School Psychology Handbook
Master of Arts in Education:
School Psychology with
Pupil Personnel Services Credential in
School Psychology

2012-2013

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

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Catalog #: __________ Degree: __________ Title: __________
Campus: ________________________
Email: ____________________________

Revised: 01/22/13
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**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’s level, to become competent credentialed school psychologists in the state of California.

**School Mission:** The Shirley Mount Hufstedler 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 improvements.

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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 two-year master’s degree program, students will take evening classes and engage in fieldwork. Upon completion of 43 semester units (including 450 practicum hours), candidates will qualify for the Master of Arts in Education: School Psychology degree. Students seeking the PPS Credential in School Psychology must complete an additional 17 units (7 units of coursework and practicum, plus 10 units of a 1200 hour internship). Students who have not completed the Writing Proficiency examination given during the New Student Orientation process and the subsequent recommendations based on your score will NOT be able to go on internship until they do so. Paid internships are dependent on the budgets and policies of individual school districts. While working as interns in the third year, students who have applied and been admitted to the Psy.D. program will be able to enroll concurrently in the PsyD program with classes meeting in the evenings and weekends to accommodate working professionals. Thus, students who enroll in the PsyD program while completing internships will be completing the last year of the credential program simultaneously with the first year of the PsyD program. This reduces the time-to-degree from six to five years.

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 other related fields. The program can be completed by those who work at other jobs during the week as long as students allow for approximately six to eight “school-time hours” (K-12) per week to complete course/practicum assignments. To complete the credential in the third year, students will need to complete 1200 hours of a paid internship or 1200 hours of an unpaid field-placement (or combination of both) at a public school district.

Applicants for admission to the master’s degree program in school 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.

Participants will also need to pass the CBEST exam prior to the start of the second year of classes in the school psychology program as well as the comprehensive exam prior to starting an internship. Starting with the cohort entering internship in August of 2013, all students are required to take the Praxis 2 exam and submit their scores to the program. Students are responsible for: 1) paying the examination fees, 2) going to the local testing center, 3) taking the exam, and 4) forwarding the scores to the School & Educational Psychology Programs.
Student Learning Outcomes and Assessment

Professional Skills

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

Student Learning Outcomes – PPS Credential Program in Measureable 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 Measureable 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 Measureable Terms

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

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

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<th>Curriculum Map/Learning Outcomes Matrix: MAE with PPS School Psychology</th>
<th>Units</th>
<th>Discipline-Specific Body of Knowledge, Research &amp; Scholarship</th>
<th>Insight into the Context of Practice</th>
<th>Multicultural Competence</th>
<th>Professional Literacies</th>
<th>Applications of Knowledge</th>
<th>Conduct, Judgement, Ethics</th>
<th>Team-Based and Multidisciplinary Approaches</th>
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I - knowledge and skills introduced
D - knowledge and skills developed
M - knowledge and skills mastered/fully demonstrated
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<th>Requirement</th>
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<tr>
<td>PPS7001</td>
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<td>PPS7002</td>
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**Praxis 2**

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<td></td>
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I - knowledge and skills introduced  
D - knowledge and skills developed  
M - knowledge and skills mastered/fully demonstrated
# Oral Presentations Scoring Rubric

## Learning Outcomes

<table>
<thead>
<tr>
<th>Students</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Student speaks in a confident (authoritative) tone reflecting mastery of the content material</td>
<td>Modulates voice, adjust tone, and pace appropriately</td>
</tr>
</tbody>
</table>

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

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Revised: 01/22/13  
## Written Presentations Scoring Rubric

### Learning Outcomes

<table>
<thead>
<tr>
<th>Students</th>
<th>Engages in Critical Thinking/Analysis</th>
<th>Documents - cited current and up-to-date sources</th>
<th>Develops an Organization and Structure that is Logical and Coherent</th>
<th>Uses Correct Grammar and Punctuation</th>
<th>Discusses Content in such a way that Reflects Student Knowledge and Mastery of Applied School/Educational Psychology</th>
<th>Adheres to APA Format Guidelines (6th Edition)</th>
</tr>
</thead>
</table>

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

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Revised: 01/22/13

PPS/School Psychology Handbook: Page 14
REGISTRATION

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

REGISTRATION DATES

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

Registration is conducted in the Credentials Office in the School of Education. After the first semester students do have the option to register for classes on-line. An appointment with the Credentials Analyst (who also acts as the advisor) is necessary to register in person.

- San Diego students, contact Dr. Steve Fisher at 858-635-4824
- Irvine students, contact Karmen Floriolli at 949-812-7444 or kfloriolli@alliant.edu
- San Francisco students, contact Dr. Steve Fisher at 858 635-4824
- Los Angeles students, contact Dr. Carlton Parks at 626-270-3379 or at cparks@alliant.edu
**SERC (Student Evaluation Review Committee)**

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

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

How to log on:

**ALLIANT PORTAL**
Go to [www.alliant.edu](http://www.alliant.edu)
Go to myalliant.edu
Username: your first initial and last name
Password: your student ID number

**OUTLOOK WEB ACCESS (EMAIL):**
Your Alliant E-mail: (your first initial and last name)@alliant.edu
*NOTE- YOU ARE REQUIRED TO CHECK YOUR ALLIANT EMAIL ACCOUNT*

Go to [https://email.alliant.edu](https://email.alliant.edu)
Student "Domain": at
Faculty "Domain": alliant
Domain\username is: at\(your first initial and last name) Password is: Student ID
SAMPLE LOGON: at\jsmith

**STUDENT/FACULTY INFORMATION SYSTEMS:**

Go to [http://ais1.alliant.edu](http://ais1.alliant.edu)
Username is: student ID number
Password is the month and year of your date of birth. (Ex. 2/14/83 = 283)

If you need further assistance contact the IT Helpdesk at 858-635-4357 or via e-mail at helpdesk@alliant.edu.
# MASTER PLAN OF STUDY (MPS)

**MAE in School Psychology with PPS Credential**  
2002-2013

NAME: _______________________  ID# ____________________

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<td>PPS 6041</td>
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Award MA- TOTAL 43 units for Masters Degree  
**PPS6044 Required for Credential Only**
### Other Additional Credential Coursework

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<td>Professional Roles: Comp Exam</td>
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|                                            | Credential Coursework Complete- TOTAL 60 Units |

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**Academic Advisor Signature**

**Date**

**GPA**

**Student Fully Enrolled**

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<table>
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<tr>
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*Revised: 01/22/13 PPS/School Psychology Handbook: Page 19*
COURSE DESCRIPTIONS

PPS6001/2/3/4/5/6 Placement Practicum/Role of School Psychologist (1,1,1,1,1,1 unit)
Students are required to register for a practicum seminar each semester. 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. 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.

