SCHOOL PSYCHOLOGY (PH.D.)

NYSED 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 beginning 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 function in many leadership positions, and in urban or nonurban 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 fully accredited by the American Psychological Association and approved by the National Association of School Psychologists. For more information, contact the 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.

Admissions

Applicants seeking admission to the PhD 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 baccalaureate 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;
- 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
- have earned satisfactory scores on the Graduate Record Exam (GRE) Aptitude Section; test scores must be less than five years old
- demonstrate satisfactory command of oral and written English
- provide proof of immunization against measles, mumps, meningitis, and rubella

Requirements

Program of Study

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSGE 6312</td>
<td>Psychology of Cognition and Affect</td>
<td>18 to 21</td>
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<tr>
<td>PSGE 6345</td>
<td>Social Psychology</td>
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<tr>
<td>PSGE 7435</td>
<td>Neurobiology Bases of Behavior</td>
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<tr>
<td>PSGE 7444</td>
<td>Psychology: History and Ethics</td>
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<tr>
<td>PSGE 6702</td>
<td>Fundamentals of Educational and Psychological Measurement</td>
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<tr>
<td>PSGE 7681</td>
<td>Quantitative Research Methods in Psychology and Education I (required)</td>
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<tr>
<td>PSGE 7682</td>
<td>Quantitative Research Methods in Psychology and Education II (required)</td>
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<tr>
<td>PSGE 7683</td>
<td>Qualitative and Single Case Design Research Methods I (required)</td>
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<tr>
<td>PSGE 7684</td>
<td>Qualitative and Single Case Design Research Methods II (required)</td>
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<tr>
<td>PSGE 7711</td>
<td>Psychometric Theory (required)</td>
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<tr>
<td>PSGE 7900</td>
<td>Proseminar in Psychological and Educational Services (required)</td>
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<tr>
<td>PSGE 6417</td>
<td>Developmental and Intellectual Disabilities (required)</td>
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<td>PSGE 6418</td>
<td>Emotional Disorders of Childhood and Adolescence (required)</td>
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<td>Non-Biased Assessment and Decision-Making</td>
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<tr>
<td>PSGE 7508</td>
<td>Cognitive Assessment</td>
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Advanced Studies

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<td>PSGE 6417</td>
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Updated: 04-03-2020
School Psychology (Ph.D.)

Professional Issues
- PSGE 7442 Role and Function of the School Psychologist

Fieldwork and Internship
- PSGE 7429 Integration of Assessment Techniques
- PSGE 7490 Doctoral Internship in School Psychology I
- PSGE 7492 Doctoral Internship in School Psychology II
- PSGE 7500 Clinical Practicum in School Psychology
- PSGE 7502 Consultation Practicum in School Psychology
- PSGE 7520 Doctoral Externship in School Psychology

Supervision
- PSGE 7452 Clinical Supervision of School Psychologists

Program Evaluation
- PSGE 7456 Evaluation of Psychological Services Delivery Programs

Research Seminar
- PSGE 7507 Research Seminar in the Practice of Professional School Psychology

Comprehensive Assessment
- PSGE 0930 Doctoral Comprehensive Exam/Assessment in School Psychology Part I (Psychology Core)
- PSGE 0935 Doctoral Comprehensive Exam/Assessment in School Psychology Part II (Research Core)
- PSGE 0810 PD/Professional Practice in School Psychology Comprehensive Assessment or PSGE 081PD/Professional Practice in Bilingual School Psychology Comprehensive Assessment

Cognate Areas of Studies
Select a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling)

Total Credits 97.5-109.5

1. Select the appropriate course or courses in consultation with your program adviser. Requirements in this core area differ by program.
2. Students are required to take the proseminar, advanced research, measurement, and statistics courses. If students need the introductory-level courses in these areas, those courses also become part of this core. The number of required credits in the research core, accordingly, ranges from 12 to 21.
3. Students must complete a total of 650 hours of pre-internship fieldwork.
4. Requires student to conduct project with teacher and child
5. Requires student to consult with teacher for 8 sessions
6. Requires school visits to interview/shadow school psychologists
7. Requires minimum of 1 day per week for 15 weeks in Centers or approved assessment setting
8. Doctoral Internship includes a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years); must meet CDSPP Internship Guidelines
9. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
10. Requires a minimum of 1 day per week with on-site supervision for 15 weeks in an approved school setting
11. Requires a minimum of 150 hours of supervised fieldwork in an approved setting

Cognate Areas of Studies (9 credits)
Study in a cognate area (such as special education, sociology, writing as a psycholinguistic process, administration, or counseling), 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.

Doctoral students who received a master's degree prior to admittance may be exempt from six credits of the cognate requirement if they choose to declare the area in which they received their master’s as their area of specialty, and if the area is approved by the adviser as relevant. The remaining three credits of study in the cognate should be chosen to enhance expertise in the area.

Doctoral students who complete a master's degree as part of their PD program are exempt entirely from the cognate requirement.

Additional Notes
Doctoral students who completed PSGE 0810 PD/Professional Practice in School Psychology Comprehensive Assessment as part of the Fordham PD 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 exempt 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 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 PhD in school psychology, students must:

- Complete a predoctoral 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 (two consecutive semesters and a summer), including participation in the PSGE 8001 Research Apprenticeship (0 credits), which includes seminars, as well as a research apprenticeship under the supervision of a member of the faculty;
- Complete comprehensive assessments covering the psychology core, research core, and professional practice;
- Complete the three-credit 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.