



Alliant International University
**California School
of Education**

School Psychology Handbook

Master of Arts in Education:

School Psychology with Pupil Personnel Services Credential in

School Psychology

Revision August 2021

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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:



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 Psychology 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 psychology unit is designed to provide students with a sound theoretical and empirically knowledge base grounded within the domain of applied educational psychology. 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 psychology 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 Psychology unit will be prepared to make substantive contributions to the domain of applied educational psychology 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 improvement.

Program Description

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

During the master's degree program, students will take online classes and engage in fieldwork and Internship. Upon completion of 60 semester units (including 450 practicum hours and 1200 Internship hours), candidates will qualify for the Master of Arts in Education: School Psychology degree from Alliant International University, and will qualify for recommendation to the CCTC for the PPS Credential in School Psychology. Paid internships are dependent on the budgets and policies of individual school districts.

The master's degree and credential programs in school psychology will be of interest to recent college graduates with bachelor's degrees, current teachers, school personnel and people in 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 students will need to complete 1200 hours of a paid internship or 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

Applicants for admission to the master's degree program in school psychology 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. In a competency-based program, a course grade of "C+" is below the threshold for graduate work. Students who receive a C+ grade or below have not demonstrated competency in at least one critical area and are at risk for incurring a GPA below 3.0. Furthermore, students that receive a grade less than "C+" in any required coursework may be required to retake the course; those courses will have clearly stated on the syllabus. Thus, students receiving a less than or equal to C+ grade may be referred to the Student Evaluation and Review Committee (SERC) and expected to develop a remediation plan and demonstrate competency in a way that is approved by the program director (or equivalent). Course remediation does not result in a change of the original grade earned unless the student successfully repeats the course as part of the remediation plan.

All students are required to take and pass the Praxis 2 exam (*a score of 147 is considered "passing" per current NASP standards*) 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) are responsible for forwarding the scores to the School & Educational Psychology Programs. The exam students will need to take is the [Praxis Exam: School Psychologist \(5402\)](#)

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.

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. These competencies will provide students in the program with skill training within the domain of applied educational psychology.

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 psychology.

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 psychology.

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 psychology 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 psychology.

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

REGISTRATION

- Students **may not register** for any courses unless officially admitted to the University by the Alliant Admissions Office. All of the student's courses will automatically be registered by the university.
- Students may not attend any class for which they are not officially enrolled after registration closes for the term.
- 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. To attend class, a student must be officially registered for courses.

Registration is conducted by the Academic Advisor in the School of Education for the first two terms. After the first two terms students do have the option to register for classes online. An appointment with the student advisor is necessary to register in person.

Please contact the registrar office (registrar@alliant.edu) or 858-635-4057 for all 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 CSOE 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 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 Psychology with PPS Credential
August Start (13 8-week terms)**

Course #	Course Title	Units
Term 2 (August)		
PPS60090	Life Span Development	3
PPS60160	History, Trends, Legal and Ethical Issues in Schools and Support	3
T2 Units		6
Term 3 (October)		
PPS61010	Practicum	1
PPS60310	Consultation, Program Development, and Evaluation	3
PPS60250	Methodology of Educational Research (Skype/Moodle Format)	3
T3 Units		7
Term 4 (January)		
PPS61020	Practicum	1
PPS60480	Case Study Development: Psycho-educational Assessment (RESIDENCY)	3
T4 Units		4
Term 5 (March)		
PPS61030	Practicum	1
PPS60460	Assessment of Learning Problems and Intervention Strategies (RESIDENCY)	3
T5 Units		4
Term 6 (May)		
PPS61040	Practicum	1
PPS60100	Multicultural Children, Adolescents and Their Families	3
PPS60240	Family, School and Community Collaboration	3
T6 Units		7
Term 1 (July)		
PPS61050	Practicum	1
PPS65520	Psychopathology and Psychopharmacology	3
PPS60290	Behavior Management in the Classroom	3
T1 Units		7
Term 2 (August)		
PPS61060	Practicum	1
PPS60490	Atypical Populations Alternative Eligibility Assignments (Residency)	3
T2 Units		4
Term 3 (October)		
PPS65700	Individual Counseling (RESIDENCY)	3
PPS60220	School Safety, Violence Prevention, Crisis Intervention	3



		T3 Units	6
Term 4 (January)			
PPS65800	Group Counseling, Leadership, and Intervention (RESIDENCY)		3
PPS60140	Curriculum Instruction and Academic Accommodation and Modification Intervention		3
		T4 Units	6
Term 5 (March)			
PPS60340	Professional Roles: Comprehensive Exam		1
PPS71010A	Internship		2
		T5 Units	3
Term 6 (May)			
PPS71010B	Internship		2
		T6 Units	2
Term 1 (July)			
PPS71020A	Internship		2
		T1 Units	2
Term 2 (August)			
PPS71020B	Internship		2
		T2 Units	2
Total Units			60



MASTER PLAN OF STUDY (MPS) - MAE in School Psychology with PPS Credential
January Start (13 8-week Terms)

Course #	Course Title	Units
Term 4 (January)		
PPS60090	Life Span Development	3
PPS60160	History, Trends, Legal and Ethical Issues in Schools and Support	3
T2 Units		6
Term 5 (March)		
PPS61010	Practicum	1
PPS60310	Consultation, Program Development, and Evaluation	3
PPS60250	Methodology of Educational Research (Skype/Moodle Format)	3
T3 Units		7
Term 6 (May)		
PPS61020	Practicum	1
PPS60480	Case Study Development: Psycho-educational Assessment (RESIDENCY)	3
T4 Units		4
Term 1 (June)		
PPS61030	Practicum	1
PPS60460	Assessment of Learning Problems and Intervention Strategies (RESIDENCY)	3
T5 Units		4
Term 2 (August)		
PPS61040	Practicum	1
PPS60100	Multicultural Children, Adolescents and Their Families	3
PPS60240	Family, School and Community Collaboration	3
T6 Units		7
Term 3 (October)		
PPS61050	Practicum	1
PPS65520	Psychopathology and Psychopharmacology	3
PPS60290	Behavior Management in the Classroom	3
T1 Units		7
Term 4 (January)		
PPS61060	Practicum	1
PPS60490	Atypical Populations Alternative Eligibility Assignments (Residency)	3
T2 Units		4
Term 5 (March)		
PPS65700	Individual Counseling (RESIDENCY)	3
PPS60220	School Safety, Violence Prevention, Crisis Intervention	3
T3 Units		6



