

SCHOOL PSYCHOLOGY (PH.D.)

NYSSED 76113

The Doctor of Philosophy in school psychology program is open to individuals who already have state certification in school psychology and to those without previous training in school psychology. It is the philosophy of the program to work with both types of students, upgrading the skills of practicing school psychologists and developing those skills in beginner students. These two objectives are viewed within the context of the urban focus of the program. The program espouses the scientist-practitioner model, which is viewed as most appropriate for achieving our students' goals.

The program provides the training and experiences necessary for its graduates to succeed in many leadership positions, in both urban or non-urban settings. These positions include but are not limited to:

1. scientist-practitioner, providing direct services to children and indirect services through socializing agents such as school/clinic personnel and parents;
2. supervisor, responsible for the effectiveness of other school psychologists;
3. administrator, responsible for developing, implementing, and evaluating educational psychological programs;
4. researcher, advancing the state of scientific knowledge; and
5. educator, functioning in institutions of higher education.

The school psychology doctoral program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information, contact:

Office of Program Consultation and Accreditation of the American Psychological Association
750 1st Street NE, Washington DC 20002
Telephone: 202-336-5979
Email: apaaccred@apa.org

Also, the school psychology doctoral program is registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology. In addition, graduates of the Fordham doctoral and advanced certificate school psychology programs are eligible to become Nationally Certified School Psychologists (NCSP).

Admissions

Applicants seeking admission to the Ph.D. program in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and these program-specific admission criteria:

- possess a bachelor's or a master's degree from an accredited college or university with a suitable foundation in the behavioral sciences, including successful completion of the following courses or their equivalent at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology or the psychology of learning, abnormal psychology, and psychology of personality. (Applicants who lack one or more of these prerequisites may still be admitted to the program; however, all but two of the prerequisites must be completed prior to taking any program coursework. These two prerequisites may be taken

concurrently with program coursework. It is preferred that missing prerequisites be taken at Fordham.);

- have academic and professional goals consistent with the objectives and purposes of the program;
- show evidence of a high degree of emotional stability and personal and social maturity as indicated by a study of the student's record and an interview with school psychology faculty;
- have earned a minimum undergraduate grade point average of 3.0 (B or better) or a minimum graduate grade point average of 3.5 (B+ or better)
- provide two reference reports;
- demonstrate satisfactory command of oral and written English; and
- provide proof of immunization against measles, mumps, meningitis, and rubella.

Please note that as of May 2022, GRE scores are optional for our program.

Requirements Program of Study

Course	Title	Credits
Psychology Core (selected in consultation with advisor)		
<i>Cognitive/Affective Aspects of Behavior</i>		
PSGE 6312	Psychology of Cognition and Affect	3
<i>Social Aspects of Behavior</i>		
PSGE 6345	Social Psychology	3
<i>Biological Aspects of Behavior</i>		
PSGE 7435	Neurobiological Bases of Human Behavior	3
<i>Ethics Requirement</i>		
PSGE 7444	Psychology: History and Ethics	3
<i>Multicultural Issues in Psychology</i>		
PSGE 6603	Multicultural Issues in Professional Psychology (or alternative in consultation with advisor)	3
<i>Individual Differences/Human Development</i>		
PSGE 7301	Advanced Developmental Psychology	3
Doctoral Research Core		
PSGE 7681	Quantitative Research Methods in Psychology and Education I	3
PSGE 7682	Quantitative Research Methods in Psychology and Education II	3
PSGE 7683	Qualitative and Single Case Design Research Methods I	3
PSGE 7684	Qualitative and Single Case Design Research Methods II	3
PSGE 7711	Psychometric Theory	3
PSGE 7900	Proseminar in Psychological and Educational Services (taken twice)	0
PSGE 8001 & PSGE 8002	Research Apprenticeship and Research Apprenticeship II ¹	0
Advanced Studies		
<i>Exceptional Developmental Differences</i>		
PSGE 6417	Developmental and Intellectual Disabilities	3
PSGE 6418	Emotional Disorders of Childhood and Adolescence	3

