

Alliant International University
Pupil Personnel Services Program – School Psychology
Program Summary

PROGRAM DESIGN

Leadership within the Credential Program

The Pupil Personnel Services Credential Programs through the California School of Education (CSOE) at Alliant are led by a dedicated team of education professionals, focused on providing high-quality and rigorous training to our PPS candidates to meet the demands and expectations of a modern school site environment. Our team consists of the following:

- **Dean, CSOE:** Dr. Kristy Pruitt
 - **System-wide Program Director:** Dr. Vangie Akridge
 - **Clinical Practice Coordinator:** Vacant; Candidate Selected, Pending Hire
 - **Core Faculty**
 - **Adjunct Faculty**
 - **Credential Department Supervisor and Accreditation Liaison Officer:** Carmy Preston
 - **Credential Analyst for PPS Programs:** Erika Albarran
 - **Records Assessor for AB 130 Compliance:** Jodi Hudson
 - **Accountability and Compliance Officer:** James Bailey

Resource: [CSOE Organizational Chart](#)

Communication within the Credential Program and Institution

Credential Program:

Upon entry into the program and enrollment into a specific program pathway – either School Counseling or School Psychology – Candidates are paired up with an Academic Advisor and Credential Analyst that specialize in their specific program pathway.

- **Academic Advisor:** The Academic Advisor works directly with the candidate to follow a specific Master Plan of Study, registering him or her into the approved courses within the appropriate scope and sequence of courses. The Academic Advisor also serves as the first point of contact for candidates should they have any questions regarding their program while enrolled.
- **Credential Analyst:** The Credential Analyst provides detailed support regarding the candidate’s progress in the credential program. Beginning with the first Welcome Email in addition to a PPS Program Packet, which is currently in development, candidates work directly with their personal Credential Analyst, based on their Program Pathway of either School Counseling or School Psychology, as they hit key benchmarks during their program. Candidates must meet the necessary checkpoints in order to begin serving on a valid PPS Intern Credential with a partnering school or school district. Credential Analysts monitor candidate progress throughout the program and conclude by recommending successful program completers for their Clear PPS Credential.

Institution:

At Alliant, ongoing and effective communication occurs within the CSOE Pupil Personnel Services Program in many formats as outlined in the [Lines of Communication](#) chart. Updates and revisions from the California Commission on Teacher Credentialing (CTC) and program are communicated through update emails from the Leadership Team including: PPS Department Meetings, Academic Council policy updates, Program Director meetings, and bi-weekly, one-on-one checkpoint meetings with leadership. Core and Adjunct Faculty receive updates and revisions from monthly collaborative meetings. In the coming months, the PPS Program will implement a calibration tool and corresponding training that provides information for current and new faculty each term. This calibration information will consist of orientations, program overviews, policies and procedures, online course building, syllabi navigation, and grading-issuing support policies for all pedagogy, practica, internship fieldwork, and specialty authorization courses.

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PPS Candidates:

Ongoing communication with teacher candidates occurs through an overview of the program, which can be located within the [Alliant CSOE website](#), during scheduled “[Meet & Greets](#)” upon admission into the program, in [New Student Orientations](#), and during advisement and orientations with the candidate’s Academic Advisor and Credential Analyst. The PPS Department currently has resources available to candidates via the [Student Hub within Microsoft SharePoint](#), but is also currently developing a more modern and accessible **PPS Program Resource Page** to house program documents, supporting resources, Credential Department updates, the most current updates from the CTC, any recent program changes, and a link to the CTC home page for direct access. In addition, this new platform will include specific guidance for Clinical Practice courses including the [School Psychology Handbook](#), [School Psychology Practicum Presentation](#), and [School Psychology Fieldwork Presentation](#).

Structure of Coursework and Field Experiences in the Credential Program:

The PPS School Psychology Programs are offered in a hybrid, online format with an embedded residency requirement and utilizes an apprenticeship model of training. The residency is a one-day, weekend meeting during each of the individual and group counseling courses and 2 two-day weekend meetings during each of the 3 assessment courses. The residencies are held in two campus location options: Northern California or Southern California. In the case of a national emergency, the ongoing pandemic, or school closures, the residency requirements are held virtually.

The structure of coursework and field Experiences is outlined in the **Master Plan of Study (MPS)** will be provided to candidates enrolled in CSOE programs. Academic Advisors work with both the Credential Department as well as the PPS Department to approve the scope and sequence documents at each term of enrollment. The Master Plans of Study will follow the [approved course sequence](#).

Program Modifications Over the Recent Two Years:

The Pupil Personnel Services Programs have undergone extensive changes in the last two years. Not only did the program as a whole grow in numbers, but Alliant was able to separate the program pathways of PPS: School Counseling and PPS: School Psychology. Additionally, Alliant was able to increase the career opportunities for program completers by offering an Education Specialist Degree + PPS Credential option in addition to the Masters Degree + PPS Credential option and the PPS Credential Only option.

Using feedback from educational partners, the PPS School Psychology Programs have made significant changes to encourage success of program candidates. Assessment courses have been moved up within the [sequence of courses](#) and the number of practicum courses increased from four to six. Additionally, the assessment courses have started to implement the use of virtual assessment tools.

