



Alliant International University
**California School
of Education**

School Counseling Handbook
Master of Arts in Education:
School Counseling with Pupil Personnel Services Credential in
School Counseling
2017-2018



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University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:



1. To provide the education and training of well-rounded professionals who will serve local, national, and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

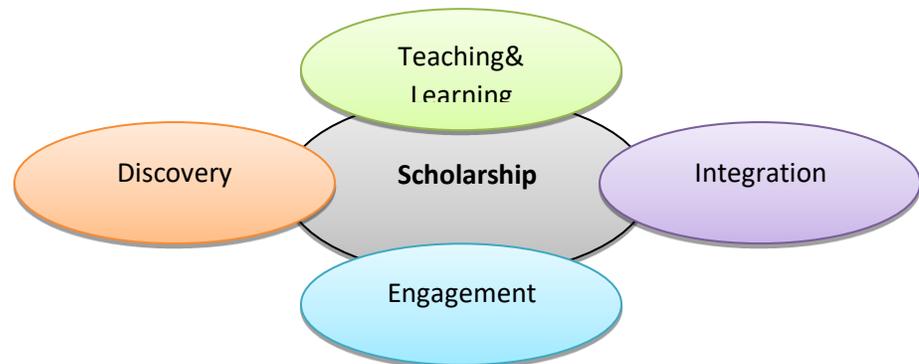
Theoretical Framework

Revised: 3/23/2017

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

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Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.



Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus, we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates bring to our courses and provide the environment for them to utilize their

uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.



Mission/Vision/Goal

The mission of the School & Educational Psychology Programs is to develop and implement a quality urban school psychology training model that prepares school psychologists to embrace a keen commitment to assist in the academic success and well-being of all students within a school district. Our school psychologists will value diversity, be proficient in their subject content, and utilize empirical data in their roles as problem-solvers and decision-makers.

The PPS Credential Program in School Counseling is designed to train and prepare students, at the master level to become competent credentialed school psychologists in the state of California.

School Mission: The California School of Education at Alliant International University prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society. We accomplish this by offering our candidates preparation centered on multidisciplinary and holistic approaches to education.

Program Mission/Goal: The Programs in School & Educational Counseling unit is designed to provide students with a sound theoretical and empirically knowledge base grounded within the domain of applied educational Counseling. In order to achieve this objective, school districts, administrators, teachers, parents, and school support personnel are partners and are an integral component of our training programs. The master's degree and doctoral degree level programs espouse a holistic emphasis grounded in a professional practice training model. The unit's primary focus is to prepare culturally-informed practitioners who are capable of making contributions to the existing knowledge base and empirical findings within Counseling and education so they can become effective agents of change within the school districts where they are gainfully employed. Specifically, the graduates of the Programs in School and Educational Counseling unit will be prepared to make substantive contributions to the domain of applied educational Counseling through the adoption of diverse professional roles (e.g., consultation and prevention science), the application of psycho-educational assessment strategies and intervention modalities to address learning barriers/challenges as well as adoption and implementation of educational action research activities that facilitate the adoption and implementation of program changes and improvements.



Program Description

The master's degree program in school Counseling prepares students to obtain the PPS (Pupil Personnel Services) credential that allows them to practice, as a school psychologist, in California Schools.

During the three-year master's degree program, students will take evening classes and engage in fieldwork and Internship. Upon completion of 49 semester units (including 600 practicum hours), candidates will qualify for the Master of Arts in Education: School Counseling degree from Alliant International University, and will qualify for recommendation to the CCTC for the PPS Credential in School Counseling. Paid internships are dependent on the budgets and policies of individual school districts. While working as interns in the third year, students who have applied and been admitted to the Psy.D program, will be able to enroll concurrently in the Psy.D. Program with classes meeting in the evenings and weekends to accommodate working professionals. Thus, students who enroll in the Psy.D program while completing internships will be completing the last year of the credential program simultaneously with the first year of the Psy.D program. This reduces the time-to-degree from six to five years.

The master's degree and credential programs in school Counseling will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in other related fields. The program can be completed by those who work at other jobs during the week as long as students allow for approximately eight to ten "school-time hours" (K-12) per week to complete course/practicum assignments. To complete the credential in the third year, students will need to complete 1200 hours of a paid internship or 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

Applicants for admission to the master's degree program in school Counseling will need to have a grade point average of 3.0 on a 4.0 scale in their undergraduate work. Students must also maintain a 3.0 in their studies at Alliant International University.

Participants will also need to pass the CBEST exam prior to the start of the second year of classes in the school Counseling program as well as the comprehensive exam prior to starting an internship. All students are required to take and pass the Praxis 2 exam prior to the completion of their internship and submit their scores to the program. Students are responsible for: 1) paying the examination fees, 2) going to the local testing center, 3) taking the exam, and 4) forwarding the scores to the School & Educational Counseling Programs.



Student Learning Outcomes and Assessment

Professional Skills

Professional Skills courses provide PPS Credential students with competencies (i.e. how to administer, score, interpret and intervene using psycho-educational assessment techniques/interventions) within school and community settings. The six Special Focus Area courses provide the Educational Counseling Psy.D students with skill training within the domain of applied educational Counseling (e.g. infant mental health; pediatric Counseling, provision of services for children and adolescents in alternative placements, screening and identification of autism spectrum disorders, child neuropsychology, and multicultural counseling).

Student Learning Outcomes – PPS Credential program in Measurable Terms

- Able to administer, score, interpret, and write test reports based on psycho-educational assessments.
- Able to select and intervene effectively using psycho-educational interventions.

Professional Roles

The Professional Roles courses provide PPS Credential students with psycho-educational competencies (e.g. the adoption of diverse professional roles) associated with the culturally-informed practice of applied school/educational Counseling.

Student Learning Outcomes – PPS Credential Program in Measurable Terms

- Able to develop a professional practice role identity that is consonant with the field of professional school Counseling.

Applied Research

The Applied Research courses in the PPS Credential students with training in program development and evaluation and qualitative methodological approaches associated with educational action research endeavors.

Student Learning Outcomes – PPS Credential Program in Measurable Terms

- Able to engage in program development and evaluation as well as educational action research endeavors based on qualitative research methodologies.

Professional Concepts

Professional concept courses provide PPS Credential program students with training in the direct application of theory to the adoption of various roles within educational context (s) that are associated with the practice of applied school/educational Counseling within school districts.



Student Learning Outcomes – PPS Credential program in Measurable Terms

- Able to apply professional concepts (professional conduct, techniques, practices) to educational settings that are associated with multicultural school Counseling.

Alliant Professional Practice competency (PPS)	Program Competency/Student Learning Outcome
A – A domain specific body of knowledge and research/scholarship	Professional Skills, Professional Roles
I – Insight into the context of practice	Professional Concepts
M – Multicultural/International competence	Professional Skills
P – Professional Literacies	Applied Research
A – Application of knowledge and research/ Scholarship in new ways	Professional Concepts
C – Conduct, judgment, dispositions and ethics	Professional Skills
T – Team-based and multidisciplinary approaches	Professional Concepts



PPS Professional Practice Competencies								
Curriculum Map/Learning Outcomes Matrix: MAE with PPS School Psychology	Units	Discipline-Specific Body of Knowledge, Research & Scholarship	Insight into the Context of Practice	Multi-cultural Competence	Professional Literacies	Applications of Knowledge	Conduct, Judgement, Ethics	Team-Based and Multi-disciplinary Approaches
<u>Year 1</u>								
PPS6009 Child through Adolescent Development: Biological, Behavior, Cognitive	3	X	X	X	X			
PPS6016 History, Legal/ethical Issues	3		X		X		X	
PPS6025 Methodology of Educational Research	3	X			X	X		
PPS6001A PPS6002A Practicum	.5/.5	X	X	X	X	X	X	X
PPS6010 Multicultural Children, Adolescents and Their Families	3	X		X	X		X	
PPS6022 School Safety, Violence Prevention, Crisis Intervention	3	X				X	X	
PPS6580 Group Counseling	3	X		X	X		X	
<u>Year 2</u>								
PPS6570 Individual Counseling	3	X		X	X		X	
PPS6031 Program Development and Evaluation	3	X	X			X		
PPS6029 Behavior Management in the Classroom	3	X			X	X		X
PPS6024 Family, School and Community Collaboration	3		X	X		X		X
PPS6014 Academic Intervention: Accommodation and Modification	3				X	X		X
PPS6003A PPS6004A Practicum	.5/.5	X	X	X	X	X	X	X
PPS6036 Professional Roles: Comprehensive Exam	3				X	X	X	
PPS7210 Internship, full-time	5		X			X	X	X
PPS7211 Internship, full-time	5		X			X	X	X
Praxis 2		X	X	X	X	X	X	X
Comprehensive Examination		X	X	X	X	X	X	X



REGISTRATION

- Students may not register for any courses unless officially admitted to the University by the AIU Admissions Office.
- Students may not attend any class for which they are not officially enrolled after registration closes for the semester.
- Students will not receive credit for any course in which they are not officially registered. Except in unusual circumstances, registration after the first week of classes will not be permitted. Students must obtain permission for late registration from their advisor and instructor of the class.
- Official registration includes both the selection of classes and payment of tuition and fees.
- Registration must be completed by the student or his/her legal agent. None of the registration procedures may be waived by anyone, including deans, department directors, the registrar, or ID members of the faculty or the administrative staff.

REGISTRATION DATES

Registration dates are announced in the academic calendar that is published each year. New and returning students are urged to pre-register, and new students are expected to register no later than the regularly scheduled registration days of the semester of academic work. In order to attend class, a student must be officially registered for courses.

Registration is conducted in the Credentials Office in the School of Education. After the first semester students do have the option to register for classes on-line. An appointment with the student advisor is necessary to register in person.

All students, please contact Larissa Dizon at ldizon@alliant.edu or 858-635-4058 for registration related questions.

SERC (Student Evaluation Review Committee)

The HSOE SERC (Student Evaluation Review Committee) may be called by the campus program director when there is concern that a HSOE student or program Candidate may not successfully complete the program's coursework or comprehensive examination required to move into Candidacy, may not successfully complete Candidacy, or may not be recommended for a credential. Students can also self-refer to SERC to receive some guidance and support in addressing any school-related matter. The SERC consists of the campus program director, the several faculty members in the Program along with Student Support Services personnel. The SERC meets with the student to discuss concerns, reasons for referral, reasons for dismissal from the California School of Education, and plans for resolution. SERC is recommending body and the final decision is made by the System-wide Director of



Psychology. This decision can be appealed to the Dean of HSOE as prescribed in the student handbook.

Please refer to the Alliant International University Student Handbook for additional information regarding the “Student Code of Conduct” and “Problem Solving and Informal Dispute Resolution Guidelines.”

Alliant Online Information Sheet

How to log on:

ALLIANT PORTAL

Go to www.alliant.edu

Go to myalliant.edu

Username: your first name.last name (there is a period in between)

Password: enter your personally created password

- **The myalliant portal contains all of your personal student or faculty information**



OUTLOOK WEB

Alliant E-mail: (your name)@alliant.edu

ACCESS (EMAIL):

first name.last

NOTE – YOU ARE REQUIRED TO CHECK YOUR ALLIANT EMAIL ACCOUNT

Go to <https://email.alliant.edu>

Domain\username is: Alliant\ (your first name and last name, separate by a period in between))

Password is: your personally created password (after you changed it when you received your temporary password from the IT department)

If you need further assistance contact the IT Helpdesk at 858-635-4357 or via e-mail at helpdesk@alliant.edu.