PPS6007 Orientation to the Profession of School Psychology (1 unit)
Students must take this course in the first semester of the program. The course introduces students to the field of school psychology, including the relationship to other professions, graduate training, professional preparation and licensure and credentialing.

PPS6008 Principles of Curriculum Construction (2 units)
Course is designed for non-educators/teachers, offering an overview/introduction to the principles of curriculum constructions. Introduction of various curriculum models and philosophical perspectives.

PPS6009 Child through Adolescent Development: Biological, Behavior, Cognitive (2 units)
This course will cover cognitive, behavior, educational and psychosocial development from birth through adolescence. It will emphasize both theoretical and applied aspects of development, learning theories and parenting and teaching children from ethnic, linguistic, and cultural diversity perspectives.

PPS6010 Multicultural Children, Adolescents, and Their Families (2 units)
The objective of this course is to provide the PPS student with an overview of the issues related to the topics of multicultural families, at risk low income families, and successful community intervention programs for disadvantaged families that exist in the literature. Additionally, this course examines educational issues relating to cultural, linguistic, economic, academic, social and gender diversity.

PPS6011 History of Psychological Services in Schools (2 units)
This course is designed to familiarize students to the history and current activities in the field of school psychology. Students will explore future directions and possibilities as well as gain a perspective of how school psychology aligns with other related fields. Course will explore the values, mores, protocols, mandates and cultures of public school systems, and exposes students to the various constituencies on campuses and local school districts.

Revised: 01/22/13
PPS6012 California and National Special Education Laws (1 unit)
In-depth study of IDEA regulations.

PPS6013 School Counseling: History, Philosophy and Trends (2 units)
This course is designed to introduce students to the history of and roles and responsibilities of school counselors. Students will be exposed to how and to use best practices when working families from multicultural perspective, Students will explore the utility of counseling as a professional activity of the school psychologist as compared to the role of a school counselor.

PPS6015 Behavior Management in the Classroom (2 units)
This course is designed to introduce students to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom, Students will become familiar with assessment and intervention techniques to aid on consultation to parents and teachers, Students will become familiar with laws and regulations regarding disruptive behavior.

PPS6017 Advanced Behavior Analysis and Interpretation (2 units)
The focus of this class is on the technology of applied behavior analysis, including the functional analysis of children’s behavior and development, implementation and evaluation of behavior management programs for children and youths.

PPS6018 Academic Intervention: Accommodation and Modification (2 units)
The focus of this course is on researched-based instructional procedures for students with learning disabilities, Emphasis is on the need for data-based instructional decisions in preparing and delivering specially designed instruction to students eligible for special education services, Both curriculum and site accommodation and modifications will be explored, in compliance with IDEA mandates.

PPS6019 Program Development and Evaluation (2 units)
This course is designed to expose students to the methodologies and utility of developing, implementing and evaluating prevention programs.

PPS6021 Collaborative Consultation/Date Driven Instruction (2 units)
This course is designed as an introduction to the various types of consultation activities conducted by school psychologist, including consulting with teachers, facilitating team meetings, collaboration with various professionals and parents, leading in-services meetings, etc. In addition, interpersonal communication skills will be explored.

PPS6022 School Safety, Violence Prevention, Crisis Intervention (2 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.
PPS6025 Methodology of Educational Research (2 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.

PPS6026 The Social Psychology in Educational Settings (2 units)
The objective of this course is to provide the students with an increased awareness of three pressing issues found in contemporary urban school settings: 1) attachment processes, 2) aggression, and 3) teacher expectancies/expectations related to school achievement.

PPS6027 Professional Roles: Comprehensive Exam (2 units)
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.

PPS6028 Legal and Ethical Issues in School Psychology (1 unit)
This course is designed to equip students with the professional legal and ethical principles pertaining to the practice of school psychology and other fields related to psychology. Students will become familiar with the content of the codes of ethics and service delivery standards of national and local associations, Students will become knowledgeable of how to resolve dilemmas coming a date-driven model with an ethical decision-making process when legal guidelines and ethical codes to not provide explicit guides to problem resolution, In addition, students will be come familiar with applicable licensing laws and how the various boards of psychology handles complaints again school psychologist.

PPS6030 School Programs and Community Services (1 unit)
The objective of this course is to provide the student with an overview of the issues inherent in the provision of culturally informed community-based services in urban centers to culturally and ethnically diverse children, adolescents and their families, as well as services offered through school districts, Students will become familiar with regular education and special education programs and services, Lectures an dreading will lead to an understanding of the history and current trends in education, their implications of student learning and how school psychologists may support and use these services/programs in their work with students and families.

PPS6032 Cultural Family Interventions/Collaboration in School Settings (2 units)
Teachers, families and staff often look to the school psychologist for suggestions and guidance in a variety of issues pertaining to the behavior of their children/students. This course is designed to explore possible responses/interventions to such questions.
PPS6040 Case Study Development 1: Introduction to Psycho-Educational Assessment (2 units)
This course is the first of six courses providing an introduction to the basic methods of individual assessment of children in educational settings. The course will focus on achievement and aptitude assessment tools, as well as informant measures, self-report and behavior observation.

PPS6041 Case Study Development 2: Individual Child Assessment (2 units)
This course is the second of six in the assessment sequence and a continuation of Case Study Development 1. Additional assessment tools will be introduced. Students will enhance skills in conducting full battery assessments and comprehensive reports, incorporating information from various resources.

PPS6042 Assessment of Learning Problems and Intervention Strategies (2 units)
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 findings in an articulate way to a diverse audience. Students enhance their understanding of contextual influences on outcomes. Particular emphasis is placed on assessment of the various processing disorders.

PPS6043 Alternative/Eligibility Assessment (2 units)
Students will become familiar with the State of California’s eligibility criteria for Individuals with Exceptional Needs. Coursework will involve assessment opportunities focusing on various areas of eligibility; observations of disabilities in the classroom and how they affect school progress; and the determination of appropriate recommendations that follow assessment results to enhance the learning of students.

PPS6044 Advanced Psychological Assessment Applied to Atypical Populations (2 units)
This course will continue to focus on conducting full battery assessments and reports. Students will focus on the assessment of atypical populations and the use of formal and informal test administration. Students will develop a working knowledge of the DSM-IV Manual and the assessment of emotionally disturbed children and other psychiatric/psychological and educational problems of children and adolescents.

PPS7001/7002 Internship- full time. (5, 5 units)
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Pupil Personnel Services Credential

School Psychology
Credential Packet

IMPORTANT!
A copy of the Credential Packet is due to the Credentials Analyst no later than October 15 of the first year of the program. Failure to provide this to the Credentials Analyst will result in the student not being registered for the next semester.

