



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

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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

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:



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



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. Students who have applied and been admitted to the Psy.D program, will be able to enroll in the Psy.D. Program following the completion of the school counselor program.

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 600 hours of a paid internship or 600 hours of an unpaid field-placement (or combination of both). At least 400 clock hours must be completed in a public school setting with k-12 pupils.

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

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	Multicultural Competence	Professional Literacies	Applications of Knowledge	Conduct, Judgement, Ethics	Team-Based and Multi-disciplinary Approaches
Year 1								
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	



Year 2								
PPS6570 Individual Counseling	3	X		X	X		X	
PPS6031 Program Developmen t and Evaluation	3	X	X			X		
PPS6029 Behavior Managemen t in the Classroom	3	X			X	X		X
PPS6024 Family, School and Community Collaborati on	3		X	X		X		X
PPS6014 Academic Intervention3 : Accommoda tion and Modificatio n					X	X		X
PPS6003A PPS6004A Practicum	.5/.5	X	X	X	X	X	X	X
PPS6036 Professional Roles: Comprehen sive 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 Comprehensiv e Examination		X	X	X	X	X	X	X



WRITTEN PRESENTATION SCORING RUBRIC

Written Presentation Scoring Rubric

Learning Outcomes

Students	Engages in Critical Thinking/Analysis	Documents cited current and up-to-date sources	Develops an Organization and Structure that is Logical and Coherent	Uses Correct Grammar and Punctuation	Discusses Content in such away that reflects Student Knowledge and Mastery of Applied School/Educational Psychology	Adheres to APA Format Guidelines (6th Edition)
Average Score						
% High Competent						

Scoring: Not Competent = 1, Minimally Competent = 2, Competent = 3, Highly Competent = 4



- Students **may not** register for any courses unless officially admitted to the University by the Alliant 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 admissions or 858-635-4058 for registration related questions.



SERC (STUDENT EVALUATION REVIEW COMMITTEE)

The CSOE 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 the Programs in School & Education Psychology. This decision can be appealed to the Dean of CSOE 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

Alliant Portal

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

Username: your first initial and last name (ex: Jane Doe = jdoe) or firstname.lastname

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

- The MyAlliant portal contains all your personal student or faculty information

How to Access Your Microsoft Office Account

Go to www.office.com/

Password: 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.

Within Office.com, you will have access to the following:

- Outlook mail
- OneDrive
- Office 365

Outlook Web Access (EMAIL): *(All corresponding mail will be sent to your Alliant email account)*

YOUR Alliant E-mail: username@alliant.edu

ONEDRIVE

The student's OneDrive consists of items such as: examination results, logs, hours and evaluations Students can also use OneDrive to share photos, Microsoft Office documents, other files, and entire folders with people. The files and folders you store in OneDrive are private until you decide to share them and you can stop sharing at any time.

Students can find how to setup a OneDrive to share from the Microsoft Office

site: <https://support.office.com/en-us/article/share-onedrive-files-and-folders-9fcc2f7d-de0c-4cec-93b0-a82024800c07>

Canvas

Canvas is your online classroom platform. Go to <https://alliant.instructure.com>

Username: username@alliant.edu

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

NOTE: YOUR ALLIANT USERNAME AND PASSWORD ARE THE SAME ACROSS ALL ONLINE PLATFORMS (MYALLIANT, ALLIANT EMAIL, AND CANVAS).