**MASTER PLAN OF STUDY (MPS)
MAE in School counseling with PPS Credential
2017-2018
T-5 Start**



Course #	Course Title	Units
March 6-May 7, 2017		
PPS6001A	Practicum	0.5
PPS6009	Child through Adolescent Development: Biological, Behavior, Cognitive	3
PPS6016	History and Trends of School Supportive Services	3
May 8-July 2, 2017		
PPS6002A	Practicum	0.5
PPS6010	Multicultural Children, Adolescents, and Families	3
PPS6022	School Safety, Violence Prevention, Crisis Intervention	3
July 3 - Aug 27, 2017		
PPS6003A	Practicum	0.5
PPS6025	Methodology of Educational Research	3
PPS6031	Consultation, Program Development and Evaluation	3
Aug 28 - Oct 22, 2017		
PPS6004A	Practicum	0.5
PPS6024	Family, School and Community Collaboration	3
PPS6045	Career Counseling	3
Oct 23- Dec 17, 2017		
PPS6014	Curriculum Instruction and Academic Accommodation and Modification Int	3
PPS6029	Behavior Management in the Classroom	3
Jan 8 - Mar 4, 2018		
PPS6570	Individual Counseling	3 (RESIDENCY)
March 6 - May 7, 2018		
PPS6580	Group Counseling	3 (RESIDENCY)
May 7 - July 1, 2018		
PPS6036	Professional Roles: Comp Exam	1
PPS7210*	Fieldwork/Internship - Practicum	2.5
PPS7210*	Fieldwork/Internship - Practicum	2.5
PPS7211**	Fieldwork/Internship	2.5
PPS7211**	Fieldwork/Internship	2.5



**can be taken after students
completed 100 hours*

have successfully

***can be taken while students are completing coursework and practica.*

COURSE DESCRIPTIONS

PPS 6001A, 6002A, 6003A, 6004A (.5 units each)

Students are required to register for a practicum seminar during semesters one, two, four, and five. Some practicum activities are directly related to the courses students are enrolled in. Most courses require “field activities as part of the course requirements. As students complete these assignments, the hours are counted towards the total 100 practicum hours required by CCTC. Students may also provide other services to school districts to meet the total hour requirements. Seminar advisor works with student, instructor and/or district liaison to provide guidance to student and evaluate practicum performances.

PPS 6009 Child through Adolescent Development: Biological, Behavior, Cognitive (3 units)

This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both theoretical and applied aspects of development, learning theories and parenting and teaching children from ethnic, linguistic, and cultural diversity perspectives.

PPS 6010 Multicultural Children, Adolescents, and Their Families (3 units)

The objective of this course is to provide the PPS student with an overview of the issues related to the topics of multicultural families, at risk low income families, and successful community intervention programs for disadvantaged families that exist in the literature. Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic; social and gender diversity.

PPS 6016 History, Trends Legal and Ethical Issues in Schools and Support Services in Schools (3 units)

This course is designed to familiarize students to the history and current activities in the field of school psychology. Students will explore future directions and possibilities as well as gain a perspective of how school counseling aligns with other related fields. Course will explore the values, mores, protocols, mandates and cultures of public school systems, and exposes students to the various constituencies on campuses and local school district.

PPS6014 Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

The focus of this class is on the technology of applied behavior analysis, including the functional analysis of children’s behavior and development, implementation and evaluation of behavior management programs for children and youths.

PPS 6024 Family, School and Community Collaboration (3 units)



This course is designed as an introduction to the various types of consultation activities conducted by school counselors including consulting with teachers, facilitating team meetings, collaborating with various professionals and parents, leading in-service meetings, etc. In addition, inter-personal communication skills will be explored.

**PPS 6045 Academic and Career Counseling
(3 units)**

This course provides school counseling students with practical information to advise students and parents regarding college admission. The course is designed to promote career advisement knowledge and skills related to: consultation with parents, drop-out prevention, student motivation, academic/career preparation, assessment, application process, financial aid, and interventions to enhance students and parents' decisions regarding college admission process.

**PPS 6025 Methodology of Educational Research
(3 units)**

The objective of this course is to provide the school counseling graduate student enrolled in the Pupil Personnel Certificate program with exposure to both quantitative and qualitative educational research methods. The student will also be prepared to learn how to select the most appropriate educational research method to suit the educational research question(s) under investigation in school settings.

**PPS 6022 School Safety, Violence Prevention, Crisis Intervention
(3 units)**

This course is designed to give students an overview of the various aspects of violence on the school campuses. Guidelines to safe schools, violence prevention and crisis intervention will be explored including intervening with aggressive students

**PPS 6029 Behavior Management in the Classroom
(3 units)**

This course is designed to introduce students to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Students will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers. Students will become familiar with laws and regulations regarding disruptive behavior. It is expected that students will participate in the observation and diagnosis of pupils in a school setting, communicate with parents (consultation), and participate in applying intervention strategies. This course is designed to provide candidates with an opportunity for application of methodology to real-life situations. It is expected that students will participate in the observation and diagnosis of pupils in a school setting, communicate with parents, and participate in applying intervention strategies.

**PPS 6580 Group counseling
(3 units)**

An overview of the principles, theories, strategies, and structural components associated with running short-term group counseling strategies within school setting from elementary through high school settings. The legal and ethical guidelines associated with group interventions, group leadership skills, developmentally and culturally informed group interventions, crisis intervention, and group interventions for substance using and abusing students will be explored.



**PPS 6570 Individual counseling
(3 units)**

This course is designed to expose students to brief approaches to individual counseling and interventions with children and adolescents in school settings. The emphasis will be on the adoption of cognitive behavioral short-term intervention strategies into the students' professional repertoire in the area of school-based mental health strategies.

**PPS6031 Consultation, Program Development, and Evaluation
(3 units)**

This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

**PPS6036 Professional Roles: Comprehensive Exam
(1 units)**

Course includes a comprehensive review of all aspects of the roles of school counselor in preparation for the Praxis Exam for School Counselors.

**PPS 7210 Fieldwork Experience
(5 units)**

For School Counselors, the Fieldworker Experience component takes place after students have completed the required graduate course hours and 100 clock hours of supervised practicum. The Fieldworker experience is broken into two 300 hour assignments. The Fieldworker experience needs to take place in a public school setting in at least two of three school levels (elementary, middle or high school). School Counselor Fieldworkers will need to complete tasks and objectives for demonstrating, under supervision, the ability to integrate knowledge and skills in the professional practice domains. A site mentor supervises student progress in completing tasks and objectives. An Alliant professor monitors on-site progress.

**PPS 7211 Fieldwork Experience
(5 Units)**

For School Counselors, the Fieldworker Experience component takes place after students have completed the required graduate course hours and 100 clock hours of supervised practicum. The Fieldworker experience is broken into two 300 hour assignments. The Fieldworker experience needs to take place in a public school setting in at least two of three school levels (elementary, middle or high school). School Counselor Fieldworkers will need to complete tasks and objectives for demonstrating, under supervision, the ability to integrate knowledge and skills in the professional practice domains. A site mentor supervises student progress in completing tasks and objectives. An Alliant professor monitors on-site progress.



Pupil Personnel Services (PPS) in School Psychology or School Counseling Intern and Clear Credentials

2016-2017 Credential Packet

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[G1 Credential File Requirements](#)

[Applying for your Intern PPS Credential \(*Optional*\)](#)

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Introduction to Credentialing

All practicing School Psychologists and School Counselors must hold a Pupil Personnel Services (PPS) credential with the California Commission on Teacher Credentialing (CTC). Alliant's Credentialing Department will be your liaison with the CTC and will work with you to be recommended for your [PPS Intern credential](#) and/or your [PPS Clear credential](#) in the coming years.

Please refer to the following pages (click links) for very important information on each credential requirement. Many of your questions will be answered after reading through the entire packet. Any other questions can be referred to the Credentialing Department (see contact information below).

CSOE's Credentialing Department

For any questions you have after reading through this packet, please contact CSOE's Credentialing Department at csoe.credentials@alliant.edu and we will respond to you within 2 business days.



G1 Credential File Requirements

Before you can register for your second semester of coursework, you must have the following on file with the CTC:

- [Certificate of Clearance](#)

The Credentialing Department will run a report of all G1 students on May, 2017 to see who does not yet have a Certificate of Clearance (COC) or other appropriate document on file with the CTC. An email reminder will be sent out on May 1, 2017 about this requirement and the deadline (see below).

The deadline to have a Certificate of Clearance or other appropriate document granted by May 15, 2017. Failure to complete this will result in a registration hold placed on your account and you will be unable to register for T-1 coursework until your file is complete.

Nothing needs to be submitted by you to the Credentialing Department for this requirement. As long as your COC or other appropriate document is granted and valid on 6/1, you will be cleared for T-1 registration.

Applying for a COC by the 05/15 deadline is not sufficient. The COC or other appropriate document must be *officially granted* by the CTC by the 05/15 deadline. CTC processing times vary throughout the year but on average, the CTC will officially grant a COC within 2 weeks of the candidate submitting their application online.

Certificate of Clearance

A Certificate of Clearance (COC) is a document issued to individuals who have completed the CTC's fingerprint process and professional fitness review. Before a candidate can be recommended for any credential they must have a valid COC on file with the CTC.

If you already have a valid COC on file with the CCTC (they are good for 5 years) we can accept that. There are a few alternatives that, as long as they remain valid at the time of recommendation to the CTC for your intern or clear credential, will fulfill the COC requirement:

- Preliminary or Clear Multiple Subject/Single Subject credential
- Level I, Level II, Preliminary, or Clear Education Specialist credential
- Short-Term Staff Permit
- 30-day Substitute Teaching Permit



If you **do not** already have a fingerprint clearance you will need to apply for one directly with the CTC.

have a COC or on file with the CTC,

How to apply for a Certificate of Clearance

The Certificate of Clearance application process is described in detail in the CTC leaflet at <http://www.ctc.ca.gov/help/application/cert-of-clear.html>.

Important: Make sure you turn off your internet browser's pop-up blocker before logging in to the CTC website, otherwise the pop-up window to input your credit card information will not display.

- Login to your Educator Profile
- Click on "Apply for a New Document"
- Click on "Submit an Online Application"
- Click on "Submit Your Application Online"
- Enter your SSN and DOB, click "OK"
 - o *If you do not already have an Educator Profile established on the CTC site, you can create one at this time. You will need to input your SSN/DOB twice before being prompted to create your profile.*
- Review your contact information and edit if necessary, otherwise click "Next"
- Under Web Applications click "Create New"
- For General Application Category, choose "Certificate of Clearance/Activity Supervisor Clearance Certificate"
- For Document/Authorization Title, choose "Certificate of Clearance"
- Scroll down completely and click "Next" (on far right side, *very* small button)
- Answer all of the CTC's professional fitness questions on the following pages, then click "Proceed to Payment"
 - o *The fee you pay now will become a credit on your account so when you eventually apply for your PPS credential you will already have a credit on your account that will automatically be applied towards the processing fee for your PPS credential.*

Live Scan fingerprinting

If you have gotten your Live Scan fingerprints done previously for another agency (e.g., a school district or a non-profit you volunteered with) you will still need to get your fingerprints done again because the Live Scan agency will not release the results to an agency like the CTC if they were not listed on your Live Scan fingerprint application form.