Name: ____________________________ ID# ____________
Address: __________________________
Home Phone: ______________________ Work Phone: ______________
Catalog #: ______________ Degree: ______________ Title: __________
Campus: __________________________
Email: ____________________________
1. EDUCATIONAL BACKGROUND

To be completed by Students

List all colleges and universities attended:

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List all credentials held: (Please provide copies)

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List current employment in public and/or private schools:

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2. PUPIL PERSONNEL SERVICES PSYCHOLOGY CREDENTIAL PROGRAM EVALUATION

Student: ___________________________ ID#: __________________
Catalog No.: __________________________

Preadmission Requirements:

A. Bachelors degree from an accredited university with a 3.0 Grade Point Average. International conferred bachelors degrees must be evaluated by a California Commission on Teacher Credentialing approved international evaluation agency prior to starting first course.
B. Take CBEST. Highly recommended passing prior to admission. Must be taken at first available test date. **Must be passed prior to the start of the second year of classes.**
C. Two letters of recommendation.
D. Essay- Discuss your reasons for choosing to enter the PPS/School Psychology program and provide a written evaluation of your prior experience with children and youth.

Internship Requirements For School Psychology:

1. Internship will be completed after all academic coursework for the PPS/School Psychology has been successfully completed (maintaining a GPA of 3.0 with no D or F grades).
2. Must be completed in K-12 schools.
3. Passage of CBEST with official scores submitted to AIU. (completed before starting second year)
4. Clear T.B. verification. (required before beginning practicum)
5. Certificate of Clearance. (required before beginning practicum)
6. Passage of comprehensive exam/ PPS6027 course.
7. Taking the Praxis 2 exam prior to the completion of the internship.

EXIT Process:

- Contact credential analyst within last 30 days of internship to be cleared for exit interview and receive exit documents.
- Complete exit interview with full-time faculty member.
- Appointment with credential analyst to return credential application fees.
- Apply for Masters Degree through Academic Advisor (optional).
- Receive confirmation of on-line application submission of credential application within 10 working days of verification in the San Diego office.

Submission of Praxis 2 test scores.

Student’s Signature: ___________________________ Date: _______________
Representative of AIU: ___________________________ Date: _______________

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3. CBEST Form

To be completed by Student:

Student:______________________________________ ID#: _____________

Attach CBEST verification to this form or date when to be taken:____________

Must be taken and passed prior to the start of the second year of classes.

For up to date information on the CBEST test and test dates, please visit:

CBEST is a lifetime score.

If you have taken an out of state Basic Skills test, please consult with your credentials
analyst to determine if it meets California’s basic skills requirement. For more
information visit: http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf
4. TB TEST RESULTS

Name: ____________________________________________
I.D. #: __________________________________________

Attach verification of negative TB test taken within the past two (2) years. This verification must clearly state the results and the date of the test. Due prior to beginning practicum.

Education Code 49406: “This examination shall consist of an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs”.
5. GPA REQUIREMENT

Name: __________________________________________________________
I.D. #: ________________________________________________________

I understand that I must maintain a minimum GPA of 3.0 to remain in this program, to be recommended for the credential I am seeking, and to be awarded the Master of Arts in Education.

Signature ___________________________________ Date ____________________
6. COPY OF CREDENTIAL OR FINGERPRINT CLEARANCE

To be completed by student.

Student: __________________________________________________________
ID#: __________________________________________________________

If you believe that you already have a background check, but would like to confirm that you have the correct one for credentialing purposes in California, please visit: https://teachercred.ctc.ca.gov/teachers/index.jsp and input your date of birth and social security number. If you get “No records found”, then this means you do not have the appropriate clearance with the CCTC and will need to complete one of the steps above. If records appear, please print and include in the credential packet as proof of your successful background check.

☐ Attached please find a copy of a valid teaching credential.
☐ Attached please find a copy of CCTC Certificate of Clearance (valid for 5 years if issued on or after 7/1/2007).

If you do not have a valid CCTC Certificate of Clearance, you will need to complete the following:

☐ Certificate of Clearance Application (41-4). Fill out the application, print and sign. To download 41-4 application please visit: http://www.ctc.ca.gov/credentials/leaflet/414.pdf
☐ Live Scan Form (41-LS). CCTC will only accept the form from the CCTC website. (Must be cleared prior to starting practicum.) To download Form please visit: http://www.ctc.ca.gov/credentials/leaflet/41-LS.pdf
For fingerprint information and live scan locations, please visit: http://www.ctc.ca.gov/credentials/fee-and-fingerprint.html
Practicum: 6 Semester Units/450 Practicum Clock Hours

Candidates are required to complete six semesters of practicum, constituting of at least 450 clock hours. During the first semester, candidates will be required to spend over 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 will have the opportunity to visit various community sites – children’s court, regional center, and at various alternative school sites. During the 2nd semester, candidates will continue practicum hours, interviewing a cross-cultural family, conducting a needs assessment by survey and interview of key school staff, and additional interviews and observations. During the 3rd semester, candidates will engage in pre-counseling services, interview staff regarding violence prevention programs, and complete psycho-educational assessments. These first year activities support the seven CCTC practicum standards.

During the second year, these standards are further met by various field activities. During the fourth semester candidates will interview 3 cross-cultural staff and parents, conduct a program needs assessment, conduct 3 alternative assessments, and 2 full batteries. During the fifth semester, candidates will increase/enhance consultation skills by conducting 2 Positive Behavior Plans, two Functional Analysis Assessments, collaboration/training project, program development project and advanced case studies of preschool and school age children. During the final semester, candidates will conduct an advanced analysis of a school-wide discipline policy.

Candidates can obtain practicum hours through two distinct processes. The first process is mandatory, and includes the following.

**Mandatory Activities**

During the first two years of the program, candidates will take a one unit practicum course each semester and spend over eight hours per week in school settings in conjunction with courses and course assignments. These hours will include observations, interviewing, assessment, shadowing, research, and counseling. Each practicum is coordinated by the practicum coordinator, who together with the instructors of the courses offered during a particular semester, coordinates students practice activities and signs candidate’s practicum/field activity sheets. The practicum experiences are organized, sequential training consistent with the school psychology program’s goals, and include directed observations and participation in educational settings. Each course provides a field activity form, listing the required field experiences to be completed for
each course. The training offers candidates a breadth of 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 the practicum and candidates will be evaluated at the end of each semester.

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. For example, if the candidate is required to do an observation for one of his/her classes, this liaison will help in providing the necessary access to the classroom, playground, etc.

The second practicum process is highly encouraged, but is optional.

