

SCHOOL PSYCHOLOGY PROGRAMS

Office: Room 1008
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The Division of Psychological and Educational Services (PES) offers master's and doctoral programs in school psychology.

Programs in school psychology develop knowledge and expertise for individuals for positions in Pre-K–12 schools, for psychological services to children in health-service settings, for academic and research careers, and for independent psychological practice.

General Requirements

PES applicants must meet the general and specific program requirements described in this bulletin. An interview may also be required to reveal more about the applicant's personal and professional goals and qualifications.

All students accepted into a PES program are assigned a faculty adviser. Students, however, are responsible for meeting all requirements and deadlines for the completion of their studies in a satisfactory manner.

All Ph.D. students in the division must file for evaluation for permanent matriculation status during the semester after they have completed their first 12 to 15 credits at Fordham.

Admission to any of the PES programs also obligates students to uphold the appropriate ethical standards of the professional organizations, such as the American Psychological Association, and professions for which students are preparing.

Credit for previous graduate work may be granted depending upon its relevance to the student's program at Fordham. The following minimum number of credits must be completed in the Fordham Graduate School of Education: 24 for all master's programs; 24 beyond the master's for all Advanced Certificate (formerly Professional Diploma) programs; 45 beyond the master's for doctoral degree programs. With approval, students may take some of these credits in other schools of Fordham University. Exemptions from any courses will follow existing GSE procedures.

Students who are certified school psychologists when they enter the Fordham school psychology doctoral program may be exempted from some of the practice-related coursework, but they are expected to enhance their skills by completing at least 60 graduate-level credits at Fordham.

All PES students must pass a comprehensive assessment before graduation. All students should consult with their advisers regarding the timing and nature of comprehensive assessments.

Students and graduates of Fordham's school psychology programs are expected to be guided in their professional conduct by ethical principles, such as those described in the code of the American Psychological Association. They must exercise personal responsibility for continuing self-evaluation, and personal and professional development.

The Fordham University school psychology programs are accredited by the American Psychological Association (for the doctoral program) and

approved by the National Association of School Psychologists through the National Council for Accreditation of Teacher Education.

For more information about the accreditation status of the school psychology doctoral program by the American Psychological Association, 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

The school psychology doctoral program is also registered with the New York State Education Department for purposes of school psychology certification and professional licensing in psychology.

Programs

- School Psychology (Ph.D.)

School Psychology Certificate Programs

- Bilingual School Psychology (Adv Cert)
- School Psychology (Adv Cert)
- School Psychology Bilingual Extension (Adv Cert)

Specializations available to School Psychology students

- Educational Evaluation and Intervention (M.S.E.)
- Preschool Child Psychology (M.S.E.)
- Psychology of Bilingual Students (M.S.E.)
- Therapeutic Interventions (M.S.E.)