- The Request for Live Scan Service form can be accessed from the CCTC directly at <http://www.ctc.ca.gov/credentials/fee-and-fingerprint.html>.
- A list of Live Scan locations can be found at <https://oag.ca.gov/fingerprints/locations>.

Once you get your Live Scan fingerprints done using the CCTC's application form, proceed with applying for your [Certificate of Clearance](#).



Applying for your Intern PPS Credential (Optional)

Some of our School Psychology or School Counseling students receive a paid job offer for their internship. The paid position must be a Certificated position and not a Classified position (a Certificated position means you are the School Psychologist/School Counselor on record, a Classified position means that you are working under the School Psychologist/School Counselor on record).

If you find yourself in this situation, you will need a PPS Intern credential on file with the CTC and you will need to submit the following document to the Credentialing Department before your internship begins:

- Official undergraduate transcripts** (this will be retrieved from your admissions file so you do not need to resubmit these, just be aware that they must be on file)
 - [Passing CBEST score report](#)
 - [Release form](#) (found at the end of this packet)
 - [Offer of employment letter](#)

There are two opportunities to be recommended for a PPS intern credential each academic year: Fall and Spring. **The deadline to be recommended for a PPS intern credential is the University's add/drop deadline:**

Semester	Deadline
Fall 2016	Sept 13, 2016
Spring 2017	Feb 6, 2017
Fall 2017	Sept 12, 2017
Spring 2018	Feb 5, 2018

Important Information about Intern Credentials

- An Intern credential is a cooperative agreement between the candidate, employing district, and university (Alliant)
- Your Intern credential will have an employment restriction placed on it for the district that you submit an [Offer of Employment letter](#) from
 - An Intern credential is valid for 2 years with the CTC

California Basic Educational Skills Test (CBEST)

The CBEST exam fulfills the CTC's basic skills requirement.

The website for the CBEST exam can be found at <http://www.ctcexams.nesinc.com>.

- CBEST scores do not expire, they are valid for life.



- If you designate your scores at the time you do not need to submit a score report in your credential application. You must notify the Credentialing Department that you've done this as we are not notified by the testing administrator. Alliant as a recipient of test registration you
- Otherwise, you must submit a copy of your passing score report (a copy is sufficient, no need to submit your official copy) and you must pass all sections of the CBEST.
- There are various alternatives to the CBEST that will fulfill the Basic Skills Requirement. Please review the CTC leaflet on their website and include a copy of the eligible exam in your application.

Statement of Release form

The CTC requires that Alliant release a copy of your undergraduate and graduate (Alliant) transcripts to them in your application for credential. The Family Educational Rights & Privacy Act (FERPA) forbids this without a student's written consent so this Statement of Release form fulfills this. The [Statement of Release form](#) can be found at the end of this packet.

Offer of Employment Letter

The following are items the Credential Analyst will look for when reviewing Offer of Employment letters:

- It is on school/district letterhead and signed by the HR or Administrator with their contact information included
- The school site you will be working at is part of a district or charter school organization that Alliant has an active Memorandum of Understanding (MOU) with:
 - o Please note that the majority of large districts in the Bay Area, Los Angeles area, Orange County, and San Diego area have active MOUs with Alliant, however, if you are working at a charter school or in a small school district please notify the Credentialing Department as soon as possible so that we can assure that we have an active MOU on file. If we do not at the time we can work towards obtaining one but we need as much time as possible to complete that process. We will not be able to file for your PPS Intern credential until an active MOU is on file with Alliant and your school district or charter school organization.

Intern Credential Eligibility Letter

If your district needs a letter from Alliant stating that you are intern credential eligible, send the request via email to csoe.credentials@alliant.edu and include your name, student ID number, and campus.

Allow one-week processing time.

The letter will state that Candidate is enrolled in Alliant's CTC-approved PPS credential program in School Psychology/School Counseling and that pending X, Y, Z requirements and a job offer, Alliant will submit formal recommendation to the CTC for Candidate's PPS intern credential. The fewer things listed as outstanding the better so make sure your file is complete (see checklist above).

Recommendation Process & Timeline

Within 3 business days, unless otherwise notified, of receiving your complete Intern credential application, the Credentialing Department will recommend you to the CTC for your PPS Intern credential.

Once that happens you will receive two emails: one directly from the CTC and one from the Credential Analyst with information on how to login and pay the CTC's processing fee online. You will need to login to your [Educator Profile](#), review the recommendation, answer the CTC's professional fitness



questions, and pay the
with a credit card. **The
your application until the processing fee has been paid.** Make sure you turn off your internet
browser's pop-up blocker before logging in, otherwise the pop-up window to input your credit card
information will not display.

CTC's processing fee
CTC will not review

You will receive a final email confirmation from the CTC when your PPS Intern credential has been
granted.

Depending on the time of year, the CTC's processing times vary but it should take between 1-2 weeks.
You can check for current processing times on the CTC website.

Applying for your Clear PPS Credential

At the end of your program you will be ready to be recommended for your PPS Clear credential in
School Psychology or School Counseling upon completion of the following:

*The first three items listed below are only required for those candidates who were not previously
recommended to the CTC for a PPS Intern credential.*

- Official undergraduate transcripts** (this will be retrieved from your admissions file so you do not
need to resubmit these, just be aware that they must be on file)
 - Passing CBEST score report
 - Release form (found at the end of this packet)
 - Exit interview completed with Program Director
 - Minimum 3.0 cumulative GPA with grades of C or higher for all coursework
 - \$0 tuition balance

Exit Interview

The Program Director will notify the Credentialing Department when your exit interview is completed
which will prompt them to review your student record and account balance.

Recommendation Process & Timeline

Within 3 business days, unless otherwise notified, of receiving confirmation from the Program Director
that your exit interview has been completed, the Credentialing Department will review your student
record and credential file to confirm that all requirements have been met. If anything is missing, they
will email you notifying you of such.

If your student record and credential file are complete, they will recommend you to the CTC for your
PPS Clear credential. Once that happens you will receive two emails: one directly from the CTC and one
from the Credential Analyst with information on how to login and pay the CTC's processing fee online.
You will need to login to your [Educator Profile](#), review the recommendation, answer the CTC's
professional fitness questions, and pay the CTC's processing fee with a credit card. **The CTC will not**



**review your
processing fee has**

**application until the
been paid.** Make sure

you turn off your internet browser's pop-up blocker before logging in, otherwise the pop-up window to input your credit card information will not display.

You will receive a final email confirmation from the CTC when your PPS Intern credential has been granted.

Depending on the time of year, the CTC's processing times vary but it should take between 1-2 weeks. You can check for current processing times on the CTC website.

Statement of Release

In order to recommend an applicant for a credential and support Intern field placements, the University is obligated to provide information concerning the applicant's qualifications to the California Commission on Teacher Credentialing (CTC) and provide pertinent information regarding program status and continuing eligibility to CTC, employing agencies, and affiliated partner organizations.

I, _____, understand that, as part of the requirements for admission to the Credential Program, I am personally responsible for submitting official transcripts of all my university level coursework prior to the processing of my credential application and hereby authorize the Credential Department of Alliant to use these transcripts in submitting my application for credential to the CTC.

I also understand that field placement involves the collaborative support of my employing agency and affiliated partner organizations and I hereby authorize Alliant to provide pertinent information regarding my program status and continuing eligibility to my employing agency and affiliated partner organization.



Signature: _____ Date: _____

School Counseling Practicum

Practicum: Practicum Clock Hours

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Practicum is the initial orientation to the work of school counselor professionals. School counseling candidates may complete two semesters of practice, consisting of a minimum of one hundred (100) total clock hours in a practicum experience. School counselor candidates are expected to spend at least two to five hours each week in school site related activities in conjunction with courses and course assignments.

Candidates will begin practicum during the first semester. The purpose is for candidates to create a relationship with an advisor/mentor/supervisor, who will help facilitate access to the school and the students. For example, if the candidate needs to do an observation for one of his/her classes, this liaison will help in providing the necessary access to the classroom, playground, etc.

During the first year, candidates will complete a minimum of 100 practica hours on a school campus doing various activities related to course work. These activities include observations, interviews, research projects, counseling, and program development. Examples of such experiences include:

- (a) peer counseling related to a university or college program practicum course;
- (b) personal and career assessments;
- (c) personal counseling experience in either an individual or group context;
- (d) school-based programs serving parents and family members;
- (e) community service programs serving children and families;
- (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.

Course Objectives:

1. Candidates will integrate practical experiences in the school districts with didactic and interactive course experiences.



2. Candidates will participate in weekly discussions regarding practicum experiences.
3. Candidates will enhance their communication skills and professional development through interaction with school personnel.
4. Candidates will be provided opportunities and experiences to assess their own personal and professional growth through discussion and presentations.
5. Candidates will begin to understand what personal past experiences (as a child, as a parent, as a teacher, etc.) contribute to their development as it relates to their choice of professional careers.
6. Candidates will collect information regarding school systems such that by the time school counseling candidates or school counselor candidates start the Fieldworker requirement they will have a better understanding of the “school as a system.”
7. Candidates will complete all course assignments and field requirements as required during the semester in other courses. Each professor will sign the practicum log before credit is given for the course (when applicable).

At the end of the program students take the Alliant School Counselor Comprehensive Exam to determine competencies for completion of the Master’s program and/or for the PPS Counseling Credential.

Recording of Hours

Candidates will complete the Log of Activities Form for all practicum hours. It is imperative that candidates keep accurate records of their hours in order to obtain credit for all hours conducted. Candidates will use multiple sheets of this form, and may use different forms for different activities/placements/supervisors. These forms will be used as part of the student’s evaluation at the end of each semester. The Log of Activities Form is NOT a legally binding document. The Fieldworker Evaluation Form is the legally binding document for the documentation of Fieldworker hours; NOT the Log of Activities Form.

Hours obtained as completion of course requirements should be listed on the Log of Activities Form and signed by course professor(s) before being submitted for credit to the Practicum Coordinator.

Practicum Handbook

Each candidate will keep a three-ring binder of the following:

- Log of Activities, including the summary sheet of the log activities
- Copies of appropriate practicum contracts
- Candidate Practicum Proposals, including Practicum Proposal Forms signed by the Practicum Coordinator
- Appropriate student papers/assignments completed as required by appropriate PPS courses
- Candidate practicum hours
- Any reports/papers completed as a result of activities performed



<p>8. Participate/consult with School Psychologist and/or School Counselor regarding group counseling session,</p> <p>9. Visit a career center (Rehab center; college/university; district school counselor center etc); Describe materials used, technology, populations served, assessments used.</p> <p>10 Practica Supervision TBD</p>	<p>23. Program Planning and Evaluation</p>	<p>profession and educational systems, including district and building policies</p> <p>II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting</p>	<p>8. <i>15 Hours</i> Date / # hrs: _____</p> <p>9. <i>15 hours</i> Date / # hrs: _____</p> <p>10. <i>8 hours</i> Date / # hrs:</p>	<p>9. _____</p> <p>10. _____</p>
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Alliant International University
California School of Education
School Counseling Program

COMPREHENSIVE EXAMINATION PROCESS

2016 – 2017

Contents

- 1) Dates of Administration
- 2) Timing of the Examination in a Student’s Program
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- 8) Coding: Anonymity of Responses
- 9) Grading
- 10) Notification of Results
- 11) Test Security
- 12) Failure to Pass the Comprehensive Exam:



a. Consequences,

Re-taking, & Responsibility

13) Absence from a scheduled Exam

1. **Dates of Administration**

The Comprehensive Examination will be given to all eligible HSOE 2nd year PPS Credential School Counseling students who have completed their course work or are concurrent enrolled in PPS 6036 and PPS 7211 (See separate section on “Eligibility to Take Comprehensive Exams.”)