Term 6 (May)		
PPS65800	Group Counseling, Leadership, and Intervention (RESIDENCY)	3
PPS60140	Curriculum Instruction and Academic Accommodation and Modification Intervention	3
T4 Units		6
Term 1 (June)		
PPS60340	Professional Roles: Comprehensive Exam	1
PPS71010A	Internship	2
T5 Units		3
Term 2 (August)		
PPS71010B	Internship	2
T6 Units		2
Term 3 (October)		
PPS71020A	Internship	2
T1 Units		2
Term 4 (January)		
PPS71020B	Internship	2
T2 Units		2
Total Units		60



School Psychology Curriculum MAP										
PPS Professional Practice Competencies									CCTC Standards	LEAD Competencies
Curriculum Map/Learning Outcomes Matrix: MAE with PPS School Counseling and School Psychology	Units	Discipline-Specific Body of Knowledge, Research & Scholarship	Insight into the Context of Practice	Multicultural Competence	Professional Literacies	Applications of Knowledge	Conduct, Judgment, Ethics	Team-Based and Multi-disciplinary Approaches	17-27	L-Leadership E-Engagement A-Application D-Dedication
PPS6009 Child through Adolescent Development: Biological, Behavior, Cognitive	3	X	X	X	X				17,18,25	E, A, D
PPS 6016 History, Legal/ethical Issues	3		X		X		X		17,18,19,22,25	L, E,A,D
PPS6025 Methodology of Educational Research	3	X			X	X			18,19,24,25	E, A
PPS 6101A PPS 6102A PPS 6103A Practicum	1/3	X	X	X	X	X	X	X	17,18,21,24,25,	L, E, A, D
PPS6010 Multicultural Children, Adolescents and Their Families	3	X		X	X		X		17,18,20,25	E, A, D
PPS6022 School Safety, Violence Prevention, Crisis Intervention	3	X				X	X	X	18,19,20,21,23,25	L, E, A
PPS6552 Psychopathology/ Psychopharmacology	3	X	X		X		X	X	17,19,21,22	E, A
PPS 6580 Group Counseling	3	X		X	X		X		17,18,19,21,23,25	L, E, A, D
PPS 6570 Individual Counseling	3	X		X	X		X		17,18,19,21,22	L, E, A, D



PPS 6048 Case Study Development 1: Introduction to Psycho-Educational Assessment, Crisis Intervention	3	X			X		X		19,22,25	E, A, D
PPS 6046 Assessment of Learning Problems and Intervention Strategist	3	X			X		X	X	22,25	E, A, D
PPS6049 Atypical Pop. Alternative, Eligibility Assessment	3	X			X		X		22,25	E, A, D
PPS 6031 Program Development and Evaluation	3	X	X			X			20,21,22,23,25	L, E, A
PPS6029 Behavior Management in the Classroom	3	X			X	X		X	20,21,22,23,25	L, E, A, D
PPS 6024 Family, School and Community Collaboration	3		X	X		X		X	17,18,19,20,21,25	L, E, A, D
PPS6014 Academic Intervention: Accommodation and Modification	3				X	X		X	17,18,19,20,21,22,23,24	L, E, A, D
PPS 6104A PPS 6105A PPS 6106A Practicum	1/3	x	X	x	x	X	X	X	17,18,19,20,21,22,23,25	L, E, A, D
PPS6033 Professional Roles: Comprehensive Exam	1	X	X	X	X	X	X	X	17,25,27	L, E, A, D
<u>Culminating Experience</u>										
PPS7001 A & B Internship	5		X			X	X	X	20,21,22,23,24,25,26,27	L, E, A, D
PPS7002 A& B Internship	5		X			X	X	X	20,21,22,23,24,25,26,27	L, E, A, D
Praxis 2		X	X	X	X	X	X	X	17-27	L, E, A, D

COURSE DESCRIPTIONS

PPS 61010/2/3/4/5/6 Placement Practicum/Role of School Psychologist (1 unit each) Students are enrolled in a practicum seminar during terms Two, Three, Four, Five, Six and Seven. 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 450 practicum hours required by CCTC (*600 hours are recommended*). 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 60090 Life Span Development Cognitive (3 units)

This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both the theoretical and applied aspects of development, (e.g. behavior modification and learning, parenting as well as teaching children from ethnic, linguistic, and cultural diversity backgrounds.

PPS 60100 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, (e.g. 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 60140 Curriculum Instruction and Academic Accommodation and Modification Intervention (3 units)

Course is designed for non-educators/teachers and offers an overview/introduction to the principles of curriculum construction. Course includes academic interventions for accommodation and modification for students with special learning needs.

PPS 60160 History and Trends of School Supportive Services in Educational Settings (3 Units)

This course is designed to introduce students to the history of and roles and responsibilities of school counselors and counselors. Course reviews guidelines for the various disciplines in the practice of psychology with the school setting, including issues of child abuse, privileged communication, confidentiality, patient's rights and Tarasoff issues, as well as in-depth study of IDEA regulations. This course reviews guidelines for APA, AAMFT, ASCA in the practice of school counseling within the school setting.

PPS 60220 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 60240 Family, School and Community Collaboration (3 units)

Teachers, families, and staff seek consultation from counselors and psychologists on various issues pertaining to students/children. The objective of this course is to provide the student with an overview of the issues inherent in the provision of culturally-informed interventions and community-based services to culturally and ethnically diverse children, adolescents, and their families, as well as services offered through their school districts.

PPS60250 Methodology of Educational Research (3 units)

The objective of this course is to provide the school psychology 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 60290 Behavior Management in the Classroom (3 units)

This course provides an introduction to the principles of ABA as key components responsible for behavior change agents in the classroom. Candidates will learn the role of a functional behavior assessment as it relates to defining skill repertoire building and management of behaviors impacting the educational setting. With the support of literature reviews, students will learn to develop practical classroom strategies to address these barriers to learning. Additionally, candidates will be introduced to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. Candidates will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers.

PPS 60310 Consultation, Program Development and Evaluation (3 units)

Students will learn how to engage in various consultation activities as well as learn how to complete a needs assessment, design, implement, coordinate and evaluate effective intervention programs. This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

PPS60340 Professional Roles: Comprehensive Exam (1 unit)

Course includes a comprehensive review of all aspects of the roles of school psychologist. Comprehensive exam will focus on the three concentration areas and provide an indication of the students' competency levels. Successful completion of the exam precedes the advancement to internship.

PPS60460 Assessment of Learning Problems and Intervention Strategies (3units)

This course will continue to focus on conducting full battery assessments and reports, Students will focus on understanding how to use assessment information in a problem solving process and will be able to convey finding in an articulate way to adverse audience, Students enhance their understanding of contextual influences on outcomes and particular emphasis is placed on assessment of the various processing disorders.

