credits
This course builds on the critical thinking skills developed in PSY 715 by adding to the students' research repertoire skills enabling them to apply statistical procedures and research designs tailored to the needs of quasi-experimental research. Material to be presented includes (1) theoretical coverage of the process of scientific inquiry and implications regarding field research and (2) familiarization with statistical techniques most often used in establishing statistical control (i.e., multiple regression analysis). Students are required to carry out statistical analyses and graphical representations of data via the computer and develop a fully operational empirical research proposal. This course includes at least three hours of training in ethical issues.
Prerequisite: PSY 715

PSY 717 THE PSYCHOLOGY OF LEARNING: THEORY AND APPLICATIONS (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This is an advanced learning course intended to familiarize students with traditional and contemporary learning theories. Special emphasis is placed on applications of learning theory to a range of school and agency settings. The relevance of learning theory to instructional processes, behavior management and the amelioration of cognitive/affective and interpersonal difficulties in children and adolescents is covered.
Prerequisite: Undergraduate learning course

PSY 720 INTEGRATING SEMINAR (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This is a psychodiagnostic seminar in which material from students' field placements is used to extrapolate general principles of psychological test battery analysis, synthesis and integration with case history information. Each student presents to the class the raw data of a complete psychological test battery with case history information. Issues of psychological test administration, psychodiagnosis, psychological report writing, communicating test findings and implementing recommendations are addressed.
Prerequisites: Completion of all courses in the first and second years of the program.

PSY 721 TESTS AND MEASUREMENTS (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course surveys psychological testing, covering test theory and the variety of current tests. Test theory topics include scaling, reliability, validity, decision-making, item-analysis, and test construction with norm- and criterion-referenced tests. Principles of test construction are applied to intelligence, aptitude, achievement, occupational, interest and personality tests. This course includes at least three hours of training in ethical issues.

PSY 722 COUNSELING THEORY AND COGNITIVE-BEHAVIORAL INTERVENTION TECHNIQUES (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This is an introductory survey course in the theory and techniques of counseling in the school setting. Study of various issues related to counseling and intervention services. This course covers the theories and techniques of psychotherapeutic interventions from cognitive-behavioral perspectives. Basic principles and techniques of cognitive-behavioral psychotherapies are presented. Components of the therapeutic process and interaction are defined and illustrated. Case material from students' field experiences are discussed. This course will include at least three hours of training in ethical issues.

PSY 723 ADVANCED SOCIAL PSYCHOLOGY (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
Advanced social psychology is the scientific study of how individuals are affected by the social structure (e.g. other people, physical settings, cultural/environmental factors). The goal of this course is to familiarize students with the theoretical formulations (e.g., cognitive dissonance), research methodologies, and the practical applications in social psychology. The major topics covered includes person perception, social influence, authority pressure and power, attitude change, racism, sexism, prosocial behavior and altruism, aggression and violence, and social stress. The historical roots of the field, and the goals and methodology in social psychology are presented. This course includes at least six hours of training in multicultural issues.

PSY 725 ADVANCED PERSONALITY THEORIES (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course provides an introduction to the major theories of personality. Emphasis is placed on how theories address the development of self-concept, anxiety, and "normal" vs. "abnormal" development. The ways in which social climate, the personality/life experiences of the theorist, and research shape theory are examined. The role of culture, ethnicity/race, class, and gender on personality development are examined. The impact of the theories on the delivery of human services is also explored. This course includes at least six hours of training in multicultural issues.
Prerequisites: Undergraduate abnormal psychology and personality theory.

PSY 726 THEORETICAL PERSPECTIVES ON ASSESSMENT – INTERVENTION SKILL INTEGRATION (PSY.D.)
3 credits
This course focuses on theoretical perspectives in the integration of psychodiagnostic assessment and intervention with consideration for age, levels of functioning, developmental stage, diversity issues and type of psychopathology. A variety of empirically supported and evidence-based assessment and intervention techniques are reviewed within the context of assessing and intervening with specific disorders. Techniques of assessment (e.g., structured clinical interview, projective measures, broad self-report and specific focused assessment) are presented from various theoretical perspectives with links to a variety of intervention strategies to provide a comprehensive and integrated overview of service delivery.

PSY 727 LEARNING DISABILITIES: DIAGNOSIS AND REMEDIATION THEORY AND PRACTICE (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course is designed to provide a thorough awareness of the multiple etiologies of learning disabilities. It is structured for psychologists and gives a comprehensive view of the theories, diagnostic procedures and remedial strategies for learning disabilities in children. Students are required to research and present a diagnostic or remedial system.