Optional Activities

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

Candidates interested in pursuing this additional contracted practicum option, will write a two page proposal to the practicum coordinator indicating the types of activities to be performed weekly, during a specified length of time, and supervised by a designated school representative (see attached form). How the candidate’s performance will be evaluated should also be included in the proposal. Candidates will submit the proposal for approval and upon approval by practicum coordinator, create a one page contract letter (if one is not provided by the supervising district/agency) and obtain appropriate signatures for the candidate’s file.

Both practicum process options provide candidates the opportunity to engage in field-based activities in all areas of professional training. Specifically, there are seven objectives to be met across the first two years in the PPS program. Candidates will provide written documentation (log sheets) on how each object was met by listing the objective, the activities conducted to meet the objective, and the criteria for evaluation. 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.
Candidates must 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 related to each objective. 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 Log of Activities Form for all practicum hours. It is imperative that candidates keep accurate records of their hours in order to obtain credit for all hours conducted. Candidates will use multiple sheets of this form, and may use different forms for different activities/placements/supervisors. These forms will be used as part of the student’s evaluation at the end of each semester. The Log of Activities Form is NOT a legally binding document. The Internship Evaluation Form is the legally binding document for the documentation of internship hours; NOT the Log of Activities Form.

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

**Practicum Handbook**

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

- Log of Activities, including the summary sheet of the log activities
- copies of appropriate practicum contracts
- Candidate Practicum Proposals, including Practicum Proposal Forms, signed by Practicum Coordinator
- appropriate student papers/assignments completed as required by appropriate PPS courses
- candidate evaluations of practicum courses (PPS6001/2/3/4/5/6)
- any reports/papers completed as a result of activities performed.

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

At the end of the second year, students will take a comprehensive exam to determine competencies for full-time internship placement for the following school year. Candidates will be encouraged to attend California Association of School Psychologist (CASP) convention in the Spring, in hopes of obtaining a full-time internship for the following Fall term as well as to enhance ongoing professional training.
The Shirley M. Hufstedler School of Education  
School Psychology  

**SCHOOL PSYCHOLOGY FIELDWORK EXPERIENCES** *

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<th>2</th>
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<th>5</th>
<th>6</th>
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<td>PPS 6009</td>
<td>Child-Adolescent Development: Biological, Behavior, Cognitive</td>
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<td>View/Analysis Children’s Television Program</td>
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<td>Observations of child in lunchroom, playground, classroom</td>
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<td>PPS 6007 Orientation to the Field of School Psychology</td>
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<td>PPS 6011</td>
<td>History, Philosophy and Trends</td>
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<td>Shadow and interview school psychologist</td>
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<td>Shadow and interview school counselor</td>
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<td>Student/staff/parent interviews for research project</td>
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<td>PPS 6030</td>
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<td>Observation of IEP meeting</td>
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<td><strong>Observation of two (2) special day classes: 1-mild/moderate; 1-moderate/severe</strong></td>
<td>12-14</td>
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<td><strong>Observation/interview of personnel for program investigative report</strong></td>
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<td><strong>PPS 6010 Multicultural Children, Adolescents &amp; Their Families</strong></td>
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<td><strong>Interview family</strong></td>
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<td><strong>Prevention Program “at-risk” population</strong></td>
<td>5-6</td>
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<td><strong>Assessment of expectations of teachers, principal, custodial and secretarial staff</strong></td>
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<td><strong>Interview high school counselor</strong></td>
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<td><strong>PPS 6008 Curriculum Development</strong></td>
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<td><strong>Classroom teacher observations</strong></td>
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<td><strong>Collection of forms for portfolio</strong></td>
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<td><strong>PPS 6022 School Safety, Violence Prevention, Crisis Intervention</strong></td>
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<td><strong>Prevention program for At-Risk students</strong></td>
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<td><strong>Interview school staff and collect data regarding schools crisis intervention plan</strong></td>
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<td><strong>PPS 6040 Case Study Development 1: Intro Psycho-educational Assessment</strong></td>
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<td><strong>PPS 6041 Case Study Development 2: Individual Child Assessment</strong></td>
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**Second Year**

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<td><strong>Staff and parent interviews survey/interview</strong></td>
<td>5-10</td>
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<td><strong>PPS 6021 Collaborative Consultation/Data Driven Instruction</strong></td>
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<td><strong>Consultation to, collaboration with, or training of school staff (documented by video)</strong></td>
<td>10-15</td>
<td>X</td>
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<td><strong>PPS 6015 Behavior Management in the Classroom</strong></td>
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**Revised: 01/22/13**
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<td>Develop school-wide intervention plan</td>
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<tr>
<td><strong>PPS 6042 Assessment of Learning Problems and Intervention Strategies</strong></td>
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<td>Internet Search</td>
<td>5-7</td>
<td>X</td>
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<tr>
<td>Case reports diagnosing learning problems (2)</td>
<td>16-20</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>PPS 6043 Alternative/Eligibility Assessment</strong></td>
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<tr>
<td>Alternative assessments (3)</td>
<td>30-36</td>
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<td>X</td>
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<tr>
<td><strong>PPS 6044 Advance Psychological Assessment Applied to Atypical Populations</strong></td>
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<tr>
<td>Psychoeducational case study: Preschool</td>
<td>8-10</td>
<td>X</td>
<td>X</td>
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<td>Psychoeducational case study: School age</td>
<td>8-10</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Visit/Observation Hospital</td>
<td>8-10</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td><strong>PPS 6019 Program Development and Evaluation</strong></td>
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<tr>
<td>Interview/observe for program needs assessment</td>
<td>20-25</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>PPS 6017 Advanced Behavior Analysis and Intervention</strong></td>
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<td>Analysis of school-wide discipline policy and practices</td>
<td>20-25</td>
<td>X</td>
<td>X</td>
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*Subject to change per professor instruction*
COMPREHENSIVE EXAMINATION PROCESS (G-X Year)

2012—2013

Contents

1) Dates of Administration
2) Timing of the Examination In a Student's Doctoral Program
3) Eligibility for Comprehensive Examination
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7) Coding: Anonymity of Responses
8) Grading
9) Notification of Results
10) Test Security
11) Failure to Pass the Comprehensive Exam: Consequences, Procedures for Review and Re-taking, Responsibility
12) Absence from a scheduled Exam
1. **Dates of Administration**

   The Comprehensive Examination will be given to all eligible HSOE 2nd year PPS Credential School Psychology students who have completed their course work or are concurrent enrolled in PPS 6017 and PPS 6027. (See separate section on "Eligibility to Take Comprehensive Exams.")

   The date, time and location is as follows: The Comprehensive Exam occurs at the end of the Summer session for the second year PPS students.