MASTER PLAN OF STUDY (MPS)
MAE in School Counseling with PPS
(August 2020 Start)

Course #	Course Title	Units
August (T2) Term: August 24 – October 18, 2020*		
PPS6001A	Practicum	0.5
PPS6009	Child-Adolescent Development: Bio, Behavioral & Cognitive	3
PPS6016	History, Trends, Legal and Ethical Issues in Schools and Support	3
T4 Units		6.5
October (T3) Term: October 19 – December 13, 2020*		
PPS6002A	Practicum	0.5
PPS6022	School Safety, Violence Prevention, Crisis Intervention	3
PPS6025	Methodology of Educational Research	3
T5 Units		6.5
January (T4) January 11, 2021-March 7,2021		
PPS6003A	Practicum	0.5
PPS6010	Multicultural Children, Adolescents, and Their Families	3
PPS6029	Behavior Management in the Classroom	3
T6 Units		6.5
March (T5) Term: March 8 – May 2, 2021*		
PPS6004A	Practicum	0.5
PPS6024	Family, School and Community Collaboration	3
PPS6045	Career Counseling	3
T1 Units		6.5
May (T6) Term: May 3 – June 27, 2021*		
PPS6031	Consultation, Program Development, and Evaluation	3
PPS6570	Individual Counseling (RESIDENCY)	3
PPS7210A	Fieldwork/Internship-Practicum	2.5
T2 Units		8.5
July (T1) Term: June 28 – August 22, 2021*		
PPS6014	Curriculum, Academic Accommodation and Modification Intervention	3
PPS6580	Group Counseling (RESIDENCY)	3



PPS7210B	Fieldwork/Internship-Practicum	2.5
T3 Units		8.5
August (T2) Term: August 23 – October 17, 2021*		
PPS6036	Profession Roles: Comp Exam	1
PPS7211A	Fieldwork/Internship	2.5
T4 Units		3.5
October (T3) Term: October 18 – December 12, 2021*		
PPS7211B	Fieldwork/Internship	2.5
T5 Units		2.5
Total Units		49



**MASTER PLAN OF STUDY (MPS)
MAE in School Counseling with PPS
(January 2021 Start)**

Course #	Course Title	Units
January 11, 2021 – March 7, 2021		
PPS6001A	Practicum	0.5
PPS6009	Child-Adolescent Development: Bio, Behavioral & Cognitive	3
PPS6016	History, Trends, Legal and Ethical Issues in Schools and Support	3
T4 Units		6.5
March 8, 2021 – May 2, 2021		
PPS6002A	Practicum	0.5
PPS6022	School Safety, Violence Prevention, Crisis Intervention	3
PPS6025	Methodology of Educational Research	3
T5 Units		6.5
May 3, 2021 – June 27, 2021		
PPS6003A	Practicum	0.5
PPS6010	Multicultural Children, Adolescents, and Their Families	3
PPS6029	Behavior Management in the Classroom	3
T6 Units		6.5
June 28, 2021 – August 22, 2021		
PPS6004A	Practicum	0.5
PPS6024	Family, School and Community Collaboration	3
PPS6045	Career Counseling	3
T1 Units		6.5
August 23, 2021 – October 17, 2021		
PPS6031	Consultation, Program Development, and Evaluation	3
PPS6570	Individual Counseling (RESIDENCY)	3
PPS7210A	Fieldwork/Internship-Practicum	2.5
T2 Units		8.5
October 28, 2021 – December 12, 2021		
PPS6014	Curriculum, Academic Accommodation and Modification Intervention	3
PPS6580	Group Counseling (RESIDENCY)	3
PPS7210B	Fieldwork/Internship-Practicum	2.5
T3 Units		8.5
January 10, 2022 – March 6, 2022		
PPS6036	Profession Roles: Comp Exam	1
PPS7211A	Fieldwork/Internship	2.5
T4 Units		3.5



COURSE DESCRIPTIONS

PPS 60010A, 60020A, 60030A, 60040A (.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 Life Span Development (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 unit)

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

PPS 7210A and 7210B Fieldwork/Internship Experience (2.5 units each)

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 7211A and 7211B Fieldwork/Internship Experience (2.5 units each)

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.



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SCHOOL COUNSELING
PRACTICUM INFORMATION



**PRACTICUM EXPERIENCE:
An Overview**

Practicum Guidelines

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 will complete four terms of practice (60010, 60020, 60030 and 60040), 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 term. 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).

Additionally:

School Counselor candidates are strongly encouraged to join the American School Counselor Association (ASCA) <https://www.schoolcounselor.org/> to enhance ongoing professional training.