PPS60480 Case Study Development: Psycho-Educational Assessment (3 units)

This course will focus on achievement and aptitude assessment tools as well as informant measures, self-report, and behavior observations. Students will learn the concepts of how to conduct full battery assessments and comprehensive reports.

PPS60490 Atypical Populations, Alternative Eligibility Assessments (3 units)

This course will focus on the State of California's eligibility criteria for Individuals with exceptional needs, allowing students opportunities to focus on various arenas of eligibility. Students will continue to practice conducting full assessment batteries.

PPS65520 Psychopathology and Psychopharmacology (3 units)

This course is an overview of the issues regarding Psychopathology and Psychopharmacology, including the major diagnostic areas; the medications currently used; the issues; special populations; the ADHD and Spectrum Disorder debate; and an overview of the collaborative care model for educational psychologists. It also covers the basic brain functions and how the body reacts to medications, including mechanisms of absorption, half-life and peak concentration levels.

PPS65700 Individual counseling (3 units)

A comprehensive overview of the conceptual foundations, principles, and strategies of various therapeutic interventions. Topics of lectures, discussions, and student presentations include assessment, goal setting, development and implementation of effective empirically supported behavioral interventions and assessment of their efficacy. Class discussions, video demonstrations, and role-plays are employed to facilitate student learning.

PPS65800 Group counseling (3 units)

An overview of principles, issues and practical applications of various techniques in running groups from the young child through the high school age population. Major units of study include the legal and ethical guidelines of group interventions; group leadership skills; developmentally and culturally appropriate group interventions; crisis intervention and group interventions for drug and alcohol abuse.

PPS71010A/71010B/71020A/71020B* Internship (2 units each, 8 units total)

Internship (1200 hours and 8 total units) is designed to be a closely supervised, comprehensive experience requiring the intern to integrate acquired knowledge, applied skills, and problem-solving skills to promote a positive educational environment at both individual and systems levels. Interns will provide a broad range of school psychology services for diverse populations with a wide range of presenting problems, consults and cooperates with various human service programs, and utilizes varied research-based intervention methodologies.

**Candidates are responsible for making sure that their site supervisors complete a "Site Supervisor Evaluation" form. This is a two-part evaluation of the intern during their field/internship placement field setting. One copy of the form is completed following the first 600 hours of the internship; a second copy of the form is completed following the last 600 hours of the internship. Both forms must be uploaded to their last internship course (71020B) in order to receive full credit for this course.*

School Psychology Practicum Information

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School Psychology
PPS 6101A/6102A/6103A/6104A/6105A/6106A
Practicum

Practicum Documents

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

School Psychology Practicum Documents:

- *Practica 1 School Psych Hourly Log*
- *Practica 2 School Psych Hourly Log*
- *Information Form (Electronic)*
- *Practicum Field Supervisor and Self Evaluation Form (Electronic)*

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

Practicum: 450 Practicum Clock Hours

Candidates are required to complete 450 clock hours (600 hours recommended). Candidates will be required to spend approximately eight to ten hours per week in school settings in conjunction with courses and course assignments. These hours will include shadowing/interviewing/observing psychologists; observations of children and meetings; and interviewing of counselors, teachers, and parents. In addition, candidates may have the opportunity to visit various community sites children's court, regional center, and at various alternative school sites. This liaison will help in providing the necessary access to the classroom, playground, etc. As candidates continue practicum hours, additional activities will include interviewing a cross-cultural family, conducting a needs assessment by survey and interview of key school staff, and additional interviews and observations. They will engage in pre-counseling services, interview staff regarding violence prevention programs, and complete psycho-educational assessments. These activities support the seven CCTC practicum standards.

The training offers candidates a breadth of experiences and services with diverse populations, and provides appropriate supervision and consultation, supervision both on-site and by the school psychology faculty. The practicum experiences allow candidates ample opportunity to integrate their theoretical and practicum knowledge under close supervision. Evaluation is an integral and ongoing part of each courses required Practicum experiences and are incorporated into each classes' grading rubrics.

It is strongly recommended that candidates are to obtain both elementary and secondary experience. The purpose is for them to create multiple relationships with advisors/mentors/supervisors, which will help facilitate access to the school and the students.

“Optional” Activities

Candidates may also participate in practicum experiences with various collaborative school districts, as well as community agencies and hospitals serving children and families.

The seven objectives, required by the CCTC Standard 25, effective January 2001, are as follows:

- Objective 1: Collaboration and consultation
- Objective 2: Wellness promotion
- Objective 3: Counseling and crisis intervention
- Objective 4: Individual assessment
- Objective 5: Educational planning and evaluation
- Objective 6: Program planning and evaluation
- Objective 7: Research and measurement

Through these pre-planned Practicum activities candidates demonstrate the ability to select and apply core, knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Candidates will keep a log of activities, in addition to written reports and class presentations related to each objective being incorporated into the grading system of each class. Candidates will have appropriate evaluators sign the activity logs, verifying that the activities were carried out as planned.

Recording of Hours

Candidates will complete the **Hourly Logs** for all practicum hours (“Practica 1” and “Practica 2”). It is imperative that candidates keep accurate records of their hours in order to obtain credit for all hours conducted. Candidates will use multiple sheets of this form, and may use different forms for different activities/placements/supervisors. These forms will be used as part of the student’s evaluation at the end of each semester.

Practicum Documentation

Each candidate will keep a record of the following activities (via their OneDrive **School Psychology** folder):

Examples:

- Hourly Logs, which includes the summary sheet of the log activities
- Copies of appropriate practicum contracts
- Any reports/papers completed as a result of activities performed
- The Candidates Field Supervisor will complete an evaluation when the student has reached 50% of their practica hours (equivalent to 225 hours) documenting academic and professional skills and knowledge

****Candidates must complete all practicum objectives/hours and PPS course work before they can advance to the internship level****

All students will take a comprehensive exam to determine competencies for internship placement. Candidates will be encouraged to attend California Association of School Psychologist (CASP) Convention.



Appendix I

PRACTICUM INFORMATION FORM

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

Online Form:

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



APPENDIX II

PRACTICUM GUIDE/LOG:

*(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 61010, PPS 61020, PPS 61030 AND/OR COURSES TAUGHT DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)
(CTC STANDARD 25)*

*The California Commission of Teacher Credentialing (CCTC) requires 450 total practica hours for School Psychologist candidates. However, it is recognized that since the practicum experience is a challenging and ongoing process it often requires additional time in order for students to be adequately prepared prior to their fieldwork/internship. Therefore, the Alliant International University, California School of Education School Psychology Program strongly recommends **more** than the basic number of hours that are required by CCTC (Alliant International University CSOE strongly suggests: approximately 600 hours for School Psychologists)*

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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.



Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; or Classroom Teacher; or School Counselor; or District School Psychologist, or Parent, or DIS Staff, etc.)
<p>1. Complete Certificate of Clearance and fingerprinting</p> <p>2. Observation/Shadow a School Psychologist</p> <p>3. Conduct Local, State, National Labor Market search on School Psychology</p> <p>4. Observation of General and Special Education Students in School Cafeteria</p> <p>5. Observation of General and Special Education Students on Playground</p> <p>6. Review Organization of a School District</p> <p>7. Observe School Staff meeting(s) (try to observe 2 or 3 of these)</p> <p>8. Observation of two IEPs(try to observe 2 or 3 of these)</p> <p>9. Observation/Review of two Student Study Team Meetings try to observe 2 or 3 of these)</p> <p>10. Visit (or complete an Interview of the Individual who works at) a Career Center or other outside agency (eg., Regional Center)</p> <p>11. Child/Family Ecological Interview (i.e., interview Parent of a special needs child)</p> <p>12. Observation of Special Education Students in a Mild-to-Moderate Classroom</p> <p>13. Observe/ Interview Teacher of Mild to Moderate Classroom</p> <p>14. Observation of Special Education Students in a Moderate-to-Severe Classroom</p> <p>15. Interview Special Education Teacher in Moderate-to-Severe Classroom</p>	<p>17. Psychological Foundations</p> <p>18. Educational Foundations</p> <p>20. Collaborative Consultation</p> <p>22. Individual Evaluation and Assessment</p> <p>23. Program Planning and Evaluation</p> <p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 6: Preventive and Responsive</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 5: School-Wide Practices to Promote Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 5: School-Wide Practices to Promote Learning-</p> <p>Domain 6: Preventive and Responsive Services</p>	<p>1. (2) / _____</p> <p>2. (6) / _____</p> <p>3. (2) / _____</p> <p>4. (4) / _____</p> <p>5. (3) / _____</p> <p>6. (3) / _____</p> <p>7. (6) / _____</p> <p>8. (6) / _____</p> <p>9. (3) / _____</p> <p>10. (2) / _____</p> <p>11. (2) / _____</p> <p>12. (3) / _____</p> <p>13. (3) / _____</p> <p>14. (3) / _____</p> <p>15. (3) / _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p> <p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p>



<p>16. Observation of Learning Disabled Students</p> <p>17. Interview Teacher (RSP or SDC) of Learning Disabled Teacher</p> <p>18. Interview a School Administrator</p> <p>19. Research/Review Components of IDEA and Composite of Laws/Section 3030</p> <p>20. Review at least three (3) special education student files</p> <p>21. Begin and Organize Professional Portfolio (<i>i.e., resume, practicum work, case studies, inservice trainings, etc</i>)</p> <p>22. Download and review Ethical Guidelines per NASP and CASP</p> <p>23. Research Study on Psychological/Educational Disorders (per DSM-5)</p> <p>24. Review/Critique of Research Articles (<i>per PPS 6025</i>)</p> <p>25. Review research on “data-driven” instruction (RTI) (<i>i.e., investigate what local school district is doing regarding implementing RTI</i>)</p> <p>26. Research/Review an Issue in Education from an Historical Perspective (<i>e.g., the practice of corporal punishment, or social promotion vs retention, or Zero Tolerance, or handwriting vs “keyboarding,” etc</i>).</p> <p>27. Review issues in History of CASP and NASP (<i>per PPS 6016 or other coursework</i>)</p>	<p>24. Research, Measurement, and Technology</p> <p>17. Psychological Foundations</p> <p>19. Legal, Ethical and Professional Foundations</p> <p>18. Educational Foundations</p> <p>24. Research, Measurement, and Technology</p> <p>18. Educational Foundations</p>	<p>Domain 7: Family–School Collaboration Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>16. (3) / _____</p> <p>17. (3) / _____</p> <p>18. (3) / _____</p> <p>19. (4) / _____</p> <p>20. (3) / _____</p> <p>21. (5) / _____</p> <p>22. (3) / _____</p> <p>23. (4) / _____</p> <p>24. (6) / _____</p> <p>25. (4) / _____</p> <p>26. (4) / _____</p> <p>27. (3) / _____</p>	<p>16. _____</p> <p>17. _____</p> <p>18. _____</p> <p>19. _____</p> <p>20. _____</p> <p>21. _____</p> <p>22. _____</p> <p>23. _____</p> <p>24. _____</p> <p>25. _____</p> <p>26. _____</p> <p>27. _____</p>
<p>28. Observe/Interview Adaptive PE teacher</p> <p>29. Observe/Interview Speech Pathologist</p> <p>30. Observe/Interview OT or PT or VI or O&M Specialist</p> <p>31. Observe/Interview School Nurse</p> <p>32. Observe Classroom of Profound Intellectually Disabled Students</p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 2: Consultation and Collaboration-</p>	<p>28. (3) / _____</p> <p>29. (3) / _____</p> <p>30. (3) / _____</p> <p>31. (3) / _____</p> <p>32. (3) / _____</p>	<p>28. _____</p> <p>29. _____</p> <p>30. _____</p> <p>31. _____</p> <p>32. _____</p>