2. **Timing of the Examination In a Student's Curriculum**

   The timing for taking the Comprehensive Examination is as follows:
   - **HSOE School Psychology Program Students**
   - End of Year 2nd year in the PPS Credential Program in School Psychology

3. **Eligibility for Comprehensive Examination**

   A student is eligible to take the examination (a) if all course work (50 units) has been completed satisfactorily.

   **Course prerequisites are:**

   **Courses to be completed in order to qualify to take the Comprehensive Examination**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>#Units</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPS 6007</td>
<td>Orientation to the Profession of School Psychology</td>
<td>1</td>
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<tr>
<td>PPS 6008</td>
<td>Principles of Curriculum Construction</td>
<td>2</td>
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<tr>
<td>PPS 6009</td>
<td>Child through Adolescent Development</td>
<td>2</td>
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<tr>
<td>PPS 6011</td>
<td>History of Psychological Services in Schools</td>
<td>2</td>
<td></td>
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<tr>
<td>PPS 6013</td>
<td>School Counseling : History, Philosophy and Trends</td>
<td>2</td>
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<tr>
<td>PPS 6015</td>
<td>Behavior Management in the Classroom</td>
<td>2</td>
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<tr>
<td>PPS 6028</td>
<td>Legal and Ethical Issues in School Psychology</td>
<td>1</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>PPS 6030</td>
<td>School Programs and Community Services</td>
<td>1</td>
<td></td>
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<tr>
<td>PPS 6032</td>
<td>Cultural Family Intervention/Collaboration in School Settings</td>
<td>2</td>
<td></td>
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<tr>
<td>PPS 6022</td>
<td>School Safety, Violence Prevention, and Crisis Intervention</td>
<td>2</td>
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<tr>
<td>PPS 6026</td>
<td>Applied Social Psychology in Educational Settings</td>
<td>2</td>
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<tr>
<td>PPS 6010</td>
<td>Multicultural Children, Adolescents, and their Families</td>
<td>2</td>
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<tr>
<td>PPS 6040</td>
<td>Case Study Development 1 : Intro Psycho-Educational Assessment</td>
<td>2</td>
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<tr>
<td>PPS 6041</td>
<td>Case Study Development 2 : Individual Child Assessment</td>
<td>2</td>
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<tr>
<td>PPS 6042</td>
<td>Assessment of Learning Problems and Intervention Strategies</td>
<td>2</td>
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<tr>
<td>PPS 6043</td>
<td>Alternative/Eligibility Assessment</td>
<td>2</td>
<td></td>
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<tr>
<td>PPS 6018</td>
<td>Academic Intervention : Accommodation and Modification</td>
<td>2</td>
<td></td>
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<tr>
<td>PPS 6025</td>
<td>Methodology of Educational Research</td>
<td>2</td>
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<tr>
<td>PPS 6012</td>
<td>California and National Special Education Laws</td>
<td>1</td>
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<tr>
<td>PPS 6019</td>
<td>Program Development and Evaluation</td>
<td>2</td>
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<tr>
<td>PPS 6021</td>
<td>Collaborative Consultation/Data Driven Instruction</td>
<td>2</td>
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<tr>
<td>PPS 6001</td>
<td>Placement Practicum/ Role of the School Psychologist</td>
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<tr>
<td>PPS 6002</td>
<td>Placement Practicum/Role of the School Psychologist</td>
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<td>PPS 6003</td>
<td>Placement Practicum/Role of the School Psychologist</td>
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<td>PPS 6004</td>
<td>Placement Practicum/Role of the School Psychologist</td>
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<td>PPS 6005</td>
<td>Placement Practicum/Role of the School Psychologist</td>
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<tr>
<td>PPS 6006</td>
<td>Placement Practicum/Role of the School Psychologist</td>
<td>1</td>
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<tr>
<td>PPS 6044</td>
<td>Advanced Psychological Assessment Applied to Atypical Pop</td>
<td>2</td>
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</tbody>
</table>

Additional general criteria for exam eligibility are that the student is making satisfactory progress and is performing well in her/his program. Difficulties in progress or performance are indicated by:
(a) Two or more "Incomplete" grades in any courses (through the prior semester);
(b) One or more class or field evaluations (coursework practicum) indicating "serious concern (through mid-Spring semester);"
(c) Two or more class or field evaluations (coursework practicum) indicating "some concern (through mid-Spring semester);"
(d) A grade of No report at the end of a semester or course sequence -- class or field.

4. Clearance Procedures
At mid-Spring Semester of the second year of the PPS Credential program, the Academic Advisor/Campus Program Director reviews the files of her/his students to determine each student's readiness to take the Comprehensive Examination. If the Campus Program Director/Academic Advisor concludes that the student meets the eligibility requirements, the advisor then recommends to the Program Director that the student be cleared to take the exam. If the advisor concludes that the student does not meet the eligibility requirements, the advisor can either recommend against clearance or can seek consultation from the Program Director before deciding whether to recommend clearance despite the student's not fully meeting the eligibility criteria. The Program Director makes the final decision.

When a student has been cleared to take the Comprehensive Examination, he/she will be notified by the instructor of PPS 6027. Once cleared, the student must take the Comprehensive Examination. Then students are added to the exam roster and they will utilize their Alliant student identification number on the exam. Students who are not eligible to take the exam will be notified in writing, by the Campus Program Director, of that fact and what the next steps will be.

5. Format of the Exam
The Comprehensive Examination can be either a standardized examination (e.g. Praxis 2) or an examination that is created within the Programs in School and Educational Psychology unit. If the examination is the Praxis 2, students will be instructed to pay the necessary fees associated with taking the exam and taking the exam at a testing center. The latter exam will be constructed with the principle in mind that testing covers the core concepts and principles relevant to the content areas. Therefore, HSOE School Psychology Program will ensure that all students have been adequately prepared to take the Comprehensive Examination, irrespective of the particular instructors who taught the required courses, or the particular campus, where the student satisfactorily completed the required courses.
No materials, including books and notes, may be brought to the exam. The examination will consist of several vignettes and questions designed to have the student “think on their feet” to data sets that school psychologists routinely encounter in their work.

The time limit will be ______ 4 ________ hours.

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

6. **Special Circumstances Petitioning**
Prior to sitting for the examination, candidates will have the opportunity to inform the Program Director of any special circumstances based on filed and approved accommodations with our Student Affairs Office, which may necessitate individual changes in exam administration. This is done by completion of a Special Circumstances Petition documenting aforementioned Student Affairs Office filed and approved accommodations status, which can be procured from the Program Office. All students who are requesting special accommodations are required to produce written documentation to the Director of Student Affairs at the beginning of their career as a graduate student at Alliant International University.

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

7. **Coding: Anonymity of Responses**
In order to insure anonymity of the students’ responses, each student will utilize their Alliant Student identification number. This number will be utilized on the exam.