Professional School Psychology Core		
<i>Assessment</i>		
PSGE 7609 or PSGE 7412	Advanced Personality Assessment Personality Assessment	3
PSGE 7619	Advanced Personality Assessment Lab	0
PSGE 7418	Non-Biased Assessment and Decision-Making	3
PSGE 7508 & PSGE 7518	Cognitive Assessment and Cognitive Assessment Lab	3
<i>Intervention</i>		
PSGE 6311	Applications of Behavior Analysis in Educational Settings	3
PSGE 7422	Instructional Consultation ²	3
PSGE 7423	Therapeutic Interventions in the Schools	3
PSGE 7445	Theories of School-Based Consultation ³	3
PSGE 7620	Theories of Counseling	3
<i>Professional Issues</i>		
PSGE 7442	Role and Function of the School Psychologist ⁴	3
<i>Fieldwork and Internship</i> ⁵		
PSGE 7429 & PSGE 7499	Integration of Assessment Techniques and Integration of Assessment Techniques Lab ⁶	3
PSGE 7500 or PSGE 7501	Clinical Practicum in School Psychology ⁸ Clinical Practicum in Bilingual School Psychology	3
PSGE 7502 or PSGE 7503	Consultation Practicum in School Psychology ⁹ Consultation Practicum in Bilingual School Psychology	3
PSGE 7520	Doctoral Externship in School Psychology ¹⁰	1.5
PSGE 7490	Doctoral Internship in School Psychology I ⁷	3
PSGE 7492	Doctoral Internship in School Psychology II ⁷	3
<i>Supervision</i>		
PSGE 7452	Clinical Supervision of School Psychologists	3
<i>Program Evaluation</i>		
PSGE 7456	Evaluation of Psychological Services Delivery Programs	3
<i>Comprehensive Assessment</i>		
PSGE 0930	Doctoral Comprehensive Exam/ Assessment in School Psychology Part I (Psychology Core)	0
PSGE 0935	Doctoral Comprehensive Exam/ Assessment in School Psychology Part II (Research Core)	0
PSGE 0810 or PSGE 0815	Adv Cert/Professional Practice in School Psychology Comprehensive Assessment Adv Cert/Professional Practice in Bilingual School Psychology Comprehensive Assessment	0
Cognate Areas of Studies		9
Permanent Matriculation Status		
PSGE 0900	Permanent Matriculation	0

Dissertation		
PSGE 8999	Dissertation Seminar in Psychological and Educational Services ¹¹	6
PSGE 0999	PES Proposal Acceptance	0
EDGE 0990	Dissertation Oral Defense	0
EDGE 0999	Dissertation Format Review	0
Total Credits		103.5

- ¹ After taking PSGE 8001 Research Apprenticeship, students take PSGE 8002 Research Apprenticeship II until they complete their apprenticeship by earning a grade of "S" (Satisfactory). A minimum of two consecutive semesters is required.
- ² Requires student to conduct project with teacher and child.
- ³ Requires student to consult with teacher for eight sessions.
- ⁴ Requires school visits to interview/shadow school psychologists.
- ⁵ Students must complete a total of 650 hours of pre-internship fieldwork.
- ⁶ Requires minimum of one day per week for 15 weeks in centers or approved assessment setting. Students who would like to accrue practicum hours (related to assessment) over the summer may register for the optional course PSGE 6429 Pre-Practicum in Integration Assessment Techniques.
- ⁷ Doctoral Internship includes a minimum of 1,500 hours of supervised fieldwork (full time for one year or part time over two years); must meet CDSPP Internship Guidelines. Doctoral internship courses are offered as both 1.5 and 3 credits, but 3 credits each of PSGE 7490 Doctoral Internship in School Psychology I and PSGE 7492 Doctoral Internship in School Psychology II must be completed.
- ⁸ Requires a minimum of one day per week with on-site supervision for 15 weeks in an approved clinical setting.
- ⁹ Requires a minimum of 1 day per week with on-site supervision for 15 weeks in an approved school setting.
- ¹⁰ Requires a minimum of 150 hours of supervised fieldwork in an approved setting.
- ¹¹ A minimum of 6 credits of PSGE 8999 must be completed as part of the degree. Students are required to register for PSGE 8999 each semester (fall and spring) while completing dissertation work, through the semester of their oral defense. Students are assessed three credits of tuition charges for each semester of enrollment in the Dissertation Seminar.

