BILINGUAL SCHOOL PSYCHOLOGY, PROFESSIONAL DIPLOMA PROGRAM

66 credits
NYSED 83196

The Fordham Graduate School of Education offers two professional diploma (PD) programs in school psychology. Both programs lead to certification as a school psychologist. One of these programs, the bilingual PD program, leads specifically to a school psychology certificate with a bilingual extension.

Both professional diploma programs prepare students to serve as practicing school psychologists. Beginning with a foundation in undergraduate psychology coursework, the student completes a minimum of 66 graduate credits of academic study, including one year of supervised internship. The student is then awarded the professional diploma. Students who complete the program successfully are eligible to apply for National Certification as a School Psychologist and students who are U.S. citizens are recommended to New York state for NY certification as a school psychologist.

Graduates of the bilingual school psychology program who complete the master's in the psychology of the bilingual student are eligible for New York state certification as bilingual school psychologists (i.e. certification as a school psychologist with a bilingual extension).

Completion Requirements
To complete a PD in school psychology or bilingual school psychology, students must

- complete the prescribed program of study, including a minimum of 66 credits beyond the baccalaureate degree, with a minimum of 30 graduate credits taken at Fordham with the approval of an adviser (credit for previous graduate work is granted depending on its relation to the program);
- maintain a minimum overall graduate grade point average of 3.25 (between B and B+);
- successfully complete an end-of-program comprehensive assessment; and
- successfully complete any required related practica or field experiences.

Consistent with accreditation guidelines of the National Association of School Psychologists (NASP), students earning a Professional Diploma in School Psychology at Fordham University must take the National Certification in school psychology Exam and request that their scores be submitted to the program director prior to graduation. Although a passing score on the test is not required for graduation, students are encouraged but not required to seek national certification. Because the Fordham school psychology program is fully approved by NASP, students who successfully complete the program and obtain passing scores on the national certification exam are eligible for National Certification as a School Psychologist.

Acceptance into the program carries with it the responsibility to uphold the published ethical standards of the American Psychological Association. 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. Students may be terminated from the program if they fail to complete any of these requirements.

Admissions
Admission Requirements
Applicants seeking admission to one of the professional diploma programs in school psychology must meet the general requirements for admission to graduate study in the Graduate School of Education and the following program-specific 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 courses or their equivalent in the following areas, at either the undergraduate or graduate level: general psychology, child/developmental psychology, educational psychology, abnormal psychology, and psychology of personality. Applicants who lack one or more of these prerequisites may be admitted to the program; however, all but two 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.
- Choose to take and pass a minimum competency examination in psychological and educational measurement. (Students who do not meet the criterion level or choose not to take the exam will be required to enroll in PSGE 6702 FUNDAMENTALS OF EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT during their first semester 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, as well as personal and social maturity as indicated by both the student's record and by 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 letters of reference.
- Demonstrate satisfactory command of oral and written English.
- Provide proof of immunization against measles, mumps, meningitis, and rubella.

Applicants for the bilingual program must also demonstrate competency in both English and a second language through: a license as a bilingual teacher; or a successful rating on a test of dual language proficiency (for example, New York state Education Department Language Proficiency Examination).
## Requirements

### Program of Study

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>PERSONALITY ASSESSMENT</td>
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<td>PSGE 7418</td>
<td>NON-BIASED ASSESSMENT AND DECISION-MAKING</td>
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<td>PSGE 7508</td>
<td>COGNITIVE ASSESSMENT</td>
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<td>PSGE 6311</td>
<td>APPLICATIONS OF BEHAVIOR ANALYSIS IN EDUCATIONAL SETTINGS</td>
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<td>ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST</td>
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<tr>
<td>PSGE 6401</td>
<td>SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS (required)</td>
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<td>PSGE 6446</td>
<td>CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY</td>
<td>3</td>
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<tr>
<td>PSGE 6603</td>
<td>MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY</td>
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<td>PSGE 7425</td>
<td>ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION</td>
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<td>PSGE 7424</td>
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<td>PSGE 6418</td>
<td>EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE</td>
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<td>EDGE 6100</td>
<td>ISSUES AND TRENDS IN AMERICAN EDUCATION</td>
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<td>EDGE 6101</td>
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<td>PSGE 0815</td>
<td>PD/PROFESSIONAL PRACTICE IN BILINGUAL SCHOOL PSYCHOLOGY COMPREHENSIVE ASSESSMENT</td>
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**Total Credits:** 66

1. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved assessment setting
2. Internship includes one full academic year or a minimum of 1500 hours of supervised fieldwork (full time for one year or part time over two years).
3. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved clinical setting
4. Requires a minimum of 1 day per week with onsite supervision for 15 weeks in an approved school setting

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### Bilingualism in Education

Select two of the following with guidance to meet NYSED certification requirements:

- **CTGE 5841** PRINCIPLES OF BILINGUAL EDUCATION
- **CTGE 7843** SCND LANG PROFICNCY/LRNG
- **CTGE 7844** LANG/ED ASMT MLT LANG ST
- **PSGE 6401** SEMINAR IN THE PSYCHOLOGY OF BILINGUAL STUDENTS (required)
- **PSGE 6446** CONSULTATION WITH FAMILIES IN A DIVERSE SOCIETY
- **PSGE 6603** MULTICULTURAL ISSUES IN PROFESSIONAL PSYCHOLOGY
- **PSGE 7425** ADVANCED INTERVENTION SEMINAR: PRESCHOOL INTERVENTION
- **PSGE 7424** ADVANCED ASSESSMENT SEMINAR: BILINGUAL ASSESSMENT (required)
- **PSGE 6418** EMOTIONAL DISORDERS OF CHILDHOOD AND ADOLESCENCE

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### Fieldwork

- **PSGE 7429** INTEGRATION OF ASSESSMENT TECHNIQUES
- **PSGE 7482** PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY I
- **PSGE 7483** PROFESSIONAL DIPLOMA INTERNSHIP IN BILINGUAL SCHOOL PSYCHOLOGY II
- **PSGE 7501** CLINICAL PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY
- **PSGE 7503** CONSULTATION PRACTICUM IN BILINGUAL SCHOOL PSYCHOLOGY

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### Cognate

- **PSGE 6312** PSYCHOLOGY OF COGNITION AND AFFECT
- **PSGE 6417** DEVELOPMENTAL AND INTELLECTUAL DISABILITIES

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*Updated: 10-29-2018*