After the grading is completed, the students' names and Alliant student identification numbers are disclosed to the appropriate personnel and to the Registrar who is responsible for recording grades. The Program will notify the students of examination results (Pass/Fail).
8. **Grading**
Criteria for scoring each question on the exam will be developed simultaneously with the construction of the vignettes. The criteria for grading each vignette will be distributed to all Program Directors/faculty scoring that vignette. Evaluation of a student's performance on each vignette will be based solely upon this criterion. Specific competencies (ethics, laws, assessment etc.) will be scored separately as a section of the exam. Faculty may be incorporated into the development and scoring of the exam. These faculty will be members of the community who are contracted by HSOE School Psychology Program to teach any of the required course(s). Grading will be coordinated uniformly and with the consensus of all campuses under the direction of the particular Program Director and Systemwide Program Director.

9. **Notification of Results**
The Program or the Praxis 2 Testing Center will notify students of the result of the examinations within four weeks of their completion. The final results will become a part of the student's permanent academic file.

10. **Test Security**
HSOE School Psychology Program faculty and staff members are personally responsible for the circulation of comprehensive examination questions. Appropriate and sufficiently locked storage facilities are provided for Comprehensive Examination questions and answers.

    HSOE School Psychology Program faculty and/or Program Directors will proctor the HSOE examination in the computer lab. The Praxis 2 exam will be proctored at the Praxis Testing Center. Following any administration of the examination, all copies of examination questions, student answers and scratch paper/notes will remain the property of HSOE School Psychology Program. The questions and answers will remain in the possession of the designated HSOE School Psychology Program faculty or staff.

11. **Failure to Pass the Exam**
A student who does not pass the Comprehensive examination on the first attempt will be provided a second and final alternate form of the Comprehensive Examination. If the student fails the second Comprehensive Examination, the Campus Program Director will recommend to the Systemwide Director termination of the student from the Credential Program. It is the discretion of the Systemwide 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 Psy.D. courses in educational psychology).

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 student is no longer available to be a PPS Credential School Psychology intern.

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 course work grades in the HSOE School Psychology Program may be challenged only on the basis of lack of due process or inequitable treatment.

12. **Absence from a Scheduled Exam**

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

I hereby agree that I will not disclose the content of the PPS 6027 Comprehensive Exam to another student in the System-wide PPS Credential Program in School Psychology.

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

________________________________________
Signature

________________________________________
Please Print Your Name

________________________________________
Date
Alliant International University Shirley
M. Hufstedler School of Education
School Psychology Program
California

Comprehensive Examination

SPECIAL CIRCUMSTANCES PETITION

Date: ________________ Best Contact Ph. #: (____) _________

Student’s Name (please print): ________________________________

Student’s Signature: ________________________________________

Student’s ID #: __________________

Please identify below accommodation(s) being requested:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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

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

SAO Representative Print Name Signature

Date: ____________________

Approved: ☐Yes ☐No ☐Other: __________________________

Comments: ________________________________

Program Director (or alternate) Signature
Print Name

Date: _____________________
The HSOE Portfolio Procedures

The HSOE portfolio procedure is an opportunity to assess annually the professional development of both PPS Credential Program students (both didactic and experiential (professional field training experiences)). It is a vehicle/strategy for student to synthesize and integrate their professional field training and didactic coursework experiences to formulate how they are becoming an effective and multiculturally competent practitioner. As evidence to this attainment to a competent practitioner status, the portfolio will be one indication that can be shown as documentation of the mastery of both didactic and professional field training competencies. The successful preparation and presentation of the portfolio includes the student’s first training experiences and continues through the final program requirements. The portfolio should contain several documents that offer evidence that the expected competencies of the program have been satisfactorily achieved. Starting with the School Psychology cohort that enters the Fall of 2013, they will be required to complete the Portfolio requirement.

Steps Towards the Completion of a Portfolio

1. Submit a statement stating that you will be ready for a portfolio review and evaluation in front of the panel either in November or April (during the practicum courses each year for the PPS students).
2. A panel consisting of three HSOE faculty members will be formed to review and evaluate the portfolio.
3. You will receive a formal invitation to present your portfolio before the panel.
4. Each panel member will rate separately each component of the portfolio and then the panel will reach a consensus.
5. A letter will be sent to you with the final decision of the panel.

A more detailed outline of the portfolio process:

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

4) Portfolio review dates must be scheduled within the Alliant academic calendar. You need to submit the request 5-6 weeks prior to the requested date for the panel review. Once the review date has been sent, the student will receive a letter confirming this meeting date. The portfolio review must occur within 45 days of the commitment.

5) Portfolio: A portfolio is an organized and systematic presentation of materials that document the student’s attainment of training competencies as well as their professional growth and socialization (both in the areas of didactic training (coursework) and professional training (for PPS students). The Portfolio should be presented in hard copy or electronic copy and should contain the following:

a. Personal Competency Statement. The Personal Competency Statement is a written self-description of their training competences/practitioner skills/abilities. This statement must be based upon coursework, being a consumer of research as well as practitioner skills. This statement should be an integrated summary of how these discrete aspects of Alliant professional psychology training have come together to help you become a more effective practitioner in the here and now. Psy.D. students will need to create a portfolio that goes up and beyond their PPS Credential Program training. How has Psy.D. training here at Alliant made you a more effective practitioner in the here and now? This statement should not exceed five to seven, double-spaced pages.

b. Written Summary of Evidence for Each Competency Area (2-3 pages) for each training competency outcome.

c. Personal Specialization Paper focuses on the area(s) of competence that the student claims to have achieved advanced knowledge and experience. In most instances, the student making such a claim will have completed advanced graduate coursework, practitioner work, applied qualitative research activities, attended and complete workshops, and have done specialized readings, professional presentations at conferences, and other activities that clearly document their work in this area of specialization. In this specialization paper the student is required: 1) define their specialization area, 2) trace their professional development in this specialization area, 3) discuss the application of their specialization within the domain of applied educational/school psychology, 4) and discuss future directions in qualitative research in this area. Student must reflect the Practitioner/Scholar training model within this specialization area paper. The paper must be in APA format and should not exceed 25 double-spaces.

d. Primary Sources: Primary sources include materials/documents (directly from the authors who generated the knowledge) that have been collected throughout the training program experience as well as a collection of specific tasks for the portfolio.

e. Secondary Sources: Secondary sources may include: papers from courses, audiotapes, videotapes, or personal projects that illustrate your work or provide evidence of competence from an aspect that maybe lacking from the Primary Sources.

f. Note: It is expected that all areas will integrate MULTICULTURAL issues throughout their portfolio. That goes without saying.