<p>33. Interview Teacher of Severe to Profound Intellectually Disabled Students (<i>aka "Moderate to Severe" students but these are students who have significantly more "profound" cognitive and physical disabilities</i>)</p> <p>34. Shadow/Observe and Interview a School Counselor</p>	<p>23. Program Planning and Evaluation</p>	<p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p>	<p>33. (3) / _____</p> <p>34. (5) / _____</p>	<p>33. _____</p> <p>34. _____</p>
<p>35. Observe Group Counseling strategies/process at the secondary level (<i>i.e., 7-12 grade range -- or interview a school counselor or school psychologist regarding <u>academic</u> group counseling activities for this grade range</i>)</p> <p>36. Investigate Community Resources (<i>i.e., with what agencies, institutions, businesses, individuals do/does the local school district interact?</i>)</p>	<p>20. Collaborative Consultation</p>	<p>Domain 2: Consultation and Collaboration-</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p>	<p>35. (4) / _____</p> <p>36. (3) / _____</p>	<p>35. _____</p> <p>36. _____</p>
<p>37. Observe school counselor Guidance Counseling strategies (<i>i.e., 7-12 grade range - - or interview a school counselor or school psychologist regarding <u>social-emotional</u> group counseling activities doe this grade range</i>)</p> <p>38. Review/Investigate issues/intervention strategies in Bullying (<i>include "cyber-bullying"</i>)</p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 7: Family-School Collaboration Services</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p>	<p>37. (4) / _____</p> <p>38. (4) / _____</p>	<p>37. _____</p> <p>38. _____</p>
<p>39. Investigate/Review/Report on Core Academic Standards within the local school district</p> <p>40. Observe/Review Reading Groups in General Education Classroom (<i>try to schedule a time when you can be in the classroom during "group" reading time or during "independent" reading times</i>)</p>	<p>24. Research, Measurement, and Technology</p>	<p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>39. (4) / _____</p> <p>40. (4) / _____</p>	<p>39. _____</p> <p>40. _____</p>
<p>41. Observe two General Education Classrooms (<i>elementary and secondary—if possible</i>)</p>	<p>18. Educational Foundations</p>	<p>Domain 5: School-Wide Practices to Promote Learning-</p>	<p>41. (4) / _____</p>	<p>41. _____</p>
<p>42. Interview two General Education Teachers (<i>one Elementary; one Secondary</i>)</p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 7: Family-School Collaboration Services</p>	<p>42. (4) / _____</p>	<p>42. _____</p>
<p>43. Interview Parent of Gifted student (<i>or interview a teacher of a GATE program/classroom</i>)</p>	<p>20. Collaborative Consultation</p>	<p>Domain 8: Diversity in Development and Learning</p>	<p>43. (3) / _____</p>	<p>43. _____</p>
<p>44. Review counseling / intervention/teaching issues of students from <u>two</u> of the following groups:</p>	<p>20. Collaborative Consultation</p>	<p>Domain 8: Diversity in Development and Learning</p>	<p>44. (4) / _____</p>	<p>44. _____</p>



<p>gang/adjudicated youth; foster children; pregnant minors; LGBTQ students; homeless youth/families</p> <p>45. Observe or Interview or Investigate issues in bilingual counseling interactions with non-English speaking parents <i>(try to speak with a School Psychologist or School Counselor regarding bilingual and translation issues)</i></p> <p>46. Investigate psycho-educational assessment issues and “challenges” dealing with ELL students</p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p>	<p>45. (4) / _____</p> <p>46. (3) / _____</p>	<p>45. _____</p> <p>46. _____</p>
<p>47. Review/Investigate issues in Conflict Resolution and Peer Mediation</p> <p>48. Review/Investigate issues in group counseling at Elementary Level <i>(i.e., 1st -6th grade range -- or interview a school counselor or school psychologist regarding <u>academic</u> group counseling activities for this grade range)</i></p> <p>49. Review/Investigate issues in group counseling at Elementary Level <i>(i.e., 1st -6th grade range -- or interview a school counselor or school psychologist regarding <u>social-emotional</u> group counseling activities for this grade range)</i></p> <p>50. Review/Investigate issues re: Child Abuse/Reporting</p> <p>51. Interview School Psychologist or School Counselor re: dealing with Crisis Intervention practices/policies within the school or school district</p> <p>52. Practicum Supervision <i>(ie Discussions and Assignments for PPS 6101, PPS 6102 ad PPS 6103)</i></p>	<p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>19. Legal, Ethical and Professional Foundations</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>23. Program Planning and Evaluation</p>	<p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>47. (3) / _____</p> <p>48. (4) / _____</p> <p>49. (4) / _____</p> <p>50. (3) / _____</p> <p>51. (4) / _____</p> <p>52. (10) / _____</p>	<p>47. _____</p> <p>48. _____</p> <p>49. _____</p> <p>50. _____</p> <p>51. _____</p> <p>52. _____</p>

Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

Supervisor’s Signature _____ Date(s) _____



TOTAL NUMBER OF HOURS FOR THIS DOCUMENT (“PRACTICA 1”) _____

*(For this document (“**Practica 1**”): Provide evidence of no less than 225 hours --which required by CCTC; However, 300 hours is recommended by Alliant International University California School of Education)*

Supervisor’s Signature _____ Printed Name _____
Date _____

Supervisor’s Signature _____ Printed Name _____
Date _____

*** NOTE:** “Suggested or approximate hours” does NOT mean students cannot document more (or less) hours than this. It only serves as a “guide” as to how many hours it might typically take in order to complete this particular activity.



Appendix III

GUIDE/LOG:

*(ACTIVITIES THAT ARE ASSOCIATED WITH PPS 61040, PPS 61050, PPS 61060 AND/OR COURSES TAUGHT DURING THE FIRST YEAR OF THE SCHOOL PSYCHOLOGY PROGRAM)
(CTC STANDARD 25)*

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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.



Required Practicum Activities	CTC Standards Covered	NASP Practice Model Domains	Date & * (Suggested or approximate hours) / Actual Hours Completed	Signature / Title (e.g., Practicum Supervisor; Teacher; School Counselor; School Psychologist, Parent, DIS Staff, etc.)
<p>1. Participate and Report on Group Counseling Session(s)</p> <p>2. Review and Report on Consultation and Collaboration Procedures between School Staff and Agencies</p> <p>3. Visit/Review a Non-Public School Program (NPS)</p> <p>4. Review Community Resources within Local School District</p> <p>5. Observe/Review components of a Mild-Moderate Special Day Classroom</p> <p>6. Investigate Procedures on Completing a Mental Health Referral and follow-up</p> <p>7. Psycho-Educational Case Assessments (4)</p> <p>8. Parent Interviews (4) (<i>goes along with the Psycho-educational assessments from #7 above</i>)</p> <p>9. Interview a Mental Health Counselor (<i>MFT or Clinical Psychologist from outside agency</i>) and Report on Treatment Procedures</p>	<p>17. <i>Psychological Foundations</i></p> <p>18. <i>Educational Foundations</i></p> <p>19. <i>Legal, Ethical and Professional Foundations</i></p> <p>20. <i>Collaborative Consultation</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 6: Preventive and Responsive</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 7: Family-School Collaboration Services</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 7: Family-School Collaboration Services</p>	<p>1. (20) / _____</p> <p>2. (4) / _____</p> <p>3. (6) / _____</p> <p>4. (4) / _____</p> <p>5. (3) / _____</p> <p>6. (8) / _____</p> <p>7. (40) / _____</p> <p>8. (8) / _____</p> <p>9. (3) / _____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p>
<p>10. Observe students and/or assist in overall procedures of Response to Intervention process (RTI)</p> <p>11. Observe/Assist School</p>	<p>17. <i>Psychological Foundations</i></p> <p>18. <i>Educational Foundations</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive</p>	<p>10. (5) / _____</p> <p>11. (4) / _____</p>	<p>10. _____</p> <p>11. _____</p>