The date, time, and location is as follows: The Comprehensive Exam occurs Semester V (5) for all PPS school counseling students.

2. **Timing of the Examination in a Student’s Curriculum**

The timing for taking the Comprehensive Examination is as follows:

HSOE School Counseling Program Students

End of Year 2nd year in the PPS Credential Program in School Counseling

3. **Eligibility for Comprehensive Examination**

A student is eligible to take the examination (a) if all course work from semester 1-4 has been completed satisfactorily.

Course pre-requisites are:

Additional general criteria for exam eligibility are that the student is making satisfactory progress and is performing well in her/his program. Difficulties in progress or performance are indicated by:

- a) Two or more “Incomplete” grades in any courses (through the prior semester);
- b) One or more class or field evaluations (coursework practicum) indicating “serious concern (through mid-Spring semester);”
- c) Two or more class or field evaluations (coursework practicum) indicating “some concern (through mid-Spring semester);”
- d) A grade of No Report at the end of a semester or course sequence – class or field.

4. **Clearance Procedures**

At the end of Semester 4 of the second year of the PPS Credential program, the Academic Advisor/Campus Program Director reviews the files of her/his students to determine each student’s readiness to take the Comprehensive Examination. If the Campus Program Director/Academic Advisor concludes that the student meets the eligibility requirement, the



advisor then
Program

recommends to the
Director that the student

be cleared to take the exam. If the advisor concludes that the student does not meet the eligibility requirements, the advisor can either recommend against clearance or can seek consultation from the Program Director before deciding whether to recommend clearance despite the student's not fully meeting the eligibility criteria. The Program Director makes the final decision.

When a student has been cleared to take the Comprehensive Examination, he/she will be notified by the instructor of PPS 6036. Once cleared, the student must take the Comprehensive Examination. Then students are added to the exam roster and they will utilize their Alliant student identification number on the exam. Students who are not eligible to take the exam will be notified in writing, by the Campus Program Director, of that fact and what the next steps will be.

5. **Format of the Exam Praxis**

The Praxis exam 5421 Professional School Counselor is administered by ETS and you will need to work directly with ETS to register for and take the exam.

More information can be found on the ETS website at this link:

<https://www.ets.org/praxis/prepare/materials/5421>

Test scores are released four weeks after your test date so please plan accordingly.

There is no pass rate set at this time. We are gathering information. The requirement is to take the Praxis Exam.

6. **Format of the University Comprehensive Examination**

The University Comprehensive Examination is an examination that is created within the Programs in School and Educational Psychology and School Counseling unit. The University exam will be constructed with the principle in mind that testing covers the core concepts and principles relevant to the content areas. Therefore, HSOE School Counseling Program will ensure that all students have been adequately prepared to take the Comprehensive Examination, irrespective of the particular instructors who taught the required courses, or the particular campus, where the student satisfactorily completed the required courses. No materials, including books and notes, may be brought to the exam. The examination will consist of several vignettes and questions designed to have the student "think on their feet" to data sets that school counselors routinely encounter in their work.

The time limit will be 4 hours.

Prior to the start of the exam, students will be required to sign a statement, stating that 1) they will not disclose the content of the exam to anyone, and 2) they will restrict their access to the MS Software package on the computer while taking the exam (See Appendix)

7. **Special Circumstances Petitioning**

Prior to sitting for the examination, candidates will have the opportunity to inform the Program Director of any special circumstances based on filed and approved accommodations with our



Student Affairs
necessitate

Office, which may
individual changes in

exam administration. This is done by completion of a Special Circumstances Petition documenting aforementioned Student Affairs filed and approved accommodations status, which can be procured from the program office. All students who are requesting special accommodations are required to produce written documentation to the Director of Student Affairs at the beginning of their career as a graduate student at Alliant International University.

The Program Director will evaluate petitions that are received from students on an individual basis and work out the accommodations needs with the Student Affairs Office.

8. **Coding: Anonymity of Responses**

In order to insure anonymity of the students' responses, each student will utilize their Alliant Student identification number. This number will be utilized on the exam.

After the grading is completed, the students' names and Alliant student identification numbers are disclosed to the appropriate personnel and to the Registrar who is responsible for recording grades. The Program will notify the students of examination results (Pass/Fail)

9. **Grading**

Criteria for scoring each question on the exam will be developed simultaneously with the construction of the vignettes. The criteria for grading each vignette will be distributed to all Program Directors/faculty scoring that vignette. Evaluation of student's performance on each vignette will be based solely upon this criterion. Specific competencies (ethics, laws, assessment etc.) will be scored separately as a section of the exam. Faculty may be incorporated into the development and scoring of the exam. These faculties will be members of the community who are contracted by HSOE School Counseling Program to teach any of the required course(s). Grading will be coordinated uniformly and with the consensus of all campuses under the direction of the particular Program Director and System-wide Program Director.

10. **Notification of Results**

The ETS Praxis Testing Center will notify students of the result of the examinations within four weeks of their completion. The final results will become a part of the student's permanent academic file.

11. **Test Security**

HSOE School Counseling Program faculty and staff members are personally responsible for the circulation of comprehensive examination questions.

Appropriate and sufficiently locked storage facilities are provided for Comprehensive Examination questions and answers.

HSOE School Counseling Program faculty and/or Program Directors will proctor the HSOE examination in the computer lab. The Praxis exam will be proctored at the Praxis Testing Center. Following any administration of the examination, all copies of examination questions, student answers and scratch paper/notes will remain the property of HSOE School Counseling



Program. The questions and answers will remain in the possession of the designated HSOE School Counseling Program faculty or staff.

12. **Failure to Pass the Exam**

A student who does not pass the Comprehensive examination on the first attempt will be provided a second and final alternate form of the Comprehensive Examination. If the student fails the second Comprehensive Examination, the Campus Program Director will recommend to the System-wide Director termination of the student from the Credential Program. It is the discretion of the System-wide Director whether the Campus SERC Committee may be consulted prior to acting on the recommendation of the Campus Program Director.

The Comprehensive Examination must be passed before Program Director recommends a student to be permitted to apply for the Master's degree and/or PPS School Counseling Credential.

If the student fails to pass the Comprehensive Examination the second time the Program Director cannot recommend the PPS in Credential School Counseling.

A student notified of his/her second failure on the exam may file for a formal grievance procedure as described in the Student Handbook only on the basis of lack of due process and/or inequitable treatment. It is both the responsibility and the prerogative of faculty to evaluate academic performance and to make decisions regarding such performance. Scores on the Comprehensive examination, as with the course work grades in the HSOE School Counseling Program may be challenged only on the basis of lack of due process or inequitable treatment.

13. **Absence from a Scheduled Exam**

Non-Appearance at a scheduled examination for which a student has been cleared to take, is regarded as a failure of the exam, unless the student has formally requested, in writing, and filed a "Petition to Waive Academic/Administrative Regulations" and received approval of said petition or the approval of the Campus Program Director and System Wide Director, in advance, of the examination. This above process has to be completed at least 36 hours prior to the start of the exam.



Statement of Agreement

I hereby agree that I will not disclose the content of the PPS 6036 Comprehensive Exam to another student in the System-wide PPS Credential Program in School Counseling.

I will restrict my access to the computer while taking the exam to the MS Word software package and spell check. If it is discovered, during the exam by the Proctor, that I am on the Internet, I will be automatically referred to the SERC, and possibly terminated from the Program.

Signature

Please Print Your Name

Date



**Alliant International University
California School of Education
School Counseling Program
California**

Comprehensive Examination

Special Circumstances Petition

Date: _____ Best Contract Ph. # _____

Student's Name (please print): _____

Student's Signature: _____

Student's ID #: _____

Please identify below accommodation (s) being requested:

I wish to inform the Program Director of the above special accommodation need relevant to my taking the Comprehensive Examination.

IMPORTANT: In order to petition for the above, please have a Students Affairs Office representative sign below attesting to your filed and approved accommodation needs status with the school.
Thank you.

SAO Representative Print Name

Signature

Date: _____

Approved:	_____ Yes	_____ No	_____ Other: _____
Comments:	_____		
_____	_____		
Program Director (or alternate designee)-print name	Signature		
Date:	_____		



The CSOE Portfolio Procedures

The CSOE portfolio procedure is an opportunity to assess annually the professional development of PPS Credential Program students (both didactic and experiential (professional field training experiences)). It is a vehicle/strategy for student to synthesize and integrate their professional field training and didactic coursework experiences to formulate how they are becoming an effective and multi-culturally competent practitioner. As evidence to this attainment to a competent practitioner status, the portfolio will be one indications that can be shown as documentation of the mastery of both didactic and professional field training competencies. The successful preparation and presentation of the portfolio includes the student's first training experiences and continues through the final program requirements. The portfolio should contain several documents that offer evidence that the expected competencies of the program have been satisfactorily achieved. The School Counseling cohort that enters the Fall of 2015 will be required to complete the Portfolio requirement.

Steps towards the Completion of a Portfolio

1. Submit a statement stating that you will be ready for a portfolio review and evaluation in front of the panel in the 5th Semester of the Program (before April 15th). This coincides with the conclusion of the Fieldwork Experience and the Comprehensive Exam.
2. A panel consisting of three HSOE faculty members who will be formed to review and evaluate the portfolio.
3. You will receive a formal invitation to present your portfolio.
4. Each panel member will rate separately each component of the portfolio and then the panel will reach a consensus.
5. A letter will be sent to you with the final decision of the panel.

A more detailed outline of the portfolio process:

- 1) Students in the PPS Credential programs should request annually to the Program Director the student's desire to complete a portfolio review and evaluation. The request will include the date by which the portfolio must be submitted (April 15th). (When the student cannot submit the portfolio by the stated date, then a second portfolio review and evaluation request needs to be submitted to the Program Director stating a clear reason for the student's inability to submit it at the previously stated time. (Failure to submit a second portfolio review and evaluation will result in Failure of the portfolio project, which may delay graduation and/or the PPS credential recommendation).
- 2) The portfolio needs to be reviewed and positively evaluated by the panel prior to being recommended for the PPS Credential in School Counseling (in Semester 5 no later than April 15th). Once the request has been submitted for a portfolio review and evaluation, a panel of three HSOE faculty members will be created to conduct the program review and evaluation.
- 3) The student must identify, prioritize, and include the best practices of evidence for each of the training competencies being presented and documented within the portfolio. Additional evidence can be included. However, the student must, at a minimum, include a list of additional evidence that could be made available upon request.