6. The three member faculty panel reviews the contents of each portfolio. Each faculty member provides written feedback and evaluates each section of the portfolio on a PASS, INSUFFICIENT EVIDENCE, or FAIL basis. The feedback form will be...
7. structured using the list of Portfolio components, Competency Area(s), and Sources (Primary and Secondary) with a clear indication of the rating of each area PASS, INSUFFICIENT EVIDENCE, or FAIL with a space for comments under each of the 12 items. The three faculty reviewers will then meet and reach a consensus regarding the rating of each section of the student’s portfolio. If the three faculty member panel cannot reach consensus, a fourth faculty member will be brought in to arbitrate. The fourth faculty member will provide the terminal rating of the portfolio.

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

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

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

6. **Acquisition of Qualitative Research Expertise**
   a. **Primary Sources of Evidence**
      1. Written Summary of Evidence
      2. Evidence of Qualitative Research Activities (program development and evaluation, needs assessment, focus groups, qualitative research etc.)
      3. Proposals for Qualitative Research
      4. Demonstration of proficiency in at least 2 qualitative methodological approaches
      5. Demonstration of proficiency in at least 2 qualitative data analytic procedures
      6. Presentations of qualitative research at professional conferences and/or publications.
   b. **Secondary Sources of Evidence (optional)**

7. **Supervision**
   a. **Primary Sources of Evidence (required)**
      1. Written Summary of Evidence
      2. Personal statement about knowledge concerning developmental models of supervision
      3. Supervision case conceptualization
      4. Supervisee Evaluations
   b. **Secondary Source of Evidence**

8. **Professional Career Socialization**
   a. **Primary Sources of Evidence (required)**
      1. Written Summary of Evidence
      2. Career Case Written-Up (Professional Career Goals and Desired Trajectory(ies)
   b. **Secondary Sources of Evidence**

9. **Teaching**
   a. **Primary Sources of Evidence (required)**
      1. Written summary of evidence
      2. Personal Summary of Teaching (includes philosophy for teachings, grading, and working with students)
      3. Sample Syllabi/Lesson Plans
      4. Teacher evaluations
      5. Letters from teaching supervisor(s) regarding strengths and weaknesses
   b. **Secondary Sources of Evidence**

10. **Professional Ethics and Standards**
   a. **Primary Evidence (required)**
      1. Written Summary of Evidence
   b. **Secondary Sources of Evidence**

11. **Technology**
   a. **Primary Sources of Evidence (required)**
      1. Electronic and Web-based Portfolio
   b. **Secondary Sources of Evidence**
12. Reading List
   a. Primary Sources of Evidence (required)
      1  Reference List (in APA Format) of 30-50 articles/books that were most
         influential to your professional development and socialization
      2  Secondary Sources of Evidence (optional)
INTERNERSHIP HANDBOOK

SCHOOL PSYCHOLOGY EDUCATION PROGRAM

STUDENT NAME:_____________________________

CAMPUS:__________________________________

DIRECTOR NAME:__________________________

EXIT DATE:_______________________________
School Psychology/Field Placement

Internship: 10 Semester Hours/1200 Internship/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 will seek a field placement (or salaried internship) with a public school district. At the conclusion of the second year of the program, candidates must pass a comprehensive examination prior to embarking on the internship experience. Although the candidate has two additional semesters of course work to complete, this exam is to give feedback as to his/her readiness to interview for (substitute “begin”) the following Fall's internship year. Candidates will also enroll in two consecutive internship courses, PPS 7001 and PPS 7002. 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. The Internship Faculty Liaison (ILF) will serve as the “instructor” for these two courses. During the internship, candidates will meet monthly to discuss their experiences as interns. Faculty serves as support for interns and liaisons to school districts and site supervisors. Faculty will make periodic site visits to discuss the progress of the credential candidate. Starting with the cohort entering internship in August of 2014, all students will be required to enroll in malpractice insurance that will be in effect during their internship year.

Additional monthly (approximate) process meetings are 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 and site-supervisors will be given a copy of the Internship Handbook, inclusive of evaluation and contract forms.

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.

- makes at least one site visit per course/semester to assigned districts and maintains regular phone contact with field setting personnel throughout the year. Candidates are notified prior to each site visit in order to meet with or speak with the university supervisor and 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 setting contracts and candidate evaluations

School Districts
The responsibilities of the school districts are as follows:

school district will sign a General Training Agreement (GTA) and annually sign one Individual Training Agreement (ITA) 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

the on-site supervisor will provide a written evaluation of the candidate's progress each semester to the university supervisor. Evaluation forms are to be completed and returned to the university supervisor in a timely manner. The on-site supervisor will review the completed evaluation with the candidate and ask 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 to 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

- evaluations and forms are to be sent directly to the university supervisor by the field setting/school. It is not appropriate for these documents to be delivered from the site to the university supervisor by candidate interns

- on-site supervisors will provide an accurate description of their training program, which will be updated as necessary.

Candidates
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

- candidates are responsible for completing an annual Individual Training Agreement. They are also required to submit an evaluation of the field placement field setting to the university supervisor to receive a final grade.

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.

All course work, recommendation letters, evaluation forms, and other state mandates will be reviewed. Students develop a portfolio illustrative of their experiences which is also useful in job seeking experiences. When all qualifications have been met, student will be submitted for candidacy to CCTC. During this meeting a interview with the Program Director is conducted and the credentials analyst assists the student in completing the credential packet.
**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.
Dear School District Governing Board:

The following agreement is between the ________________________________ (henceforth District) and Alliant International University’s Shirley M. Hufstedler 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 ________________________________, a 3rd year 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  
University Signature  | Printed Name & Title  | Date  

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Internship Placement Agreement

School/School District or Agency: ____________________________________________

Intern: ________________________________________ Circle one: EDP 7001 EDP 7002

NAMES AND TITLES OF ON-SITE SUPERVISORS:

Primary Supervisor: ________________________________

Secondary Supervisor: ______________________________

TRAINING SITE REQUIREMENTS:

LENGTH OF TRAINING: From: ________ To: __________

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

TOTAL HOURS OF TRAINING: ________ (semester)

VACATION (number of Weeks) ______

OTHER LEAVE (Please specify) ____________________________

REQUIRED DATES/TIMES ON SITE(S) __________________________

   Monday   From: ________ To: ________ From: ________ To: ________

   Tuesday  From: ________ To: ________ From: ________ To: ________

   Wednesday From: ________ To: ________ From: ________ To: ________

   Thursday From: ________ To: ________ From: ________ To: ________

   Friday   From: ________ To: ________ From: ________ To: ________

   Saturday From: ________ To: ________ From: ________ To: ________

   Sunday   From: ________ To: ________ From: ________ To: ________

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<table>
<thead>
<tr>
<th>Service Type</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT SERVICES</td>
<td></td>
</tr>
<tr>
<td>INDIRECT SERVICES</td>
<td></td>
</tr>
<tr>
<td>CASE CONFERENCES/QUALITY ASSURANCE</td>
<td></td>
</tr>
<tr>
<td>SUPERVISION/IN-SERVICE TRAINING/ADMINISTRATIVE MEETINGS</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HOURS PER WEEK**

(Total should equal the amount of hours required per training semester)
SIGNATURES

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

Signature of School Psychologist - Supervisor __________________________ Date ______________

******************************************************************************

I agree to abide by both Alliant International University's general guidelines for supervised field experience in school psychology and, in my capacity as an intern, to conform to the agency/school training policies, procedures, and training agreement set forth above.