Means for Educational Partner Input:

The [CSOE Pupil Personnel Services Advisory Board](#) plays an active role in CSOE’s decision-making process. Quarterly meetings collect input from the board members regarding Program-Specific changes. The Advisory Board allows for transparency, accountability, and informed decision-making to improve the success of the programs and students. Joint townhall meetings with the PPS Department, Admissions Department, and key CSOE Faculty as well as [community collaborations](#) provide a consistent venue for program input and ensure that the program remains current and effective for the modern school environment. Additional, valuable feedback is obtained through program candidates in the form of program data through [Adjunct Course Interest Surveys](#), [Course Completer Surveys](#), [Exit Surveys](#), and Alumni Surveys data from PPS Competencies with online instruction, and proposed assessment measures.

COURSE OF STUDY (CURRICULUM AND FIELD EXPERIENCE)

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Description of Sequence of Coursework

Candidates follow an [approved sequence of coursework](#) while enrolled in the program. Candidates begin the program by taking foundational courses focuses on development, history, methodology, and behavior management while completing practicum hours in the field. Once Candidates successfully complete their practicum hours and pass their comprehensive exam, they are ready to begin field work/internship courses in combination with program pathway-specific pedagogy courses. This combined effort is designed to emphasize theory-to-practice in which candidates learn pedagogical content and then apply it in a real-world clinical practice field experience setting. The draft of the course sequence is located in the University Catalog and each course title is linked to the corresponding course description:

- [EdS Degree with PPS Credential in School Psychology with an Emphasis in School-Based Mental Health](#)

Coordination of Coursework with Fieldwork

The Master Plan of Study created by Alliant is a scope and sequence of courses that is designed to build on one another as content is learned and connections are made within clinical practice field placements. The [approved sequence of coursework](#) document provides a detailed picture of the coursework and fieldwork pairings. As is exemplified in the Master Plans of Study, Candidates begin their clinical practice experiences during their first term of enrollment. Here, candidates are engaged in their practicum courses while completing the foundational pedagogy courses. After candidates successfully pass their School Psychology Comprehensive Exam, they begin Field Work/Internship clinical practice courses while they simultaneously complete coursework focused on their program emphasis of School-Based Mental Health.

The PPS Program is currently revising program support for candidates by incorporating various benchmarks that are required to be met by candidates during their program.

Types of Coursework in Critical Areas

In this program, the following courses have been identified as critical courses:

- English Language Learners
 - [PPS 60490](#): Atypical Populations, Alternative Eligibility Assessments
 - [PPS60100](#): Multicultural Children, Adolescents and Their Families
- Technology
 - [Kognito Virtual Simulation](#) is embedded within the Practicum Courses
 - Virtual Assessment Tools included within assessment courses
- Critical Thinking
 - [PPS60480](#): Case Study Development: Psycho-educational Assessment
 - [PPS60460](#): Assessment of Learning Problems and Intervention Strategies
 - [PPS60490](#): Atypical Populations, Alternative Eligibility Assessments
 - [PPS60290](#): Behavior Management
 - [PPS60220](#): School Safety, Violence Prevention, Crisis Intervention
- 21st Century Skills
 - The introduction of virtual platforms such as [Kognito](#) and [virtual assessment tools](#) embrace the direction of the field of Pupil Personal Services. Alliant provides candidates with the knowledge and skills that are necessary to adapt to frequent, current changes in the field, especially during the time of worldwide health crises that impact instructional and school practices.
- Reflection of Professional Responsibilities
 - [PPS60340](#): Professional Roles: Comprehensive Exam

Number and Types of Field Placements

PPS School Psychology candidates are required to complete a minimum of 450 hours of Practica between the second and seventh terms of the program. Of these hours, a minimum of 300 must be within the Pre-K – 12 school environment

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while the remaining 150 may be within clinical and community settings. Once the Comprehensive Exam as been successfully completed, candidates are eligible to begin their Field Work/Internship beginning in their eleventh term of the program. Candidates are required to completed a minimum of 1200 hours of Field Work/Internship. Of these hours, a minimum of 100 hours must be within the Pre-K – 12 school environment while the remaining 200 hours may be completed in other fields related to School Psychology.

While completing clinical practice hours within school settings, Candidates are required to completed these hours within partnering schools/districts which meet the [diversity requirements](#) set forth by the state. Typically, School Psychology candidates will serve in two (2) school setting placements during their clinical practice hours and these placements will be a combination of elementary, middle, and high school grade levels.

Connection of Field Experience with Coursework

The combination of pedagogy and clinical practice courses allow PPS School Psychology candidates to use theory-to-practice to address key concepts within the field such as assessment, crisis intervention, consultation, counselling, IEPs, and support of English language learners and culturally diverse students. These connections are assessed during the practicum and field work/internship clinical practice courses through [evaluation forms](#) and competency forms within the Site Supervisor Handbooks: [Practica](#) and [Internship](#).

Field Supervision, Advisement, Evaluation

Candidates are required to submit an evaluation from the Site Supervisor at the conclusion each Practicum (6 courses) and Field Work/Internship (4 courses) course. The course instructor reviews the evaluation form for completeness and to identify any potential issues for the individual candidate. Should issues be discovered, the candidate is referred to the Program Director for further review.

ASSESSMENT OF CANDIDATES

How and When Candidates Are Assessed for Program Competencies

Candidates are assessed throughout each Practicum and Field Work/Internship course as well as via the [Comprehensive Praxis Exam](#).

Communication and Advice Candidates Received About Assessment

Upon enrollment into the PPS School Psychology Program, candidates are presented with a [PPS School Psychology Handbook](#) as well as overviews of both the [Practica Process](#) and [Internship Process](#) that discusses the requirements of the program, including assessment expectations.