- 4) Portfolio review dates must be scheduled within the Alliant academic calendar. You need to submit the request 5-6 weeks prior to the requested date for the panel review. Once the review date has been sent, the student will receive a letter confirming this meeting date. The portfolio review must occur within 45 days of the commitment.
- 5) Portfolio: A portfolio is organized and systematic presentation of materials that document the student's attainment of training competencies as well as their professional growth and socialization (both in the areas of didactic training (coursework) and professional training (for PPS students). The Portfolio should be presented in hard copy or electronic copy and should contain the following:
 - a. Personal Competency Statement. The Personal Competency State is a written self-description of their training competences/practitioner skills/abilities. This statement must be based upon coursework, being a consumer of research as well as practitioner skills. This statement should be an integrated summary of how these discrete aspects of Alliant professional counseling training have come together to help you become a more effective practitioner in the here and now. This statement should not exceed five to seven double-spaced pages.
 - b. Written Summary of Evidence for Each Competency Area (2-3 pages) for each training competency outcome.
 - c. Personal Specialization Paper focuses on the area (s) of competence that the student claims to have achieved advanced knowledge and experience. In most instances, the student making such a claim will have completed advanced graduate coursework, practitioner work, applied qualitative research activities, attended and complete workshops, and have done specialized readings, professional presentations at conferences, and other activities that clearly document their work in this area of specialization. In this specialization paper the student is required: 1) define their specialization area, 2) trace their professional development in this specialization area, 3) discuss the application of their specialization within the domain of applied school counseling, 4) and discuss future direction in qualitative research in this area. Student must reflect the Practitioner/Scholar training model within this specialization area paper. The paper must be in APA form and should not exceed 25 double-spaces.
 - d. Primary Sources: Primary sources include materials/documents (directly from the authors who generated the knowledge) that have been collected throughout the training program experience as well as a collection of specific tasks for the portfolio.
 - e. Secondary Sources: Secondary sources may include: papers from courses, audiotapes, videotapes, or personal projects that illustrate you work or provide evidence of competence from an aspect that maybe lacking from the primary Sources.
 - f. Note: It is expected that all areas will integrate MULTICULTURAL issues THROUGHOUT their portfolio.
- 6) The faculty panel review the contents of each portfolio. Each faculty members provides written feedback and evaluates each section of the portfolio on a PASS, INSUFFICIENT EVIDENCE, or FAIL basis. The feedback form will be structured using the list of Portfolio components, Competency Area (s), and Sources (Primary and Secondary) with a clear indication of the rating of each area PASS, INSUFFICIENT EVIDENCE, or FAIL with a space for comments under each of the 12 items. The three faculty reviewers will then meet and reach a consensus regarding the rating of each section of the student's portfolio. If the three faculty member panel cannot



- reach consensus, a fourth faculty member will be brought in to arbitrate. The fourth faculty member will provide the terminal rating of the portfolio.
- 7) After the reviewers have met and reached a consensus, a letter will be sent to the student with the final decision of the committee.
- a. For sections where the faculty agrees the student has PASSED, the student will be notified of this decision and provided feedback on those sections. If all sections receive a PASS, and the student can proceed with their school/applied educational psychology training.
 - b. In the case that any section receives an INSUFFICIENT EVIDENCE rating, the student will be given a written description of areas that are in need of remediation. In this remediation statement, the faculty will clearly define the necessary activities which the student must complete as well as a specific timeline for the completion of these activities. The student will be given 30 days to complete the revisions. In the event that additional time is needed the student must submit a petition to the Program Director for their review and decision.
 - c. In the case of FAIL rating, the student will have to revise the entire portfolio and can resubmit it no sooner than 3 months after the date originally submitted. It is possible that this will directly impact the PPS Credential student's ability to apply for and complete the Fieldworker requirement.
 - d. Two consecutive ratings of FAIL will result in an automatic SERC review about the student's suitability to be matriculating towards a degree within the HSOE School and Educational Psychology Programs Unit.

Portfolio Components, Competency Areas and primary (Secondary) Sources of Evidence

1. Personal Competency Statement
2. Personal Specialization paper
3. Assessments/Interventions (PPS Credential- Coursework Practicum/Fieldworker Primary Sources)
 - a. Written Summary of Evidence
 - b. Case Write-Ups
 - c. Assessment –Academic and Career Reports
 - d. Supervision (within the context of professional Field Training)
 - e. Practicum/Fieldworker Evaluations (PPS Credential Students)
 - i. Assessments/Interventions (PPS Credential-Coursework practicum/Fieldwork/Fieldworker—Secondary Sources)
4. Multicultural
 - a. Primary Sources of Evidence (required)
 1. Written Summary of Evidence
 2. Major paper that addresses the self-awareness, knowledge, skills and attitudes (must attend to competency in gender, race (ethnicity) sexual orientation, and at least one other multicultural demographic variable).
 3. Social Justice/advocacy work
 - b. Secondary Sources of Evidence.
5. Professionalism – Professional Conduct and Behavior
 - a. Primary Sources of Evidence (required)
 1. Written Summary of Evidence



- knowledge, skills, and attitudes
- 3. Multicultural experiences
- 4. Current Vitae
- 5. Case Conceptualization
- b. Secondary Sources of Evidence
- 6. Acquisition of Qualitative Research Expertise
 - a. Primary Sources of Evidence
 - 1. Written Summary of Evidence
 - 2. Evidence of Qualitative Research Activities (program development and evaluation, needs assessment, focus groups, qualitative research etc.)
 - 3. Proposals for Qualitative Research
 - 4. Demonstration of proficiency in at least 2 qualitative methodological approaches
 - 5. Demonstration of proficiency in at least 2 qualitative data analytic procedures
 - 6. Presentations of qualitative research at professional conferences and/or publications.
 - b. Secondary Sources of Evidence (optional)
- 7. Supervision
 - a. Primary Sources of Evidence (required)
 - 1. Written Summary of Evidence
 - 2. Personal statement about knowledge concerning developmental models of supervision
 - 3. Supervision case conceptualization
 - 4. Supervisee Evaluations
 - b. Secondary Source of Evidence
- 8. Professional Career Socialization
 - a. Primary Sources of Evidence (required)
 - 1. Written Summary of Evidence
 - 2. Career Case Written-Up (Professional Career Goals and Desired Trajectory (ies)
 - b. Secondary Sources of Evidence
- 9. Teaching
 - a. Primary Sources of Evidence (required)
 - 1. Written summary of evidence
 - 2. Personal Summary of Teaching (includes philosophy for teachings, grading, and working with students)
 - 3. Sample Syllabi/Lesson Plans
 - 4. Teacher evaluations
 - 5. Letters from teaching supervisor(s) regarding strengths and weaknesses
 - b. Secondary Sources of Evidence
- 10. Professional Ethics and Standards
 - a. Primary Evidence (required)
 - 1. Written Summary of Evidence
 - b. Secondary Sources of Evidence
- 12. Reading List
 - a. Primary Sources of Evidence (required)
 - 1. Reference List (in APA Format) of 30-50 articles/books that were most influential to your professional development and socialization
 - Secondary Sources of Evidence (optional)



FIELDWORK EXPERIENCE HANDBOOK

SCHOOL COUNSELING

STUDENT NAME: _____

CAMPUS: _____

DIRECTOR NAME: _____

EXIT DATE: _____



School Counseling /Fieldworker Placement

Fieldwork/Fieldworker: 10 Semester Hours/600 hours Fieldworker Placement Hours

For School Counselors, the Fieldwork Experience or paid Internship component takes place after students have completed the required graduate course hours and 100 clock hours of supervised practicum. The Fieldworker experience is broken into two 300 hour assignments. The Fieldworker experience needs to take place in a public school setting in at least two of three school levels (elementary, middle or high school). School Counselor Fieldworkers will need to complete tasks and objectives for demonstrating, under supervision, the ability to integrate knowledge and skills in the professional practice domains. A site mentor supervises, who must have a PPS credential in either school counseling and/or school psychology and monitors progress in completing tasks and monitor objectives. An Alliant professor monitors on-site progress.

Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR, all 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

The candidate's total field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with k-12 pupils.
2. An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided
3. Throughout the field experience, usually performed by the on-site supervisor, IS SUGGESTED, it is NOT REQUIRED.
4. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member IS SUGGESTED, NOT REQUIRED.
5. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.
6. A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as Fieldworker course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty



and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.

Students in school counseling program are prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.

Course Objectives:

- Knowledge of public school organization and operation
- Familiarization with the role and function of the school psychologist or school counselor
- Diagnostic skills in the assessment of children and adolescents suspected of having a disability
- Ability to understand assessment information on an independent or group basis
- Direct and indirect intervention and prevention skills in the area of academics, behavior, crisis management, counseling and/or guidance
- Knowledge of ethical and legal considerations in the professional practice of school counseling and school counseling
- Program design and implementation or monitoring of IEP goals and objectives
- Counseling skills with individuals and in group settings (where applicable per district)
- Knowledge of state and federal guidelines
- Communication skills in in-service and research presentations, as well as with parents, teachers and administration.

Learning Methods to be used:

- Sharing of school district experiences and personal insights through cohort group interaction
- Documenting personal insights through oral or written work through hourly logs and personal/professional record keeping

Course Requirements

1) Fieldworkers will be assigned a University Fieldwork Supervisor with whom they will interact on a regular basis. Each student will also be visited on-site on at least two occasions during the 600 hours.

Fieldwork experience: It will be the responsibility of the Fieldworker to make sure they arrange these meetings and to be sure these meetings include their site supervisors. Each university Fieldworker supervisor will be available to discuss any questions and/or concerns that may arise during the course of the Fieldwork Experience.

1) **“Group Supervision” meetings with all Fieldworkers will take place on a monthly basis** (*i.e., four times each semester is recommended*). School Counseling fieldworkers should be prepared to discuss any assigned readings and case reviews as well as other topics of discussion such as:

- Working with community agencies



- Developing a working relationship parents / Dealing with difficult parents
- Developing a working relationship with school administrators
- Attending and actively participating in professional activities or associations

Methods of Evaluation

1) Logs

Each Fieldworker is required to maintain a written record of the amount of time they spend each week (e.g., Assessment, Intervention, Consultation, Program Evaluation, In-service, Advocacy, Guidance and Supervision). The Fieldworker will complete the logs provided which break each broad category down into more specific activities. Logs are to be signed by the Fieldworker and the field/site supervisor. Maintain originals for your records.

2) Fieldworker Evaluation by On-site Supervisor

All Fieldworker experiences are supervised by field-based supervisors who hold a valid credential as a school psychologist and/or school counselor.

The Special Education Supervisor or Pupil Personnel Director of the Fieldworker's field-based supervisor will be sent a Fieldworker Evaluation form at the end of the first 300 hours of the school counselor's Fieldworker experience; a Fieldworker Evaluation form will be sent at the end of the first 300 hours of the school counselor's Fieldworker experience

The following **three** areas will be used to evaluate each school counselor candidate: Professionalism; Professional Competencies, Intervention Skills, and response to Supervision opportunities.

The Evaluation Forms will use the following scale:

7 = Highly Competent

3 = Poor Skills or "Emerging" Skills (Must Improve)

6 = Very Competent

2 = Very Poor (Well Below Standard)

5 = Competent (Could Improve)

1 = Major Concerns Noted (Significantly Below Standard)

4 = Generally Competent (Should Improve)

The evaluation forms will give the university a concrete way to determine how the Fieldworker is fulfilling their program requirements. This form will be returned to the university program director.