<p>Psychologist in development of Academic Intervention for general education student</p> <p>12. Review School-Wide Discipline Policy/Practices (PBIS)</p> <p>13. Interview a School Psychologist and report on Cross-cultural Assessment Procedures (per Larry P)</p> <p>14. Observe / Interview teacher of Emotionally-Disabled students</p> <p>15. Observe/Assist Assessment of an Emotionally-Disabled student</p> <p>16. Observe/Assist Assessment of an Autism student</p> <p>17. Observe/Assist Assessment of Moderate to Severe student</p> <p>18. Completion of two (2) Functional Behavioral Assessments</p>	<p>20. Collaborative Consultation</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p> <p>23. Program Planning and Evaluation</p> <p>24. Research, Measurement, and Technology</p> <p>21. Wellness Promotion, Crisis Intervention and Counseling</p>	<p>Services</p> <p>Domain 3: Interventions and Instructional Support to Develop Academic Skills</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>12. (4) / _____</p> <p>13. (4) / _____</p> <p>14. (5) / _____</p> <p>15. (6) / _____</p> <p>16. (6) / _____</p> <p>17. (5) / _____</p> <p>18. (10) / _____</p>	<p>12. _____</p> <p>13. _____</p> <p>14. _____</p> <p>15. _____</p> <p>16. _____</p> <p>17. _____</p> <p>18. _____</p>
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<p>19. Completion of two (2) Positive Behavior Intervention Plans</p> <p>20. Review issues related to Psychopharmacology (<i>per DSM 5</i>)</p> <p>21. Visit Behavior Mental Health Facility (inpatient) and investigate/report on 5150 procedures</p> <p>22. Review/Report on District/Workshop Trainings (<i>can be academic-related or behavior-related</i>)</p> <p>23. Practicum Supervision (Discussions and Assignments for PPS 6104, PPS 6105 and PPS 6106)</p>	<p>19. <i>Legal, Ethical and Professional Foundations</i></p> <p>21. <i>Wellness Promotion, Crisis Intervention and Counseling</i></p> <p>22. <i>Individual Evaluation and Assessment</i></p> <p>23. <i>Program Planning and Evaluation</i></p>	<p>Domain 1: Data-Based Decision Making and Accountability</p> <p>Domain 6: Preventive and Responsive Services</p> <p>Domain 8: Diversity in Development and Learning</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p> <p>Domain 9: Research and Program Evaluation</p> <p>Domain 10: Legal, Ethical, and Professional Practice</p>	<p>19. (10) / _____</p> <p>20. (5) / _____</p> <p>21. (10) / _____</p> <p>22. (10) / _____</p> <p>23. (10) / _____</p>	<p>19. _____</p> <p>20. _____</p> <p>21. _____</p> <p>22. _____</p> <p>23. _____</p>
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Other: On-site Practicum work, Presentations, e.g., CASP / NASP / Local School District Inservices/Workshops, etc (75-100 hours):

_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____
_____	Date(s) _____	Supervisor's Signature _____

TOTAL NUMBER OF HOURS FOR THIS DOCUMENT ("PRACTICA 2") _____

(For this document ("Practica 2"): Provide evidence of no less than 225 hours --which required by CCTC; However, 300 hours is recommended by Alliant International University California School of Education)

Supervisor's Signature _____ Printed Name _____
Date _____

Supervisor's Signature _____ Printed Name _____
Date _____

*** NOTE:** "Suggested or approximate hours" does NOT mean students cannot document more (or less) hours than this. It only serves as a "guide" as to how many hours it might typically take in order to complete this particular activity.



Appendix IV

**PRACTICUM SITE SUPERVISOR EVALUATION / STUDENT SELF
EVALUATION OF COMPETENCY DEVELOPMENT
SCHOOL PSYCHOLOGY PROGRAM**

*The electronic evaluation form requires both the self-evaluation of the trainee and evaluation by the field-based supervisor. Use the electronic form when the trainee has reached 50% of the required hours and a second submission when the trainee has completed at minimum 450 hours. **Be sure to save a copy for your files.***

Completed evaluations are due to during Practicum Course terms (*due dates are designated per each course*)

Online Form:

[Site Supervisor Evaluation for Practicum Students](#)



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

COMPREHENSIVE EXAMINATION PROCESS

Contents

- 1) Administration of the Exam
- 2) Special Circumstances – Accommodations
- 3) Grading
- 4) Notification of Results
- 5) Test Security
- 6) Failure to Pass the Comprehensive Exam:
 - Consequences
 - Procedures for Review and Re-taking
 - Student Responsibility



1) Administration of the Exam

*All School Psychology students must take the Professional Roles/Comprehensive Exam course (PPS 60340). The comprehensive examination is embedded within the 8th week of the Canvas online course. The time limit is 3 hours.

*A student is eligible to take the examination (a) if all course work has been completed satisfactorily.

2) “Special Circumstances” and the Need for Possible Accommodations or Modifications

All students who are requesting special accommodations or modifications are required to produce written documentation to the **Office of Accessibility** at the beginning of their career as a graduate student at Alliant International University.

Candidates also need to inform the System-wide Director of any special circumstances that are on-file with the **Office of Accessibility** that notes any accommodations or modifications which may necessitate individual changes in exam administration. The System-wide Program Director will evaluate petitions that are received from students on an individual basis and work out the accommodations and/or modifications needs with the student and instructor of the course

3) Grading

All students must obtain a passing score of 80% on the exam. The criteria/rubric for grading the exam will be distributed to all faculty scoring the exam.

4) Notification of Results

The final results will become a part of the student’s permanent academic file.

5) Test Security

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

6) Failure to Pass the Exam: Consequences

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 students are permitted to enroll in an internship or any post-Masters course work (including PsyD courses in educational psychology).



Procedures for Review and Re-taking the Exam

Due to our relationship with internship sites, implementing this requirement is both a sensitive and crucial component of our program. Internship sites need to plan and depend upon a specific number of interns per year, it is the policy of the Program to notify a site when a student who is about to commence internship participation has failed to pass the Comprehensive Examination. This is done to alert the internship site to the possibility that the student will not be allowed to participate in his/her internship. If the student fails to pass the Comprehensive Examination the second time, the internship site will be contacted to inform them that this is no longer available to be a PPS Credential School Psychology intern.

Student Responsibility

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 CSOE School Psychology Program may be challenged only on the basis of lack of due process or inequitable treatment.