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



SCHOOL COUNSELING PRACTICUM REQUIREMENTS PPS 60010A-60040A

Practicum Documents

The following are all documents you will need for your practicum experience.

School Counseling Practicum Documents:

- Information Form (Electronic)
- Practicum School Counseling Hourly Log
- Practicum Site Supervisor and Self-Evaluation Form (Electronic)

Student Hub link to ALL Practicum Documents: [CSOE Educational Psychology Programs Student Hub](#)

Memorandum of Understanding

Prior to beginning Fieldwork, an MOU needs to be established IF one is not already in place. 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. If an MOU is needed, please request one through: [MOU Request for CSOE Students](#)

In order to process with an MOU request, please be prepared with the following information:

1. Name of district of intent
2. Name, phone number and email address directly responsible for handling MOU's with the district of intent
3. District's website

MOU's will be completed on a first come first served basis. You will be contacted by credentials or Alliant's accountability officer. Please keep in mind there may be a heavy volume of request and/or modifications requests by district which may lead to additional time to secure an MOU.

Information Form

Students MUST complete the online Practicum Information Form as soon as the student has found a practicum position with the school district.

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 may 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. (Note: The Log of Activities Form is NOT a legally binding document but must be kept with consistency and accuracy in case those logs need to be reviewed by instructors/faculty members of the program)

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.

Candidates are responsible for keeping copies 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

****Candidates MUST complete all practicum objectives/hours before they can advance to the Fieldwork Experience****

Site Supervisor and Self-Evaluation Form

Site supervisor/self-evaluation forms are completed at the conclusion of the first 50 hours and then again at the conclusion of the remaining 50 hours (totaling 100 hours). If there is a change in supervisor during any of the first or second set of hours, an evaluation must be completed to account for hours completed with the former supervisor.



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**APPENDIX I:
SCHOOL COUNSELING INFORMATION FORM**

Students **MUST** complete the online Information Form as soon as the student has found a position with the school district. Please be sure to save a **COPY** for your records and upload it into your OneDrive School Counseling Practicum Folder.

Online Form:

[Information Form for School Counseling Practica Students](#)



**APPENDIX II:
 SCHOOL COUNSELING PRACTICUM LOG**

NAME OF STUDENT:

Required Practicum Activities (Students will need to complete these activities prior to entering fieldwork toward the their 2nd year of the program)	CTC Standards Covered	ASCA School Counselor Competencies	Suggested # hours Date activity completed Actual # hours completed	Signature / Title (The individual activities can be signed off by the University Practicum Supervisor; Teacher; School Counselor; School Psychologist, or other DIS Staff)
1. Students will participate in a school-community collaboration in order to understand /be able to discuss various methods/intervention strategies that school staff employ with the community 2. Observation/Interview a School Counselor; Summarize the role and nature of their job responsibilities and typical activities that are required during a given week/semester including Legal and Ethical Standards 3. Observe/Attend at least three different kind of School meeting(s) (e.g, IEP meetings, school staff meetings, parent/teacher meeting, School Board meeting) 4. Observe students in naturalistic environments (e.g., playground, cafeteria, classroom, study group, etc.) 5. Consult/Observe school staff (e.g., counselors/school psychologists) regarding issues and strategies used for school crises interventions 6. Students will review the components that make up a school district (i.e., organization, work titles and responsibilities) 7. Collaborate with school staff in the completion of various processes regarding discipline or attendance issues (e.g., FBA, School Discipline Violation Form, SARB, Suspension/Expulsion process) 8. Participate/consult with School Psychologist and/or School Counselor regarding group counseling session, 9. Visit a career center (Rehab center; college/university; district school counselor center etc); Describe materials used, technology, populations served, assessments used. 10 Practica Supervision TBD	20. Collaborative Consultation 21. Wellness Promotion, Crisis Intervention and Counseling 22. Individual Evaluation and Assessment 23. Program Planning and Evaluation	I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices I-A-7. Legal, ethical and professional issues in pre-K-12 schools I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs I-B-1g. Technology used to effectively and efficiently to plan, organize, implement and evaluate the school counseling program II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors I-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting	1. <i>10 hours</i> Date / # hrs: _____ 2. <i>8 Hours</i> Date / # hrs: _____ 3. <i>8 Hours</i> Date / # hrs: _____ 4. <i>6 Hours</i> Date / # hrs: _____ 5. <i>12 Hours</i> Date / # hrs: _____ 6. <i>6 Hours</i> Date / # hrs: _____ 7. <i>12 Hours</i> Date? # hrs: _____ 8. <i>15 Hours</i> Date / # hrs: _____ 9. <i>15 hours</i> Date / # hrs: _____ 10. <i>8 hours</i> Date / # hrs: _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Other activities _____ Date _____