School Counseling Candidates

I. Professionalism:

- Conducts himself/herself in a responsible and professional manner
- Is punctual for meetings
- Completes reports in a timely manner



- Participates in a community of school counselors or school counselors (staff meetings, workshops, seminars, etc.)
- Collaborates effectively with educational and auxiliary staff
- Possesses effective communication skills
- Possesses effective interpersonal skills
- Demonstrates sensitivity toward others from different cultures and backgrounds

II. Intervention Skills

- Plans, recommends, implements and evaluates interventions effectively
- Forms appropriate working relationships with students, families and staff
- Is knowledgeable about a range of academic interventions and/or how to monitor interventions within the classroom
- Is knowledgeable about a range of socio-emotional or trauma-related interventions
- The Fieldworker demonstrates knowledge about behavioral interventions
- Demonstrates knowledge of requirements, procedures of behavior support plans and/or manifestation determination reviews
- Helps plan and implement appropriate classroom management procedures with other educational staff
- Understands issue of student attendance and SARBs
- Understands issues of guidance counseling and career counseling
- Possesses effective counseling skills (and/or is knowledgeable about counseling services within the community)

III. Supervision

- Recognizes his/her own limitations and seeks supervision as needed
- The Fieldworker is reliable with regard to supervision appointments
- The Fieldworker takes initiative in supervision such as coming prepared, questioning, challenging, and taking an active role

- The Fieldworker is realistic about his/her own strengths and weaknesses
- The Fieldworker's expectations of the supervisor are appropriate and realistic

IV. Professional Competencies

A. Domains of School Counseling and Guidance

- Skills in promoting the academic development of pupils
- Knowledge and skills in career development
- Ability to promote the personal and social development of pupils

B. Themes of School Counselor Preparation

- Possesses Leadership Skills
- Skills and attitudes for advocating for the learning and academic success of all pupils
- Knowledge of classroom management strategies and techniques for assisting teachers with classroom organization

C. Functions of School Counselors

- Individual Counseling: Ability to help pupils cope with personal and interpersonal problems as well as skills in crisis intervention
- Understanding of group dynamics and skills in group work



- Effective in promoting collaboration and coordination among school staff, parents, family and community members
- Ability to understand a comprehensive school counseling and guidance program
- Skills in planning organizing and implementing educational programs designed to promote pupil learning and high academic achievement
- Skills in conduction needs assessments, program evaluations, and utilizing technology

3) “Fieldworker Summation” Form

Each university Fieldworker supervisor will complete a **School Counseling “Fieldworker Summation”** form at the end of each on-site visit during the Fieldworker experience as well as two other times during the student’s Fieldworker experience.

These evaluation forms will be collected at the end of the entire Fieldworker process and allow university personnel another measurable way in determining how the Fieldworker has fulfilled their Fieldworker requirements.

4) “Appraisal Follow-up” Form

This form will only be necessary if the university Fieldworker supervisor and the on-site supervisor have been unable to rate the Fieldworker with a “Generally Competent” level (a score of “4”) on many of the areas on either/or the “Fieldwork Evaluation” form completed by on-site Supervisor. The purpose of the Appraisal Follow-up form is to find ways to help the Fieldworker seek ways of improving their Fieldworker experience during the Fieldwork.

Methods of Grading:

Pass/Credit for **PPS 7210** will be awarded by the PPS Program Director or Coordinator following:

- 1) For School Counselors, completion of the first 300 hours of the 600-hour Fieldworker which is documented by the **Fieldwork Evaluation** form which has been completed by the appropriate field-based, on-site supervisor. *(Note: School Counselors may be able to complete all 600 hours in one semester)*

Site supervisors will be asked to provide any other comments as to the strengths and weaknesses of the school counselor Fieldworker at the end of the Fieldwork as well.



**School Counseling
Fieldwork Placement Agreement**

School/School District or Agency: _____

Fieldworker: _____

NAMES AND TITLES OF ON-SITE SUPERVISORS:

Primary Supervisor: _____

Secondary Supervisor: _____

LENGTH OF TRAINING: From: _____ To: _____

TOTAL WEEKS ON SITE(S): _____ TOTAL HOURS/WEEKS ON SITES(S): _____

TOTAL HOURS OF TRAINING: _____ (semester)

VACATION (number of weeks) _____

OTHER LEAVE (Please specify) _____

REQUIRED DATES/TIMES ON SITE(S) _____

Monday From _____ To: _____ From: _____ To: _____

Tuesday From _____ To: _____ From: _____ To: _____

Wednesday From _____ To: _____ From: _____ To: _____

Thursday From _____ To: _____ From: _____ To: _____

Friday From _____ To: _____ From: _____ To: _____

Saturday From _____ To: _____ From: _____ To: _____

Sunday From _____ To: _____ From: _____ To: _____



DIRECT SERVICES

Hours/Week _____

INDIRECT SERVICES

Hours/Week _____

CASE CONFERENCES/QUALITY ASSURANCE

Hours/Week _____

SUPERVISION/IN-SERVICE TRAINING/ADMINISTRATIVE MEETINGS

Hours/Week _____

TOTAL HOURS PER WEEK _____
(Total should equal the number of hours required per training semester)



SIGNATURES

In my capacity as supervisor, I attest to the accuracy of this training agreement as outlined above.

Signature of School Counselor– Supervisor

Date

.....
I agree to abide by both Alliant International University’s general guideline for supervised field experience in school counseling and, in my capacity as a Fieldworker, to conform to the agency/school training policies, procedures, and training agreement set forth above.

I further agree to act in accordance with the Ethical Principles and Code of Conduct of the American School Counselors Association and the Law and Regulations Relating to the Practice of School Counseling.

Signature of Student Fieldworker

Date

In my capacity as School/Agency Liaison Faculty at Alliant International University, I approve the Fieldworker placement agreement as outlined above.

Signature of Program Director – Alliant International University

Date

CHANGES IN TRAINING AGREEMENT

SHOULD ANY CHANGES OCCUR IN THE CONTENT OF THIS AGREEMENT SUBSEQUENT TO THE SIGNING OF THIS DOCUMENT, THE PROGRAM DIRECTOR AT ALLIANT UNIVERSITY MUST BE NOTIFIED AND A NEW INDIVIDUAL TRAINING AGREEMENT SIGNED AT THE EARLIEST OPPORTUNITY.



CALIFORNIA SCHOOL OF EDUCATION
PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL COUNSELING
UNIVERSITY - DISTRICT AGREEMENT

DATE: _____

Dear School District Governing Board:

The following agreement is between the _____ (henceforth District) and Alliant International University's Graduate School of Education (henceforth University). The goal of this contract is to document the above partnership between two entities listed to facilitate the Fieldworker training of _____, a student in our PPS Credential Program in School Counseling.

UNIVERSITY ROLE

- Statement #1 The University will communicate to the public the availability of the School Counselor Fieldworker program in an effort to attract high- quality applicants as potential fieldworkers to the school counseling credential program.
- Statement #2 The University will inform participating districts of the availability of high quality and qualified (i.e. CBEST completed, subject matter competence verified, BA degree confirmed) school counseling Fieldworker candidates.
- Statement #3 The University will not recommend be the candidate unless she/he has maintained satisfactory academic progress of the University professional course sequence and completed the 100 practicum hours.
- Statement #4 The University will work cooperatively with District personnel to reinforce ideas, principles, and practices being conveyed through District pre-service training activities for the selected interns that are being held concurrent with the University professional training course sequence.
- Statement #5 The University will assign a supervisor to support the intern during this, their required field experience to obtain the PPS Credential.
- Statement #6 The University Supervisor will work as part of a collaborative support team with District supervisors.
- Statement #7 The University will recommend candidates who successfully complete their Fieldworker experience for the PPS School Counseling Credential.



DISTRICT ROLE

- Statement #1 The District will communicate to potential interns the availability of the PPS School Psychology District/University Internship.
- Statement #2 The District will interview qualified candidates sent from the University for potential school counselor Fieldworker positions.
- Statement #3 The District will provide the selected fieldworkers with pre-service training and orientation activities.
- Statement #4 The District will assign a qualified credentialed school psychologists or school counselors to the Fieldworker, either at the District level, at the school site level, or at both levels. This (these) person(s) will work collaboratively with the University ILF assigned to the Fieldworker.
- Statement #5 There will be no financial remuneration between the student Fieldworker and District.
- Statement #6 The District will retain, not retain, or dismiss the Fieldworker(s) according to regular practice to school counselors.
- Statement #7 The District will not displace existing school counselors with Fieldworker. Vacancies to accommodate fieldworkers will be designated through normal attrition.

SIGNATURES OF AGREEMENT

_____	_____	_____
District Signature	Printed Name & Title	Date
_____	_____	_____
Student Signature	Printed Name & Title	Date
_____	_____	_____
University Signature	Printed Name & Title	Date



**FIELDWORK EVALUATION OF COMPETENCY DEVELOPMENT
 SCHOOL COUNSELING PROGRAM**

This form requires both the self-evaluation of the trainee and evaluation by the field-based supervisor.

Trainee Instructions:

1. Provide a brief summary of this semester’s activities in each of the program areas.
2. Provide a self-evaluation of your competency development in each area, with commentary.
3. Discuss your self-evaluation with your field supervisor; obtain field supervisor’s evaluation.
4. **Make copies for yourself, your field supervisor, and your university supervisor; Submit original to your university supervisor.**

Field Supervisor Instructions

- Review the trainee/intern self-evaluation and discuss with her/him.
- Provide your evaluation of the trainee/intern’s competency development.
- Please provide comments in support of your evaluation, especially if you have concerns or commendations, or if your evaluation differs from the trainee/intern’s self-evaluation.

We recognize that professional competencies are developed over time and across multiple settings. Therefore, we ask you to provide two types of ratings for each competency area:

Degree of Competency Development

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
0	Not seen	No opportunity or not yet demonstrated/observed in this setting
1	Emerging	Beginning to show this knowledge/skill
2	Established	Basic knowledge/skills attained and demonstrated routinely
3	Integrated	Uses knowledge/skills flexibly as part of an overall repertoire (not expected prior to the culminating internship)

Evaluation of Competency Development for Stage in the Program

<u>Rating</u>	<u>Descriptor</u>	<u>Definition</u>
1	Concern	Stronger development expected; Focus for further development
2	Satisfactory	Development consistent with expectations at this stage
3	Commendable	Above and beyond expectations at this stage

Completed evaluations are due to the University Supervisor by the 14th session of class.