Pupil Personnel Services (PPS) in School Psychology

Credentialing Information

Intern and Clear Credential Packet



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Credentialing Process

Introduction to Credentialing

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

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

CSOE's Credentialing Department

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

Credential File Requirements

All students must have the following on file with the CTC:

- a. Certificate of Clearance

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

Certificate of Clearance

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

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

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

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



How to Apply for a Certificate of Clearance

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

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

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

Live Scan Fingerprinting

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

- a) The Request for Live Scan Service form can be accessed from the CCTC directly at <http://www.ctc.ca.gov/credentials/fee-and-fingerprint.html>.
- b) A list of Live Scan locations can be found at <http://www.livescan-fingerprinting.net/tag/ctc>.

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



Applying for your Intern PPS Credential (*paid internship*)

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

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

- **Official undergraduate transcripts** (this will be retrieved from your admissions file so you do not need to resubmit these, just be aware that they must be on file)
- **Passed CBEST score report**
- **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.
 - 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.

Important Information about Intern Credentials

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

California Basic Educational Skills Test (CBEST)

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

- a) CBEST scores do not expire, they are valid for life.
- b) 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.
- c) 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.

- d) There are various alternatives to the CBEST that will fulfill the Basic Skills Requirement. Please review the CTC website and include a copy of the eligible exam in your application.

Basic Skills Requirement Waiver

Add information regarding BSR

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

Applying for your Clear PPS Credential

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

- ***Exit interview** completed with Program Director or other faculty
- **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
- Minimum 3.0 cumulative GPA with grades of B or higher for all coursework
- \$0 tuition balance

Recommendation Process & Timeline

After receiving confirmation from the Program Director/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 CTC for your PPS Clear credential. Once that happens you will receive two emails: one directly from the CTC and one from the Credential Analyst with information on how to login and pay the CTC's processing fee online. You will need to login to your [Educator Profile](#), review the recommendation, answer the CTC's professional fitness questions, and pay the CTC's processing fee with a credit card. **The CTC will not review your application until the University has recommended you for the credential and 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 CTC when your PPS Intern credential has been granted. Depending on the time of year, the CTC's processing times vary but it should take between 1-2 weeks.



School Psychology Internship / Fieldwork Placement

8 Units/1200 Internship Hours/Field Placement Hours

Upon documentation of TB screening, Certificate of Clearance, successful completion of CBEST exam, required course work, practicum hours and comprehensive exam; candidates must:

- Seek a field placement (or salaried internship) with a public-school district;
- If an MOU is required, the student must request an MOU to be established: [CSOE MOU Request Form](#)
- Candidates must pass a comprehensive examination in order to continue in an internship experience.
- Candidates are required to enroll in four consecutive internship courses, PPS 71010A, PPS 71010B, PPS 71020A and PPS 71020B. Candidates will complete an internship/culminating field experience for a minimum of twelve hundred (1200) hours usually completed within one (1) academic year but no more than two (2) consecutive academic years.
- Candidates must

For students that are seeking an internship credential and need to take the alternative comprehensive exam, students may do so after meeting the following guidelines:

- Verification of secured internship placement and site/district internship supervisor
- Once internship placement is verified and only when the internship is verified will the student be offered an opportunity to take the alternative comprehensive exam prior to being enrolled in PPS 60330
 - Comprehensive exam must be passed on the first attempt with a grade of 80% or better
 - If the comprehensive exam is not passed, student must follow their original MPS and will not be granted an opportunity to accelerate and begin their internship
- Agree to continue with didactic courses while in clinical practice
- Agree to maintain supervision and communication with your clinical practice instructor
- Grade of B+ or better in all classes
- No history of SERC referral
- Recommended by your practicum supervisor you are ready to move forward into internship as evidenced by your practicum site supervisor evaluation forms

Faculty serves a support for interns and liaisons to school districts and site supervisors. Faculty will make periodic communications with site supervisors to discuss the progress of the credential candidate. Monthly (approximately) meetings are encouraged to be held to mentor and support skill development. Candidates will be encouraged to attend CASP convention and interview for internships. Feedback from the candidate's supervisors and mentors will be obtained and shared with the student. Candidates will be given a copy of the Internship Handbook, inclusive of evaluation and contract forms. Professional liability insurance may be required by the school district. The university also strongly recommends that all students enroll in professional liability insurance prior to their internship.

PPS Internship/Field Placement Liaison Faculty

The PPS Internship/Field Placement Liaison Faculty functions in the following ways:

- Maintains primary liaison with field placement agencies. This includes informing districts/supervisors



of policies and procedures, responding to field setting and candidate needs as they arise, and providing consultation to districts to help strengthen their training programs.

- The internship instructor will be made available for contact with the site supervisor at least once during each of the internship courses. Candidates are notified prior to each contact to provide input about their training experience.
- Reviews candidate evaluations and, following completion of the placement, assigns a Credit, Incomplete or a No-Credit grade based on field setting supervisors' evaluations and conduct of the candidate in regard to field placement responsibilities as set forth in these guidelines.
- Reviews and updates the relevant information on participating districts for candidate placement.
- Meets with their advisees at least once prior to interview/selection to discuss both current practicum and future internship plans, assists candidates with the application process as needed, and discusses professional development issues.
- Coordinates, administers and maintains forms required for the Field Training Office.
- Processes training agreements (general and individual) with all districts
- Tracks and reports candidate placement evaluations
- Ensures proper record keeping of field settings contracts and candidate evaluations

School Districts

The responsibilities of the school districts are as follows:

- School Districts will sign a University-District Agreement annually and will sign a University-District Agreement for each candidate placed there.
- At the start of each placement year, all on-site supervisors will forward a copy of appropriate school psychology credentials.
- Evaluation forms are to be completed and returned to the university supervisor in a timely manner. Evaluation forms are completed at the completion of the first 600 hours and at the completion of 1200 hours. The on-site supervisor will review the completed evaluation with the candidate and as the candidate to sign it before returning it to the university supervisor. Candidates will not be given credit for completing the internship UNTIL the Internship evaluation form is received by the university supervisor. It is the on-site supervisor's responsibility to return the completed evaluation to the university supervisor to ensure that students receive proper credit for their training experience. The internship hours completed on the internship Evaluation Form will result in the intern receiving internship credit as well as providing written documentation sent CCTC of the completion of the internship requirement. Hours listed on an internship log are not legally binding since the internship log is only a device to initiate a dialogue between the intern and their supervisor on site at the internship. The internship log is not a legally binding document.
- On-site supervisors are requested to notify the university supervisor immediately if any problems arise regarding a candidate's performance rather than wait for the written evaluation.