Other activities _____ Date _____

Alliant International University Practica Supervisor's Signature _____



**APPENDIX III:
PRACTICUM SITE SUPERVISOR / SELF EVALUATION OF COMPETENCY
DEVELOPMENT**

Site supervisors are required to complete an evaluation form when the student has reached the first half of their practicum hours and at the completion of their practicum hours. Please be sure to save the final copies in your OneDrive practicum folder.

Online Form:

[Site Supervisor Evaluation for Practicum Students](#)



COMPREHENSIVE EXAMINATION PROCESS

Contents

- 1) Dates of Administration (per Canvas Course PPS 6036)
- 2) Timing of the Examination in a Student's Program
- 3) Eligibility for Comprehensive Examination
- 4) Clearance Procedures
- 5) Format of the Exam Praxis
- 6) Special Circumstances – Petitioning
- 7) Grading
- 8) Notification of Results
- 9) Failure to Pass the Comprehensive Exam:

Consequences, Procedures for Review, Re-taking of the exam

1. Dates of Administration

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

2. Timing of the Examination in a Student's Curriculum

The timing for taking the Comprehensive Examination is as follows:

CSOE School Counseling Program Students

End of Year 2nd year in the PPS Credential Program in School Counseling: Canvas /on-line

PPS 6036 course

3. Eligibility for Comprehensive Examination

A student is eligible to take the examination if all course work 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”
- c) Two or more class or field evaluations (coursework practicum) indicating “some concern”
- d) A grade of No Report / No Credit at the end of a course sequence – class or field.



1. Clearance Procedures

If the System-wide Director/Academic or Academic Advisor concludes a student does not meet program / coursework or eligibility requirements, the Director or Advisor can decide whether to recommend that the student can proceed with PPS 6036 even though not fully meeting the eligibility criteria. The System-wide Director makes the final decision.

Students who are not eligible to take the exam will be notified in writing, by the System-wide Program Director, of that fact and what the next steps will be.

2. 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 via the PPS 6036 Canvas / on-line course. 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, CSOE 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 used during 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 for the exam is 3 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

3. 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 Office, which may necessitate 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.

4. Grading

Criteria for scoring each question on the Comprehensive 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 CSOE 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. The Program will notify the students of examination results (Pass/Fail)

5. Test Security

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

6. Failure to Pass the Comprehensive Exam (PPS 6036)

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.



**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

Approved:	_____Yes	_____No	_____Other:_____
Comments:	_____		
Program Director (or alternate designee)-print name	Signature		
Date:	_____		



PRAXIS EXAM

Format of the Praxis Exam (REQUIRED for all students before the conclusion of their fieldwork/internship and is necessary part of the Exit Interview process)

All students are required to take and pass the Praxis 5421 exam for Professional School Counselor prior to the completion of their fieldwork experience 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) are responsible for forwarding the scores to the School & Educational Psychology Programs. The exam students will need to take can found here: <https://www.ets.org/praxis/prepare/materials/5421>

IMPORTANT: When registering for a test, students are permitted to send four free score reports to agencies or institutions of choice. Students must 1) designate Alliant as their institution during the registration processing and 2) designate Alliant as a score recipient during the registration process.