**EVALUATION OF COMPETENCY DEVELOPMENT
SCHOOL COUNSELING PROGRAM**

Trainee/Intern _____ Semester _____ Year _____

Field Experience: _____ Fieldwork _____ Practicum _____ Internship

Field Placement: District _____ School(s) _____

Field Supervisor: _____ University Supervisor: _____



Area I. PROFESSIONAL SCHOOL PSYCHOLOGY

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

I. PROFESSIONAL SCHOOL PSYCHOLOGY	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Professional awareness & identity				
Critically analyzes service delivery models for diverse schools				
Practices consistent with standards, laws, & ethics				
Personal & interpersonal effectiveness				

Comments (Trainee/Intern):

Supervisor's Comments:



Area II. RESEARCH & PROGRAM EVALUATION

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

II. RESEARCH & PROGRAM EVALUATION	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Uses systematic hypotheses-generation-testing to approach practice				
Uses research to guide/inform service delivery & case studies				
Reads & shares current research				
Conducts program evaluation &/or applied research in school setting				

Comments (Trainee/Intern):

Supervisor's Comments:



Area III. SOCIAL & CULTURAL FOUNDATIONS

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

III. SOCIAL & CULTURAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Understands influence of own culture, values, belief systems				
Has breadth of knowledge of ethnic group cultural themes				
Has depth of knowledge in at least one culture different from own				
Recognizes limits of own cultural and linguistic competencies				
Understands ecosystemic influence of social, cultural, & societal factors				

Comments (Trainee/Intern):

Supervisor's Comments:



Area IV. EDUCATIONAL FOUNDATIONS

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

IV. EDUCATIONAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Understands the school as a system & culture				
Knows legal & educational bases for special education programs				
Knows legal & educational bases for bilingual education programs				
Aware of curricular match with student needs				
Aware of elements of effective teaching				
Aware of elements of effective schools				

Comments (Trainee/Intern):

Supervisor's Comments:



Area V. PSYCHOLOGICAL FOUNDATIONS

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

V. PSYCHOLOGICAL FOUNDATIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Applies principles of human development in service delivery				
Applies biological bases of behavior to service delivery				
Applies principles of learning & cognition to service delivery				
Applies knowledge of individual differences (human exceptionalities)				

Comments (Trainee/Intern):

Supervisor's Comments:



Area VI. ASSESSMENT-FOR-INTERVENTION

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated

Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

VI. ASSESSMENT-FOR-INTERVENTION	Self-Evaluation		Supervisor's Eval	
Competencies	Develop	Eval	Develop	Eval
Assesses situations to inform interventions				
Knowledge/skills to select/apply <i>appropriate</i> tools				
Uses results to collaborate with others in developing interventions				

Comments (Trainee/Intern):

Supervisor's Comments:



Area VII. INTERVENTIONS

Brief Summary of Field Placement Activities:

Development Rating: 0 - Not Seen; 1 - Emerging; 2 - Established; 3 - Integrated
 Evaluation Rating: 1 - Concern; 2 - Satisfactory; 3 - Commendable

VII. INTERVENTIONS	Self-Evaluation		Supervisor's Eval	
	Develop	Eval	Develop	Eval
Competencies				
Plans interventions on the basis of assessment findings				
Articulates theoretical underpinnings of interventions				
Articulates cultural factors influencing intervention design				
Delineates clear goals for interventions				
Systematically implements & monitors interventions				
Systematically evaluates effectiveness of interventions & outcomes				
Effectively communicates outcomes of interventions				
Individual counseling skills				
Group counseling skills				
Collaboration & teaming skills				
Consultation skills				
Program development skills (e.g., school-wide programs)				
Staff development skills (e.g., inservice workshops)				
Skills in working with parents & families				
Skills in networking/liaison with communities, agencies, services				

Comments (Trainee/Intern):

Supervisor's Comments:



SUMMARY: OVERALL DEVELOPMENT

Trainee/Intern Self-Evaluation	Supervisor's Evaluation
Areas of Strength	Areas of Strength
Areas to Target for Growth	Areas to Target for Growth
_____ Signature Date	_____ Signature Date

Supervisor: Please indicate your recommendation for this individual's next phase of experience:

Fall Semester [for Spring] _____

___ continue in this phase of field experience as planned

Spring Semester [for Next Year] _____

___ advance to next phase of field experience as planned

___ ready to advance to full-time internship

___ OTHER: Please call, phone number(s) _____



The California School of Education
School Psychology

SCHOOL COUNSELING FIELDWORK EXPERIENCES*

<u>First Year</u>		<u>Collaboration/Consultation</u>	<u>Wellness Promotion</u>	<u>Counseling/Crisis Assessment</u>	<u>Individual Assessment</u>	<u>Educational Planning/Evaluation</u>	<u>Program Planning/Evaluation</u>	<u>Research Measurement</u>
<u>Activity</u>	<u>No. Hours</u>							
<u>PPS 6009 Child-Adolescent Development: Biological, Behavior, Cognitive (3 units)</u>								
Child/Family Ecological Interview	5-6		X		X			
Observations of child and adolescents	2-4		X		X		X	
Observations of adulthood and aging	2-4		X		X			
<u>PPS 6016 History, Trends, Legal and Ethical Issues in Schools and Support Services (3 units)</u>								
Interview parent of special education student	4-6	X	X				X	
Shadow and interview school psychologist/school counselor	8-10	X		x			X	
Observe School Staff	8-10	X				X		
Shadow and interview three (3) teachers	20-22	X				X		
Review organization of School District	2	X					X	
Internet search of CASP/NASP legal/ethical issues/ed code	5	X	X		X	X		
General observation of students on school grounds	1	X	x					
<u>PPS 6025 Methodology of Educational Research (3 units)</u>								
Complete a needs assessment within the schools	4-6	X	X			X	X	X
Interview for mini-research project	3-5	X				X	X	X
Observation/interview of personnel for program investigative report	12-14	X	X			X	X	
<u>PPS 6010 Multicultural Children, Adolescents & Their Families (3 units)</u>								
Interview a multicultural family	4-5	X	X			X		
Family Centered Prevention Program “at-risk” population inclusive of racial/cultural differences	4-5		X			X	X	X
Observe an ethnically diverse school, interview staff and teachers	4-5	X	X					
<u>PPS 6024 Family, School, and Community Collaboration</u>								
Observe and Interview a school psych regarding research based prevention programs available w/in RTI model	6-8		X				X	X
Conduct Cross-Cultural Agency Interviews on community programs supporting students with diverse needs	6-8	X	X				X	
Observation of SST Meeting and IEP Meeting	2-4	X	X			X		
Assessment of expectations of teachers, principal, custodial and secretarial staff	2-4	X	X				X	
Interview high school counselor	1-2	X	X	X	X	X	X	
Interview elementary school counselor	1-2	X	X	X	X	X	X	



PPS 6014 Curriculum Instruction, Academic Acc. And Modification								
Case reports diagnosing learning problems	<u>10</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Interview General Ed and Special Ed teachers on Interventions, Accommodations, and Modifications	<u>2-3</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Develop school wide intervention plan	<u>10</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
Observations of Mild/Moderate/Moderate Severe Classes with special emphasis on accommodations/modifications	<u>5-10</u>	<u>X</u>	<u>X</u>			<u>X</u>	<u>X</u>	
PPS 6045 Career Counseling								
Develop a resource guide for use within their professional roles, which will to promote career advisement knowledge and skills related to: consultation with parents, drop-out prevention, student motivation, academic/career preparation, assessment, application process, financial aid, and interventions to enhance students and parents' decisions regarding college admission process.	<u>15-20</u>	<u>X</u>	<u>X</u>	<u>X</u>		<u>X</u>		<u>X</u>
PPS 6022 School Safety, Violence Prevention, Crisis Intervention								
Prevention program for At-Risk students								
Interview school staff and collect data regarding school's crisis intervention plan	<u>6-8</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		<u>X</u>	
PPS 6001A, 6002A, 6003A/6004A Practicum (.5 units each)								
Portfolio Generation (Cover letter, CV, sample reports, areas of specialization, etc.)	<u>5-6</u>	<u>X</u>						
PPS 6580 Group Counseling								
Observe a counseling group in elementary and secondary setting	<u>2-3</u>		<u>X</u>	<u>X</u>	<u>X</u>			
Create a group counseling curriculum in elementary and secondary setting	<u>8-10</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		<u>X</u>	
PPS 6570 Individual Counseling								
Observe two counseling session in elementary and secondary educational settings	<u>5</u>	<u>X</u>	<u>X</u>	<u>X</u>				
Interview a MFT or LPCC on individual counseling theories and strategies	<u>4-5</u>	<u>X</u>	<u>X</u>				<u>X</u>	
PPS 6031 Consultation, Program Development, and Evaluation								
Consultation to, collaboration with, or training of school staff (documented by video)	<u>10-15</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>	<u>X</u>	
Interview/Observe for program needs assessment	<u>15-20</u>	<u>X</u>	<u>X</u>			<u>X</u>	<u>X</u>	
PPS 6029 Behavior Management in the Classroom								
Functional Analysis Assessments (2)	<u>16-18</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>		
Analysis of school-wide discipline policy and practices	<u>20-25</u>	<u>X</u>	<u>X</u>				<u>X</u>	
Positive Behavior Intervention Plans (2)	<u>16-18</u>	<u>X</u>	<u>X</u>		<u>X</u>	<u>X</u>		

*Subject to change per professor instruction



Fieldwork Log

Week of: Time at School(s)	Mon.		Tues.		Wed.		Thurs.		Fri		Weekend	Total
	In	Out	In	Out	In	Out	In	Out	In	Out		
Collaboration, Consultation, and Advocacy												
Individual Consultation (with teacher, staff, and parents)												
Group or Systems Consultation (SST, Triad meetings, IEP's, etc.)												
Staff Meetings												
Wellness Promotion and Counseling/Crisis intervention/Prevention												
Group Counseling												
Direct Prevention or Intervention (direct services to students)												
Individual Counseling												
Individual Career Counseling												
Individual Academic Counseling												
Record Keeping												
Observations												
Interviews												
Case Preparation												
Research												
Educational Planning												
Evaluation												
Technology: computer technology, attendant applications												
Learning, Achievement and Instruction												
Professional Enrichment (submit documentation)												
Research Measurement												
Research for various projects												
Professional Leadership Development												
In-Service Presentations												
Supervision (individual)												
Supervision (group)												
Technology Literacy												
Other Tasks (see attached)												
Total for the Week												



SCHOOL COUNESLOR SITE EVALUATION

TO BE COMPLETED BY THE FIELDWORKER/INTERN TOWARD THE END OF THEIR
FIELDWORK/INTERN / INTERN EXPERIENCE

Name of School Counseling Fieldworker: _____

Fieldworker Location: _____

Site Address: _____

Name of Site Supervisor(s): _____

Interns: Please use the following scale to rate your Fieldworker experience with the district:

7=Highly Acceptable
6=Very Acceptable
5=Acceptable
4= Generally Adequate

3=Less than Adequate
2=Far Below Expectations
1=Significantly below what was expected/major concerns noted in this area

ENVIRONMENT & CLIMATE

- 1) Staff members act professionally and ethically toward each other.....7 6 5 4 3 2 1
- 2) The site provides appropriate references, books and materials.....7 6 5 4 3 2 1
- 3) The site provides an adequate forum for discussing issues or concerns.....7 6 5 4 3 2 1
- 4) The site gives students adequate guidance on ethical issues.....7 6 5 4 3 2 1
- 5) There are sufficient students for Fieldworker.....7 6 5 4 3 2 1
- 6) Student problems/referrals are appropriate for the Fieldworker’s level of training...7 6 5 4 3 2 1
- 7) The professional staff is readily accessible to the Fieldworker7 6 5 4 3 2 1
- 8) The staff maintains regular contact with the Fieldworker7 6 5 4 3 2 1
- 9) Staff members act professionally and ethically toward students.....7 6 5 4 3 2 1
- 10) Staff members act professionally and ethically towards interns.....7 6 5 4 3 2 1
- 11) There are sufficient opportunities to observe counseling activities.....7 6 5 4 3 2 1

REGARDING THE FIELDWORK/INTERN SITE SUPERVISOR(S)



- 1) The site supervisor provides opportunities for relevant feedback in a positive manner 7 6 5 4 3 2 1
- 2) The site supervisor attempts to enhance the Fieldworker’s personal and professional growth 7 6 5 4 3 2 1
- 3) The site supervisor is sensitive to the Fieldworker ’s emotional/experiential needs and current Personal/professional development 7 6 5 4 3 2 1
- 4) The amount of service expected by the Fieldworker site staff was the same as the amount The Fieldworker contracted to provide 7 6 5 4 3 2 1

How often did you meet with your site supervisor(s)?