- On-site supervisors are asked to contact the university supervisor as soon as possible if there is any change in supervision or other components of the training contract/agreement
- On-site supervisors will provide an accurate description of their training program, which will be updated as necessary.

School Psychology Internship Documents

The following are documents you will need for your internship experience.

School Psychology Internship Documents:

- *Information Form (Electronic)*
- *Internship School Psych Hourly Log*
- *Internship Field Supervisor and Self Evaluation Form (electronic)*

Student Hub link to ALL internship and other documents: [CSOE Educational Psychology Programs Student Hub](#)

PPS School psychology candidates are responsible for the following:

- Candidates are responsible for knowing and following the contents of these Guidelines as well as the guidelines set forth in the student handbook. The status of a candidate's record and his/her successful and timely progress through the program may be adversely affected if these Guidelines are not followed.
- Candidates are responsible for familiarizing themselves with the professional codes of ethics relevant to potential ethical and value conflicts involving service delivery to school staffs, pupils and or families.

Upon completion of course work, practicum, and internship, student will meet with the credential advisor for completion of credential packet to be filed with the state.

Exit Interview / Meeting

When nearing or upon completion of the required 1200 internship hours, the student will reach out to their last internship instructor or current internship instructor to request an exit interview. All coursework, recommendation letters, evaluation forms, and other state mandates will be reviewed. When all qualifications have been met, the student's documents will be submitted to the credentialing department to ensure all assessments were met and documents and transcripts verified. The credentialing department will work with the student to clear the PPS credential.



School Psychology Intern Competencies

The School Psychology candidates will demonstrate competence in the breadth of scientific psychology, its history and its research methods and applications.

The School Psychology candidates will demonstrate competence in the scientific, methodological and theoretical foundations of practice in the substantive areas of professional psychology.

The School Psychology candidates will demonstrate competence in assessment and diagnosis. Specifically, they will demonstrate competence in the selection of data sources, interpretation of data and synthesis of data from several sources done within the context of interviewing, observing, conducting file reviews and using curriculum-based, norm-referenced and criterion-referenced instruments.

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

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

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

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

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

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

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



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



Appendix I

Statement of Release

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

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

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

Signature: _____ Date: _____



Appendix II

PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY

UNIVERSITY-DISTRICT AGREEMENT

DATE: _____

Dear School District Governing Board:

The following agreement is between the DISTRICT (henceforth District) and Alliant International University’s California School of Education (henceforth University). The goal of this contract is to document the above partnership between two entities listed to facilitate the full-time school psychology internship training of STUDENT, a student in our PPS Credential Program in School Psychology.

UNIVERSITY ROLE

- Statement #1 The University will communicate to the public the availability of the School Psychology Intern program in an effort to attract high quality applicants as potential interns to the school psychology 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 psychology intern candidates.
- Statement #3 The University will recommend for intern credentials to the CCTC the qualified candidates selected by participating Districts for school psychology intern positions. Candidates will not be allowed to assume an intern position until they have completed the University professional course sequence and 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 an Intern Faculty Liaison (IFL) to support the intern during this their required field experience to obtain the PPS Credential.
- Statement #6 The University IFL will work as part of a collaborative support team with District supervisors.
- Statement #7 The University will recommend candidates who successfully complete their internship experience for the PPS School Psychology 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 Psychology Intern Positions.
- Statement #3 The District will provide the selected interns with pre-service training and orientation activities.



- Statement #4 The District will assign a qualified credentialed school psychologist to the intern, 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 intern.
- Statement #5 Any financial agreements between the student intern and District will be via formal written agreement.**
- Statement #6 The District will retain, not retain, or dismiss the intern(s) according to regular practice to school psychologists.
- Statement #7 The District will not displace existing school psychologists with interns. Vacancies to accommodate interns will be designated through normal attrition.

SIGNATURES OF AGREEMENT

_____	_____	_____
District Signature	Printed Name & Title	Date
_____	_____	_____
Student Signature	Printed Name & Title	Date
_____	_____	_____
Alliant International University Faculty Signature	Printed Name & Title	Date



Appendix III
SCHOOL PSYCHOLOGY
INFORMATION FORM

Students **MUST** complete the online Information Form as soon as the student has found an internship position with the school district. **Please be sure to save a copy and upload it into your OneDrive Folder.**

Online Form:

[Information Form for School Psychology Interns](#)

Appendix IV

SCHOOL PSYCHOLOGY HOURLY LOG FORM

Required:

During internship, School Psychology candidates are required to complete 1200 hours. You will need the following documents to assist you with completing the required 1200 hours:

- Electronic hourly log sheet
- A guide to using the *Electronic Excel Log*

The Electronic Excel Hourly Log and guide can be found in [CSOE Educational Psychology Programs Student Hub](#)

*Students beginning Internship T3 2019 and after are required to use the electronic excel log

*Students that began Internship prior to October 2019 may continue using the paper format log



Appendix V
PUPIL SERVICES CREDENTIAL PROGRAM IN SCHOOL PSYCHOLOGY
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 VI

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. **Upon completion of your exit interview, please be sure to save a pdf copy in your OneDrive 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
Catherine Boulton	System-Wide Academic Program Coordinator		catherine.boulton@alliant.edu	San Diego/System-Wide
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
Carlton Parks, PhD	CSOE Faculty	626-270-3304	cparks@alliant.edu	Virtual
Steven G. Fisher, PsyD	CSOE Faculty	858-635-4825	sfisher@alliant.edu	Virtual
Donald Wofford, PsyD	CSOE Faculty	949-812-7448	dwofford@alliant.edu	Virtual
ADMISSIONS				
Joseph Deragish	Senior Admissions Advisor		jderagish1@alliant.edu	San Diego/System Wide
Blake Bascone	Senior Admissions Advisor		blake.bascone@alliant.edu	San Diego/System Wide
Michael O'Boyle	Senior Admissions Advisor		michael.oboyle@alliant.edu	San Diego/System Wide
Tiffany Habib	Senior Admissions Advisor		tiffany.habib@alliant.edu	San Diego/System Wide
Chester Manalo	Senior Admissions Advisor		chester.manalo@alliant.edu	San Diego/System Wide
Philip Dietz	Admissions Advisor		philip.dietz@alliant.edu	San Diego/System Wide
Brittany Woolsey	Admissions Advisor		brittany.woolsey@alliant.edu	San Diego/System Wide
OTHER				
Library		858-635-5500	library@alliant.edu	San Diego
Scott Zimmer	Librarian	858-635-4553	szimmer@alliant.edu	San Diego
24 Hour Emergency Campus Security		858-635-5500		San Diego
Alliant Public Safety		858-635-4444		San Diego