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.

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



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Pupil Personnel Services (PPS) in School Counseling

FIELDWORK AND CLEAR CREDENTIALS



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 (CCTC). Alliant's Credentialing Department will be your liaison with the CCTC and will work with you to be recommended for your PPS Intern credential and/or your PPS Clear credential in the coming years.

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).

CISOE's Credentialing Department

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

Certificate of Clearance

A Certificate of Clearance (COC) is a document issued to individuals who have completed the CCTC'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 CCTC.

If you already have a valid COC on file with the CCTC (COC's 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 CCTC 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 COC or fingerprint clearance on file with the CCTC, you will need to apply for one directly with the CCTC.

How to Apply for a Certificate of Clearance

The Certificate of Clearance application process is described in detail in the CCTC leaflet at <http://www.CCTC.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 CCTC 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"

If you do not already have an Educator Profile established on the CCTC 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 CCTC’s professional fitness questions on the following pages, then click “Proceed to Payment”

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 CCTC 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.CCTC.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](#)

Credential File Requirements

Before you are registered for your second semester of coursework, you must have the following on file with the CCTC: [Certificate of Clearance](#)

The Credentialing Department will run a report of all new students on to see who does not yet have a Certificate of Clearance (COC) or other appropriate document on file with the CCTC.

Failure to complete a Certificate of Clearance or other appropriate documents (e.g. TB clearance) will result in a registration hold placed on your account and you will be unable to register for 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, you will be cleared for registration.

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

APPLYING FOR YOUR INTERN PPS CREDENTIAL

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

If you find yourself in this situation, you will need a PPS Intern credential on file with the CCTC and you will need to submit the following document to the Credentialing Department (erika.albarran@alliante.du) 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 from district

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 a specific time per CCTC (i.e. depending on the start and end date of the intern's contract)

California Basic Educational Skills Test (CBEST)

The CBEST exam fulfills the CCTC's basic skills requirement. The website for the CBEST exam can be found at <http://www.CCTCexams.nesinc.com>.

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

If you designate Alliant as a recipient of your scores at the time of test registration 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. 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 CCTC leaflet on their website and include a copy of the eligible exam in your application.

Statement of Release Form

The CCTC 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

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 or erika.albarran@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 CCTC-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 CCTC 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 CCTC for your PPS Intern credential. Once that happens you will receive two emails: one directly from the CCTC and one from the Credential Analyst with information on how to login and pay the CCTC's processing fee online. You will need to login to your "Educator Profile", review the recommendation, answer the CCTC's professional fitness questions, and pay the CCTC's processing fee with a credit card. **The CCTC will not review 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. You will receive a final email confirmation from the CCTC when your PPS Intern credential has been granted. Depending on the time of year, the CCTC's processing times vary but it should take between 1-2 weeks. You can check for current processing times on the CCTC website.



APPLYING FOR YOUR CLEAR PPS CREDENTIAL

Exit Interview

At the end of your program, you will be required to complete an exit interview with the System-wide Director or other designated faculty. At the conclusion of your exit interview and all courses, hours and evaluations have been accounted for, your information will be forwarded to the credentials department. The credentials department will work with you from there. Please be sure to have the following documents available for credentials in order move to forward with the recommendation.

The first two items listed below are only required for those candidates who were not previously recommended to the CCTC 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)
- Release form (needed if undergraduate transcripts have not been received)
- Passing CBEST score report
- Certificate of Clearance
- Completed Exit Interview Packet
- Copies of complete hourly logs
- Copies of site supervisor evaluation forms
- Praxis score results
- Minimum 3.0 cumulative GPA with grades of C or higher for all coursework
- \$0 tuition balance

Recommendation Process & Timeline

After receiving confirmation from the System-wide Director (or other designated faculty) 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 CCTC for your PPS Clear credential. Once that happens you will receive two emails: one directly from the CCTC and one from the Credential Analyst with information on how to login and pay the CCTC's processing fee online. You will need to login to your Educator Profile, review the recommendation, answer the CCTC's professional fitness questions, and pay the CCTC's processing fee with a credit card.