PSY 734 CONSULTATION (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course covers the theory and practice of consultation. The consultation process is examined from the following perspectives: psychodynamic, behavioral, ecological, instructional, social psychological, child advocacy, organization development, and process consultation. Each student is expected to complete a practicum project using one of these perspectives. Strategies for understanding the impact of an agency upon the consultation process, moving from direct to indirect service delivery, evaluating consultation outcome, and understanding the interactive nature of the consultation process will also be addressed. This course includes at least three hours of training in ethical issues.
PSY 737 CHILD AND ADOLESCENT PSYCHOTHERAPY
(M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course introduces students to effective methods in child and adolescent psychotherapy, with a particular focus on convergences and divergences among contemporary techniques. Toward these ends, we consider therapeutic techniques in terms of the theories in which they are anchored; we compare and contrast behavioral, cognitive-behavioral, psychoanalytic, object-relational, self-psychological, and other approaches, as they are embedded in play-therapy, individual psychotherapy, and parent-guidance techniques. Moreover, we consider specific therapeutic methods associated with child and adolescent diagnostic presentations; i.e., we explore the match between assessment/diagnosis and treatment/therapy. Knowledge of developmental psychopathology and change processes inform our discussion of the specific techniques employed in psychotherapy with children and adolescents, as well as help us address the multiple contexts of development, family, culture, and therapeutic relationship. This course includes at least six hours of training in multicultural issues and three hours of training in ethical issues.

PSY 743 ADVANCED SEMINAR IN SCHOOL-CLINICAL CHILD PSYCHOLOGY
(PSY.D.)
3 credits
Seminar on issues related to the role and functions of the school psychologist with the clinical-child orientation. Special emphasis in this course varies based on professional, legal and ethical issues; supervision of school-clinical child psychological services; and analysis of past, present and future trends in the field of school-clinical child psychology.

PSY 750 SCHOOL-CLINICAL CHILD PSYCHOLOGY I: INTERNSHIP, ETHICS, AND SEMINAR (M.S.ED./PSY.D.)
4 credits
Supervised experience in a school setting. Internship includes observation and practice supervised jointly by district and University psychologists. In addition, there are weekly seminar meetings at which pertinent issues and research in the field of school psychology and the delivery of services to special needs children are discussed. Ethical issues are covered through class reading material and class discussions. School psychology in the context of history and systems in psychology are covered. Requires two to three days per week for 20 weeks (see director of field training). This course includes at least 15 hours of training in ethical issues.
Prerequisite: PSY 720. Not open to students who have had PSY 750A (formerly PSY 705A).

PSY 750A BILINGUAL SCHOOL-CLINICAL CHILD PSYCHOLOGY I INTERNSHIP & SEMINAR (M.S.ED.B.)
4 credits
This course involves supervised experience in a school setting. The internship includes observation and practice supervised jointly by district and University psychologists. In addition, there are weekly seminar meetings at which pertinent issues and research in the field of school psychology and delivery of services to special needs children and bilingual populations are discussed. There is a special focus on issues related to delivering psychological services in the native language. Ethical issues are covered through class reading material and class discussions. School psychology in the context of history and systems in psychology is covered. Requires two to three days per week for 20 weeks (see director of field training). This course includes at least 15 hours of training in ethical issues.
Prerequisite: PSY 720. Not open to students who have had PSY 750 (formerly PSY 705).
Students must have successfully completed a language proficiency examination and demonstrate competence to provide services in the native language.

PSY 750B BILINGUAL SCHOOL-CLINICAL CHILD PSYCHOLOGY I INTERNSHIP & SEMINAR (M.S.ED.B.)
1 credit
This course involves supervised experience in provision of psychological services to children and their families who are bilingual or have limited English proficiency.
Prerequisites: PSY 750, students must have successfully completed a language proficiency examination and demonstrate competence to provide services in the native language.

PSY 751 SCHOOL-CLINICAL CHILD PSYCHOLOGY II: INTERNSHIP, ETHICS AND SEMINAR (M.S.ED./PSY.D.)
4 credits
Continuation of supervised experience in a school setting. Ethical problems, the relationship between the school and the community, the functions of various school personnel, and problems in the field of school psychology are discussed. The focus is on current professional ethics in schools and community settings, legal issues, providing services to special needs children and school psychology in the context of history and systems in psychology. This course includes at least 15 hours of training in ethical issues.
Prerequisite: PSY 750. Not open to students who have had PSY 751 (formerly PSY 706A).

