



School Psychology Ph.D.

Enhance your commitment to improving the well-being of youth and the systems that serve them by becoming a leader in a high-demand industry.

The Ph.D. in School Psychology program offers a nationally recognized and rigorous curriculum. This 111 credit-hour program is accredited by the American Psychological Association (APA) and is endorsed by the National Association of School Psychologists (NASP). Students can begin this program after obtaining a bachelor's degree from an accredited university. Upon completing the first 30 credits in the Ph.D. program, students will be awarded a Master of Science in Education (M.S.Ed.) in Child Psychology.

Located in Pittsburgh, Pennsylvania, Duquesne University provides diverse field placements for our students. Not only do candidates receive support from their expert faculty, they also receive support through the large network of successful school psychology alumni.

**GRADUATE ASSISTANTSHIPS FOR
COMPETITIVE APPLICANTS**

**100% PASSING RATES ON THE
SCHOOL PSYCHOLOGY PRAXIS**

Questions related to accreditation of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202-336-5979
apaaccred@apa.org
www.apa.org/ed/accreditation



**DUQUESNE
UNIVERSITY**

School of Education

Integrated, Responsive & Community Engaged Learning from the Start

- Involvement in on-campus research teams
- Real-world practicum experiences
- Opportunities to pursue research with faculty mentors, present at professional conferences and publish with faculty
- Field experience beginning in Year 1

Graduate Students Have Access to an Array of Learning Tools Including

- School of Education Graduate Lounge
- Multi-media center
- Curriculum library with school psychology resources
- Fully networked and automated reference library
- Onsite and remote access to online databases and electronic journals.

Admission Requirements

- University online application
- School psychology application
- Official transcripts
- GRE scores (optional)
- Minimum overall 3.00* GPA

**Applicants are customarily expected to have a 3.0 grade point average, based on a four-point scale, in their undergraduate work. However, exceptions may be granted on a limited basis, in which there is substantial additional evidence of a student's academic competency.*

About Duquesne University

A nationally ranked Catholic university, Duquesne is recognized for its outstanding academic and research programs. The University has earned accolades from *U.S. News & World Report*, *Princeton Review*, *Bloomberg Businessweek*, and *Washington Monthly Magazine*, among others. Situated in the heart of downtown Pittsburgh, Duquesne is home to 9,500 students in 80 undergraduate and 90 graduate programs across nine schools of study.

Hear from Alumni

"I can't speak highly enough about how Duquesne University's School Psychology program prepared me for success as a school psychologist. The program provides both breadth and depth of professional training in all domains related to the role and function of the school psychologist. The professors compliment the program with a wide array of professional research experiences. The program is accredited by the American Psychological Association and endorsed by the National Association of School Psychologists, which allow for more internship and practicum experiences for students."



Hilary Mangis, Ph.D.

School Psychology GE'09
Intermediate Unit 1, Pennsylvania Training and Technical Assistance Network

Faculty Spotlight

Elizabeth McCallum (Ph.D., School Psychology, University of Tennessee) is an Associate Professor in the School Psychology Program at Duquesne University



Dr. McCallum conducts and supervises doctoral student research in the area of academic and behavioral interventions, particularly using single subject methodology to empirically validate new and emerging interventions. Dr. McCallum's areas of research interests include academic interventions and accommodations, behavior interventions, and empirically validating mobile applications aimed at increasing children's academic and behavioral skills, particularly for underserved and at-risk student populations. She has published extensively in the area of math intervention, and was one of the developers of the evidence-based practice, the Taped Problems Intervention.



To learn more, visit our website or contact us today:

duq.edu/education
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