The CCTC will not review 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. You will receive a final email confirmation from the CCTC when your PPS Intern credential has been granted. Depending on the time of year, the CCTC's processing times vary but it should take between 1-2 weeks. You can check for current processing times on the CCTC website.



STATEMENT OF RELEASE FORM

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 (CCTC) and provide pertinent information regarding program status and continuing eligibility to CCTC, 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 CCTC.

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: _____



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of Education

SCHOOL COUNSELING FIELDWORK INFORMATION



**FIELDWORK EXPERIENCE:
An Overview**

Fieldworker: 10 Unit Hours /600 hours Fieldworker Placement Hours

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 four different Fieldwork/Internship courses (7210A, 7210B, 7211A and 7211B). 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.

Fieldwork Requirements

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. During the fieldwork/internship experience, it is required that students have their site supervisor complete a Site Supervisor Evaluation Form after the first 300 hour segment and after the second 300 hour segment. These two forms MUST be completed in order to get full credit for their last fieldwork/internship course (7211B). Students who do not have both forms at the end of this course will automatically receive an "In Progress" grade until both forms have been completed and submitted to the instructor (and uploaded to the student's OneDrive folder).
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 University/District Agreement for field/internship experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as Fieldworker/Intern course instructors. The plan delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and can be 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

Fieldwork Experience and Communication

Fieldworkers will be assigned a University Fieldwork Supervisor with whom they will interact during their fieldwork/internship experience. Each student may be visited on-site on during the 600 hours or communicated with virtually.



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.

“Group Supervision” meetings (on site, via Zoom or Skype for Business). 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



SCHOOL COUNSELING FIELDWORK REQUIREMENTS PPS 7210A/B - 7211A/B

Fieldwork Documents

The following are all documents you will need for your Fieldwork experience.

School Counseling Fieldwork Documents:

- Information Form (Electronic)
- Fieldwork School Counseling Hourly Log
- Site Supervisor and Self-Evaluation Form (Electronic)

Student Hub link to ALL Fieldwork Documents: [CSOE Educational Psychology Programs Student Hub](#)

University-District Agreement Form

Prior to beginning Fieldwork, the University-District Agreement Form needs to be signed by the university's Program Director, Clinical Practice Coordinator or designated faculty. As soon as a position is secured, please advise the Program Director or Clinical Practice Coordinator to begin this process.

Memorandum of Understanding

Prior to beginning Fieldwork, an MOU needs to be established IF one is not already in place. 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. If an MOU is needed, please request one through: [MOU Request for CSOE Students](#)

In order to process with an MOU request, please be prepared with the following information:

4. Name of district of intent
5. Name, phone number and email address directly responsible for handling MOU's with the district of intent
6. District's website

MOU's will be completed on a first come first served basis. You will be contacted by credentials or Alliant's accountability officer. Please keep in mind there may be a heavy volume of request and/or modifications requests by district which may lead to additional time to secure an MOU.

Information Form

Students MUST complete the online Practicum Information Form as soon as the student has found a Fieldwork position with the school district.

Recording of Hours

Each Fieldworker/Intern 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/Intern 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.

Site Supervisor and Self-Evaluation Form

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

Site supervisor/self-evaluation forms are completed at the conclusion of the first 300 hours and then again at the conclusion of the remaining 300 hours (totaling 600 hours). The student is responsible for obtaining their supervisor's evaluation. If there is a change in supervisor during any of the first or second set of hours, an evaluation must be completed to account for hours completed with the former supervisor.

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



**APPENDIX I
UNIVERSITY - DISTRICT AGREEMENT**

PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL COUNSELING

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, theirrequired 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



Alliant International University
California School
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**APPENDIX II
INFORMATION FORM
FOR FIELDWORK STUDENTS**

Students **MUST** complete the online Information Form as soon as the student has found a position with the school district. Please be sure to save a **COPY** for your records and upload it into your OneDrive School Counseling Internship Folder.