Cognate Areas of Studies (9 credits)

Study in a cognate area (such as special education, therapeutic intervention, preschool child psychology, instructional interventions, or a bilingual specialty area), designed in consultation with the student's adviser, is required. The cognate is designed to provide advanced study in an area of student interest and need.

Students who enter the Fordham School Psychology Doctoral Program without prior completion of a relevant master's degree must earn a master's degree (M.S.E.) en route to the doctorate. Typically this becomes the student's cognate or specialty area; one or two additional courses may be required to earn the M.S.E. There are four available M.S.E. programs within the school psychology program:

- Psychology of Bilingual Students
- Therapeutic Interventions
- Preschool Child Psychology
- Educational Evaluation and Intervention

Additional Notes

Doctoral students who completed PSGE 0810 Adv Cert/Professional Practice in School Psychology Comprehensive Assessment as part of the Fordham advanced certificate program do not need to retake this comprehensive exam.

Students who entered the Fordham school psychology doctoral program as certified school psychologists may be exempted from some of the practice-related coursework. Entering students meet with their faculty advisers to review prior relevant coursework and experiences and to identify possible exemptions. The student is responsible for following GSE exemption procedures. If the exemptions are approved, the student is waived from the specific Fordham course requirement and guided to appropriate advanced-level courses to enhance professional skills and meet the requirement for completing at least 60 graduate-level credits at Fordham. Advanced-level students who are exempt from all of the courses in one of the three professional tracks (consultation, counseling, assessment) must take at least one advanced-level class in that area.

Completion Requirements

Students are admitted to the doctoral program on a provisional basis, and their progress is monitored through the matriculation review process and through periodic review by their mentor, adviser, program director, chairperson, and division faculty in dissertation seminar. Students apply for permanent matriculation once they complete 12 to 15 credits and PSGE 7900 Proseminar in Psychological and Educational Services.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association and the National Association of School Psychologists. Violation of ethical standards may result in termination from the program. The program is committed to fostering and maintaining a learning environment in which all members of the community feel valued and respected. The program reserves the right to review the progress of students and to terminate students from the program on the basis of inability to meet academic, personal, or professional standards.

To complete the Ph.D. in school psychology program, students must:

- complete a pre-doctoral internship consistent with internship guidelines of the Council of Directors of School Psychology Programs;
- complete the prescribed program of study, including a minimum of 99 credits beyond the baccalaureate. Additional courses may be required based on academic and experiential background. A minimum of 60 graduate credits in school psychology or a collateral field must be taken at Fordham University;
- maintain a minimum overall graduate grade point average of 3.5 (B+ or better);
- complete a two-semester doctoral proseminar (PSGE 7900 Proseminar in Psychological and Educational Services). Students register once for the proseminar in the fall of their first semester. The course starts in September and runs through the end of the spring semester of that academic year;
- complete a one-year doctoral residency seminar (minimum of two consecutive semesters), as well as a research apprenticeship (PSGE 8001 Research Apprenticeship and PSGE 8002 Research Apprenticeship II), under the supervision of a member of the faculty;
- complete comprehensive assessments covering the psychology core, research core, and professional practice;

- complete PSGE 8999 Dissertation Seminar in Psychological and Educational Services, including the preparation and oral defense of an original dissertation proposal under the direction of a mentor and committee of faculty;
- develop and defend in an oral examination an original dissertation in the area of school psychology; and
- complete all the requirements for the degree within eight years of initial registration in the program.

Students may be terminated from the program if they fail to complete any of these requirements.