Once each week
 2-5 times each week
 More than 5 times each week

Rate the overall quality of your supervision: 7 6 5 4 3 2 1
Comments:

Rate the overall quality of the university supervision that you received: 7 6 5 4 3 2 1
Comments:

Using the scale above rate the overall quality of your Fieldworker site: 7 6 5 4 3 2 1
Additional comments:

Signature of Fieldworker _____ **Date** _____



UNIVERSITY SUPERVISOR EVALUATION
TO BE COMPLETED BY THE FIELDWORKER/INTERN TOWARD THE END
OF THEIR FIELDWORK EXPERIENCE

(THIS FORM SHOULD BE FORWARDED DIRECTLY TO THE CAMPUS PROGRAM DIRECTOR)

Name of School Counselor Fieldworker:

University Supervisor(s):

(If you had more than one supervisor from the university during your Fieldworker please specify)

Alliant International University Campus Location:

Interns: Please use the following scale to AIU Fieldworker Supervisor(s):

- 7=Highly Acceptable**
- 6=Very Acceptable**
- 5=Acceptable**
- 4= Generally Adequate**
- 3=Less than Adequate**
- 2=Far Below Expectations**
- 1=Significantly Below what was expected/major concerns noted in this area**

- 1) The university supervisor(s) acted professionally & ethically toward the Fieldworker 7 6 5 4 3 2 1
Comments:
- 2) The university supervisor(s) provided appropriate references, books, and materials when 7 6 5 4 3 2 1
Comments:
- 3) The university supervisor(s) provided an adequate forum for discussing issues or concerns 7 6 5 4 3 2 1
Comments:
- 4) The university supervisor(s) gave the Fieldworker adequate guidance on ethical issues where, necessary.
Comments: 7 6 5 4 3 2 1
- 5) The university supervisor(s) was/were easily accessible to the Fieldworker 7 6 5 4 3 2 1
Comments:
- 6) The university supervisor(s) had regular contact with the Fieldworker and on-site supervisor(s)
Comments: 7 6 5 4 3 2 1
- 7) The university supervisor(s) provided opportunities for relevant feedback in a positive manner.
Comments: 7 6 5 4 3 2 1



8) The university supervisor(s) was/were responsive to the Fieldworker's emotional/experiential needs and current personal/professional development. 7 6 5 4 3 2 1

Comments:

9) The university supervisor(s) consistently monitored the Fieldworker's progress towards the completion of the required competencies. 7 6 5 4 3 2 1

Comments:

Using the same scale, how would you rate the overall quality of your university supervisor?

7=Highly Acceptable

6=Very Acceptable

5=Acceptable

4= Generally Adequate

3=Less than Adequate

2=Far Below Expectations

1=Significantly below what was expected/major concerns noted in this area

During your Fieldworker how often did you meet with your university supervisor? (Either on-site or off-site)

_____ 2-5 times during the Fieldworker experience

_____ More than 5 times during the Fieldworker experience

Additional comments:

Check one please:

This form can be shared with my university supervisor_____

I prefer that this form NOT be shared with my university supervisor_____

Signature of Fieldworker _____ Date _____



EXIT PACKET

SCHOOL COUNSLOR EDUCATION PROGRAM

STUDENT NAME: _____

CAMPUS: _____

DIRECTOR NAME: _____

EXIT DATE: _____



SCHOOL COUNSELOR EDUCATION PROGRAM

Program Completion Form

Date: _____

Candidate's Name _____

Credential: _____

On the basis of my professional judgment:

_____ This candidate has successfully completed all requirements at Alliant International University and should be recommended to the commission on Teacher Credentialing for the above named teaching credential.

_____ I do not believe this candidate has successfully completed all of the requirements for the Credential.

Comments: _____

Program Director

Date

Name _____

Credential _____

Date _____



STUDENT PROGRAM EVALUATION

The School Counseling candidates will demonstrate competence in the design and implementation of interventions. Specifically, they will demonstrate competence in intervention aimed at achieving goals in personal, social, emotional, and academic areas, including identifying needs, and planning, developing, and implementing programs.

The School Counseling candidates will demonstrate competence in the design and implementations of career advisement related to: consultation with parents, drop-out prevention, student motivation, academic/career preparation, assessment, application process, financial aid, and interventions to enhance students and parents' decisions regarding college admission process.

The School Counseling candidates will demonstrate competence in leadership skills. Specifically, they will demonstrate the ability to lead staff developments, parent meetings and workshops and the ability to lead group counseling sessions.

The School Counseling candidates will demonstrate competence in educational foundations. Specifically, they will demonstrate competence in the knowledge of the organization and operations of schools, including regular classrooms and special education configurations, instructional and remedial techniques, and characteristics of exceptional learners.

The School Counseling candidates will demonstrate competence in education foundations. Specifically, they will demonstrate competence to provide educational programs on such topics as classroom management strategies, teaching and learning strategies, parenting skills, substance abuse, and working with students with disabilities or gifted and talented students.

The School Counseling candidates will demonstrate competence in the individual and group counseling by understand the skills and techniques required to lead successful sessions that are solution orientated and help promote social emotional wellness and/or academic success.

The School Counseling candidates will demonstrate competence in consultation. Specifically, they will demonstrate competence to collaborate with teachers, parents, and school personnel about learning, social and behavior problems, helping others to better understand child development and its relationship to learning and behavior.

The School Counseling candidates will demonstrate competence in evaluation. Specifically, they will demonstrate competence in the interpretation and evaluation of research, program evaluation, and technical issues in measurement. This includes the evaluation of academic programs, behavior management procedures, and other services provided in the school setting.

The School Counseling candidates will demonstrate competence in research. Specifically, they will demonstrate the competence to conduct research to generate new knowledge to improve learning and behavior.

The School Counseling candidates will demonstrate competence in ethics, professional standards of practice, and legal issues.

The School Counseling candidates will demonstrate competence in counseling foundations. Specifically, they will demonstrate competence in the psychological underpinnings, including normal and abnormal development, learning theory, biological bases of behavior, and socio-cultural/familial influences on behavior.



**Date of
Survey:**

Program Currently Enrolled: MA, Psy.D, Not Currently enrolled

If you have graduated which program did you graduate from: MA/PPS

If you are currently enrolled as a student, which level best reflects your status:

1st yr. MA/PPS, 2nd yr. MA/PPS, Fieldworker

**Please indicate which Alliant campus you currently are adjunct faculty for:
Irvine, LA, SD or SF**

DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

Strongly Disagree=1 Strongly Agree=5

Students have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.

- 1-1-1 Professional school counselors are able to utilize empirical data as the foundation for their decision-making within a school context.**
- 1-2-1 Professional school counselors are able to utilize educational action research methodologies and procedures to conduct decision-making within a school context.**
- 1-2-2 Graduates of the program possess the dispositions necessary to conduct their work as school counselors.**
- 1-3-1 Graduates of the program possess the ability to recognize when they may need to adjust their dispositions and find ways to adapt without compromising their ethics.**
- 1-3-2 School counselors are capable of profiting from constructive feedback from their supervisors and other colleagues.**
- 1-4-1 The collection and analysis of data is at the cornerstone of a competent school psychologist's professional activities.**
- 1-4-2 Candidates and faculty review data on their performance regularly and develop plans for improvement.**
- 2-3-3 Group supervision is designed to facilitate the integration of course content, professional development as well as dispositional characteristics within the Fieldworker setting.**



- 3-2-1** The Fieldworker setting will hopefully extend the training program's conceptual framework
- 3-2-2** Experiences during Fieldworker are utilized to improve the training program in all its various aspects.
- 3-2-3** Fieldworkers are constantly being supervised and receiving feedback from their supervisors.
- 3-2-4** Structures are in place to facilitate interactions between Fieldworker, their supervisors and their other fieldworkers.
- 3-2-5** School Counseling credential students can reflect on and can justify their own practices.
- 3-2-6** School counseling credential students are considered members of the instructional team in the school and are active participants in professional decisions.
- 3-2-7** Information Technology is one of the competencies that school counseling credential students possess.
- 3-2-8** School counseling credential students gathering data on their own performance is a routine occurrence.
- 3-2-9** Credential students must pass the Comprehensive Exam before being recommended for graduating with a Master's and/or PPS credential.
- 3-3-1** The Group Supervision context provides the interns with the opportunity to interact with other interns with the goal of improving their practice.
- 3-3-4** Professional field training experiences provide students with an applied context to practice their skills and knowledge with cultural and ethnically diverse groups.
- 3-3-5** Exposure to racial, cultural, and gender groups commences with admission to the program and continues throughout the training process.
- 3-3-6** The various components associated with the training program are designed to train students to work with culturally and ethnically diverse children, adolescents and their families.
- 4-1-1** School counseling students are able to provide direction and instruction and draw upon their own experiences and knowledge in order to convey this information.
- 4-1-3** School counseling students are trained to develop interventions that challenge children and adolescents to achieve an increased level of social/emotional complexity.



- 4-1-4** Students receive feedback from supervisors concerning their ability to work with culturally and ethnically diverse populations.
- 4-1-5** Exposure to diverse faculty occurs on a routine basis to students throughout their training experience.
- 4-1-6** Faculty who are associated with the training program are experienced with working with culturally and ethnically diverse children, adolescents, and their families.
- 4-1-7** We admit students into the school counseling programs from culturally and ethnically diverse groups.
- 4-1-8** Active participation in the training programs activities on the part of our culturally and ethnically diverse student population is strongly encouraged, accepted, and valued.
- 4-1-9** Professional field experiences are designed to provide students with maximum exposure to diverse populations.
- 4-1-10** Sustained exposure to culturally and ethnically diverse children, adolescents, and their families provide students with the ability to conduct professional activities with multicultural population with relative ease.
- 4-1-11** Intellectual vitality and sensitivity to critical issues shaping the field are qualities that our faculty are known for by their students.
- 5-2-2** Professional education faculty incorporate diversity issues, technology, applied field experiences and ongoing professional assessments into the didactic training of school counseling students.
- 5-2-3** Shaping and molding the curriculum to meet the needs of the learner and enhance instruction are key features of the learning experience in this unit.
- 5-2-4** Through the use of assessment technology, multiple forms of assessment, and data driven methodologies, the faculty trains school counseling students to practice in the 21st century.



Self-Assessment/Dispositions Form

Name: _____

Date: _____

Please evaluate yourself in the following areas by putting a check in the appropriate box.

Personal Attributes

**Need
Assistance**

**Lack
Experience**

**Feel
Confident**

1. Personal Image
2. Communication Skills
3. Initiative
4. quality of Judgment
5. Response to supervision
6. Relationship with co-workers
7. Rapport with children
8. Sensitivity to and interest of children
9. Appreciation and respects for the diverse needs of children from diverse ethnic, cultural and socio-economic backgrounds.

Professional Skills

**Need
Assistance**

**Lack
Experience**

**Feel
Confident**

1. Planning skills
2. Implementation skills
3. Organizational/Management skills
4. Discipline skills
5. Evaluation skills
6. Fulfillment of professional responsibilities
7. Potential effectiveness as a school psychologist
8. Technology skills



Directory of Important Contact Persons/Offices

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Alliant International University
California School
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