PSY 751A BILINGUAL SCHOOL-CLINICAL CHILD PSYCHOLOGY II INTERNSHIP & SEMINAR (M.S.ED.B.)
4 credits
This course is a continuation of supervised experience in a school setting. Ethical problems, the relationship between the school and the community, the functions of various school personnel, and problems in the field of school psychology are discussed. Students will present cases involving bilingual assessment and intervention which are discussed. In addition, consultation issues related to service delivery to bilingual populations are discussed. The focus is on current professional ethics in schools and community settings, legal issues, providing services to special needs children, providing services to bilingual populations, and school psychology in the context of history and systems in psychology. This course includes at least 15 hours of training in ethical issues.
Prerequisite: PSY 750A. Not open to students who have had PSY 751 (formerly PSY 706).

PSY 751B BILINGUAL SCHOOL-CLINICAL CHILD PSYCHOLOGY II INTERNSHIP & SEMINAR (M.S.ED.B.)
1 credit
This course involves supervised experience in provision of psychological services to children and their families who are bilingual or have limited English proficiency.
Prerequisites: PSY 750B. Students must have successfully completed a language proficiency examination and demonstrate competence to provide services in the native language.

PSY 759 EARLY CHILDHOOD AND INFANT ASSESSMENT (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course focuses on assessment and intervention with the early childhood and infant population. Assessment focuses on early development, psycho-education and family dynamic issues. Intervention considers curriculum and instruction and psychological concerns. Early childhood consultation is included in this course.

PSY 777 HISTORY AND SYSTEMS IN PSYCHOLOGY (PSY.D.)
3 credits
This is a graduate level course in the history of psychology. The major theoretical issues, trends, historical figures and systems in psychology are the focus of this course.
issues relevant to students' research proposals are discussed. Fully developed
are also covered.

No credit

Prerequisite: Permission of director of field training

PSY 822 SCHOOL-CLINICAL CHILD PSYCHOLOGY INTERNSHIP II: PRACTICE AND SEMINAR (PSY.D.)

Continuation of supervised internship experience in an agency, school or community setting. This field experience also encompasses two and one half days per week field work (eight hours a day) for 20 weeks. Supervision is continued by licensed agency and University psychologists. Placements are also made so as to enhance the range of acquired competencies, as well as broaden exposure to different types of settings. Weekly seminars are conducted to discuss issues, ethical considerations, and experiences that arise in field placements.

Prerequisite: Permission of director of field training.

PSY 828 ADVANCED PSYCHODIAGNOSIS (PSY.D.)

This is an advanced course in psychodiagnostic testing. Students present to the class the raw data of a complete battery of tests for class analysis and synthesis, without knowledge of case history information. Psychodiagnostic and dispositional issues will be addressed. Intervention options will be covered. Elective course.

Prerequisites: PSY 713 and PSY 720

PSY 829 FAMILY INTERVENTIONS (PSY.D.)

A survey course in contemporary theories and techniques of family interventions in school-community settings. Short-term dynamic and cognitive behavioral intervention methods are discussed and illustrated with case material. Family systems approaches including communications, experiential, strategic, structural, and extended family approaches are reviewed.

PSY 834 DOCTORAL PROJECT SEMINAR (PSY.D.)

1 credit

This seminar provides a structured framework for the development of the Psy.D. doctoral project. Quantitative, methodological, and ethical issues relevant to students’ research proposals are discussed. Fully developed research proposals are presented to faculty and peers and subjected to rigorous review. Implementation of their proposed research is contingent upon faculty approval.

PSY 835 DOCTORAL COLLOQUIUM (PSY.D.)

No credit

This seminar provides a structured framework for the completion of the Psy.D. doctoral project. Issues regarding the statistical analyses and interpretation of research findings are of primary concern for discussion. Research results are presented to faculty and peers and are rigorously critiqued. The completion of their Psy.D. doctoral project is contingent upon faculty approval.

PSY 839 PSYCHOANALYTIC THEORY (PSY.D.)

3 credits

This course explores recent developments in psychoanalytic theory and technique. The starting point is Freud’s cases, his clinical papers and the techniques relevant to early discoveries. Based upon this foundation, these various elaborators and revisions of theory are examined.

PSY 842 CRISIS INTERVENTION, BRIEF AND SHORT-TERM PSYCHOTHERAPIES (PSY.D.)

3 credits

This course surveys the history, theory and techniques of crisis intervention, brief and short-term psychotherapies from psychodynamic, strategic, and solution-focused intervention perspectives. Illustrative case material from students’ field experiences are discussed.

PSY 844 ADVANCED TOPICS IN SCHOOL-CLINICAL CHILD PSYCHOLOGY: PARENTHOOD AND PARENT-CHILD RELATIONS (PSY.D.)

