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 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;
- 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; and
- 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 7681</td>
<td>Quantitative Research Methods in Psychology and Education I</td>
<td>3</td>
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<tr>
<td>PSGE 7682</td>
<td>Quantitative Research Methods in Psychology and Education II</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7683</td>
<td>Qualitative and Single Case Design Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 7684</td>
<td>Qualitative and Single Case Design Research Methods II</td>
<td>3</td>
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<tr>
<td>PSGE 7711</td>
<td>Psychometric Theory</td>
<td>3</td>
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<td>PSGE 7900</td>
<td>Proseminar in Psychological and Educational Services (0 credits)</td>
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<tr>
<td>PSGE 8001</td>
<td>Research Apprenticeship</td>
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<tr>
<td>&amp; PSGE 8002</td>
<td>Research Apprenticeship II ¹</td>
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Advanced Studies

Exceptional Developmental Differences

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<tr>
<th>Course</th>
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<tr>
<td>PSGE 6417</td>
<td>Developmental and Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PSGE 6418</td>
<td>Emotional Disorders of Childhood and Adolescence</td>
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### 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.