Online Form:

[Information Form for School Counseling Internship Students](#)



PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL COUNSELING

APPENDIX III: Internship / Fieldwork Log

Page _____

School Counselor Intern/Fieldworker Name _____

School District/School Site _____

Date	<i>Activities-- (below are some suggested acronyms you could use rather than write out the entire activity)</i> A=Assessment AA = Academic Advisement C/I=Consultation and/or Intervention CN=Counseling (Academic or Social-Emotional//Behavioral) R = Report writing Sch = Student scheduling IN=Inservice/workshop S=Supervision (school or department meetings/Individual meetings)	Number of Hours	Supervisor's Initials (optional)
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Site Supervisor's signature _____ Subtotal hours (this page) _____ Total accumulated hours to date _____



SCHOOL COUNSELING EVALUATION FORM GUIDELINES

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.

The areas evaluated included:

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

A. Professional Competencies

B. 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

C. 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

D. 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 conducting needs assessments, program evaluations, and utilizing technology

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.

“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.

“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 on Canvas:

Pass/Credit for **PPS 7211B** will be awarded by the PPS Program Director or Coordinator following:

For School Counselors, completion of the first 300 hours of the 600-hour Fieldworker which is documented by the **Site Supervisor Internship/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 over two-eight-week terms*)

For students unable to complete the required 600 hours by the end of PPS 7211B will receive an “IP” grades. Upon completion of the required 600 hours, the student will contact their former Fieldwork instructor and request a grade change. Upon verification of the required 600 hours and completed site supervisor evaluation forms, the instructor will contact registrar and file a request for a grade change.



Alliant International University
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of Education**

**APPENDIX IV
PPS PROGRAMS:
SCHOOL PSYCHOLOGY AND SCHOOL
COUNSELING PROGRAMS
SITE SUPERVISOR EVALUATION**

Site supervisors are required to complete an evaluation form when the intern has reached the first half of their internship hours and at the completion of their internship hours

Online Form:

[Site Supervisor Evaluation for School Psychology/School Counseling Interns](#)



APPENDIX V
PPS PROGRAMS: SCHOOL PSYCHOLOGY AND SCHOOL COUNSELING
PROGRAMS
EXIT INTERVIEW SURVEY

Students are required to complete an exit interview upon completion of the PPS program. Please use the link below to begin your survey. Please be sure to save a pdf copy and upload it into your OneDrive School Counseling Internship folder.

Online Form:

[Exit Interview Survey](#)



Directory of Important Contact Persons/Offices for CSOE

NAME	TITLE	PHONE	E-MAIL	LOCATION
Kristy Pruitt, EdD	Dean	858-635-4701	kpruitt@alliant.edu	San Diego/System-Wide
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Nicole Wolf	School Counseling Student Advisor		nicole.wolf@alliant.edu	San Diego/System-wide
Jessica Levitt	School Psychology Student Advisor		jessica.levitt@alliant.edu	San Diego/System Wide
Gail Sullivan	Senior Credential Analyst	858-635-4421	gail.sullivan@alliant.edu	San Diego/System-Wide
Erika Albarran	Credential Analyst	858-635-4436	erika.albarran@alliant.edu	San Diego/System Wide
James Bailey	Accountability and Compliance Officer		james.bailey@alliant.edu	San Diego/System Wide
VIRTUAL				
Evangeline Akridge, PsyD	System-wide Program Director of EdS and MA+PPS Programs	858-635-4791	eakridge@alliant.edu	Virtual/Los Angeles Campus
James Adams, PsyD	System-wide Program Director of PsyD Program	415-336-3388	jadams@alliant.edu	Virtual/San Francisco Campus
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24 Hour Emergency Campus Security		858-635-5500		San Diego
Alliant Public Safety		858-635-4444		San Diego