3 credits

Parenthood and parent-child relations are universally acknowledged as a major influence on child and adolescent school adaptation and functioning. This course provides knowledge of relevant empirical research on the role of parenthood as a major influence on child and adolescent school functioning. In addition, skills in applying methods and techniques for professional interventions with parents are covered. Methods and techniques of working with parents individually, as a couple, with families and in groups, both educationally and therapeutically, are studied.

PSY 857 INFANT/TODDLER ASSESSMENT AND INTERVENTION (PSY.D.)

3 credits

This course considers infant and toddler assessment, including cognitive development, physical development, language and speech development, psychosocial development, and self-help skills. Issues of assessment in terms of developmental delay and at-risk are addressed. Early intervention services for infants and toddlers who are at-risk or developmentally delayed are also covered.

PSY 858 PRESCHOOL ASSESSMENT AND INTERVENTION (PSY.D.)

3 credits

This course considers preschooler assessment, including cognitive, language, physical and psychosocial development. Further early intervention programs and issues are covered.

PSY 861 FULL-TIME INTERNSHIP I (PSY.D.)

No credit

This full-time internship is required by New York State for licensing.

Prerequisites: Completion of 92 credits toward Psy.D. and permission of director of field training

PSY 862 FULL-TIME INTERNSHIP II (PSY.D.)

No credit

This full-time internship is required by New York State for licensing.

Prerequisites: PSY 861 and permission of director of field training.
PSY 874 GROUP INTERVENTIONS (PSY.D.)
3 credits
This course focuses on group interventions in psychological service delivery. Diverse methods and theories of group intervention are covered.
Prerequisites: PSY 708, PSY 711, PSY 723

PSY 876 MULTICULTURAL/GENDER SKILL ISSUES (M.S.ED./M.S.ED.B./PSY.D.)
3 credits
This course considers the range of multicultural and gender issues in the theory and practice of psychology. The focus is on sensitizing the practitioner to the impact of multicultural perspectives and gender differences in psychological assessment and intervention strategies with children, adolescents and families.

SCHOOL PSYCHOLOGY PLACEMENTS AND SUPERVISORS
Ardsley School District
Dr. Mary Travis
Bedford Central School District
*Dr. Donald Carone
Dr. Kevin Crowley
City School District of New Rochelle
Dr. Frank Barile
Dr. Merril Bushansky
*Dr. Carole Feldman
Dr. John Trotta
Dr. Sandra Zupicich
Clarkstown School District
Ms. Claire McEllan
*Dr. Howard Mendel
Fair Lawn School District
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Glen Cove School District
Dr. Penny Patsis
Glen Rock School District
Ms. Dianne Curtis
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Half Hollow Hills Central School District
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Dr. William Sefick
Hastings-on-Hudson UFSD
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Herricks School District
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Hillsborough Township School District
Dr. Michael P. Boyle
Little Falls Public Schools
Dr. Sherri Glassman
New Brunswick Public Schools
Dr. Shwetha Shetty
Oceanside School District
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Dr. Michael Cohen
Ms. Kristin Drewes
Dr. Michelle Hertz
Ms. June Nussbaum
*Dr. Joann Vaccaro
Port Washington School District
Dr. Steven Burnbaum
Dr. John Sweetland
Rahway Public Schools
Dr. Phillip Morvitz
Rockville Centre
Dr. Janine Rose
East Ramapo Central School District (Spring Valley)
Dr. Fern Weil
Valley Stream School District
Mr. William Clewell
Ms. Mindy Dickman
Dr. Mark Peterson
Westbury Public Schools
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Dr. Estel Saltiel
Dr. Stanley Zwick

White Plains School District
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Association for the Help of Retarded Children
Training Director/Chief Psychologist: Dr. David Louick

Astor Day Treatment Program
Dr. Rod Dimotta

Astor Home for Children, Rhinebeck
Training Director/Chief Psychologist: Dr. Athena Drewes

Bellevue Hospital Center
Department of Psychiatry
*Dr. Carol Golden-Scaduto
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Bronx Children’s Psychiatric Center
Dr. Elizabeth Sieger

Brookdale University Hospital & Medical Center
Department of Psychiatry
*Dr. Jannes

Child Guidance Center of Southern CT
Dr. Feria Weiller

Elmhurst Hospital Center

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Four Winds Hospital
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Dr. Lisa Brown
Dr. Risa Fogel

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Dr. Jennifer Ratas

Jackson Memorial Hospital/University of Miami
Dr. Suzan Tanner
Training Director: Dr. Eddie Roca
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Jersey Shore Medical Center
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Jewish Child Care Association
Dr. Naomi Berne

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**YCS Institute for Infant & Preschool**  
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**MCSHANE CENTER FOR PSYCHOLOGICAL SERVICES**

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