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

Signature of Student Intern __________________________ Date ______________

******************************************************************************

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

Signature of Program Director – AIU __________________________ Date ______________

******************************************************************************

CHANGES IN TRAINING AGREEMENT

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

Training Level: G3 Internship: Circle one: PPS7001 PPS 7002

Student:_________________________ Date:___________

Placement School(s) and grade levels: ________________________________

Evaluation Period: Beginning Date:_________ Ending Date:_________

Hours per week: ___________ Number of weeks:_________

THIS EVALUATION TOTAL # OF HOURS: __________

Supervision received:
Individual hours/week:_________ Group hours/week:_________

The primary supervisor and the student discussed this evaluation: Yes No

Please use the following evaluation scale for these items:

7 = Highly competent ; 6 = Very Competent,
5 = Competent (Could Improve); 4 = Generally
Competent (Should Improve); 3 = Poor Skills or
Emerging Skills (Must Improve) ; 2 = Very Poor
( Well Below Standard) ; 1 = Major Concerns
Noted (Significantly Below Standard).

The site supervisor's overall rating of the intern’s performance to date is 7 6.5 4 3 2 1

Supervisor's Signature ___________________________ Date __________

Supervisor's Printed Name _______________ Other supervisor contributing to this
evaluation

All students are required to read their evaluations and to certify the following:
I have read the evaluation and I am aware that I have the right to respond to it in writing and have my response attached to the evaluation and placed in my permanent file:
PLEASE COMPLETE THE FOLLOWING SECTIONS

I. PROFESSIONALISM:

1. Conducts himself/herself in a responsible and professional manner……………………7 6 5 4 3 2 1 NA

2. Is punctual for meetings  
………………………………………7 6 5 4 3 2 1 NA

3. Completes reports in a timely manner …7 6 5 4 3 2 1 NA

4. Participates in a community of school psychologists (staff meetings, workshops, seminars, etc) ............7 6 5 4 3 2 1 NA

5. Collaborates effectively with educational and auxiliary staff  
…………………………7 6 5 4 3 2 1 NA

6. Possesses effective communication skills……7 6 5 4 3 2 1 NA

7. Possesses effective interpersonal skills 7 6 5 4 3 2 1 NA

8. Demonstrates sensitivity towards others from different cultures and backgrounds 7 6 5 4 3 2 1 NA

OVERALL RATINGS AND COMMENTS ON PROFESSIONALISM:

(7-1 scale) RATING:___
Comments:

II. DIAGNOSTIC/ASSESSMENT SKILLS:

1. Demonstrates knowledge about learning difficulties and disabilities 7 6 5 4 3 2 1 NA

2. Understands psychometric properties of tests  
………………………………………………….7 6 5 4 3 2 1 NA

3. Completes Assessment Plans with little or no assistance  
………………………………………………….7 6 5 4 3 2 1 NA

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4. Completes assessment battery with students with adequate support and
…………………………………………………….7 6.5 4 3 2 1 NA

5. Interprets assessments effectively …..7 6.5 4 3 2 1 NA

6. Writing skills are effective and free from error. 7 6 5 4 3 2 1 NA

7. Please indicate the number of test batteries performed by the intern:
0 1-5 6-10 11-15 16-20 21+

8. Please indicate the number of reports written by the intern:
0 1-5 6-10 11-15 16-20 21+

Psychological Tests and Assessments Administered:______________________________

________________________________________

OVERALL RATING AND COMMENTS ON DIAGNOSTIC/ASSESSMENT SKILLS:
RATING:__________ (use the same 7-1 scale)

COMMENTS: (use reverse side if necessary)

III. INTERVENTION SKILLS:

1. Plans, recommends, implements, and evaluates interventions effectively 7 6.5 4 3 2 1 NA

2. Forms appropriate working relationships with students, families, and staff …….7 6 5 4 3 2 1 NA

3. Is knowledgeable about a range of academic interventions, ………….7 6.5 4 3 2 1 NA

4. Is knowledgeable about a range of socio-emotional interventions ……………………………7 6 5 4 3 2 1 NA

5. The intern demonstrates knowledge about behavioral interventions ……………….7 6.5 4 3 2 1 NA

6. Demonstrates knowledge of requirements and procedures for functional analysis assessments, behavior support plans and/or manifestation determination reviews ………………………………………………………………………………7 6.5 4 3 2 1 NA
7 Helps plan and implement appropriate classroom management procedures with other educational staff ……7 6 5 4 3 2 1 NA
8. Possesses effective counseling skills(and/or is knowledgeable about counseling services within the community 7 6 5 4 3 2 1 N

OVERALL RATING AND COMMENTS ON INTERVENTION SKILLS:

Rating: _______ (Same 7-1 scale)

Comments: (use reverse side if necessary

IV. SUPERVISION:

1. Recognizes his/her own limitations and seeks supervision as needed ……………………………………………………7 6 5 4 3 2 1 NA
2. The intern is reliable with regard to supervision appointments. 7 6 5 4 3 2 1 NA
3. The intern takes initiative in supervision such as coming prepared, questioning, challenging, and taking an active role 7 6 5 4 3 2 1 NA
4. The intern is realistic about his/her own strengths and weaknesses 7 6 5 4 3 2 1 NA
5. The intern’s expectations of the supervisor are appropriate and realistic 7 6 5 4 3 2 1 NA
OVERALL RATING AND COMMENTS ON SUPERVISION:
Rating: ________ (Use same 7-1 Scale)

Comments: (use reverse side if necessary)

V. SUMMARY OF STRENGTHS AND WEAKNESSES: (use reverse side if necessary)
SCHOOL PSYCHOLOGY PROGRAM

INTERNISHIP/FIELD PLACEMENT GRADE REPORT

Student's Name: ___________________________ ID# _____________

Trimester: Fall Spring Summer Instructor: ___________________________

Course #: 7001 (600 hrs) 7002 (600 hrs)

School/Agency ________________________________

Dates of field placement: ________________________________

School Psychologist/Supervisor: _______________________

Grade: Credit In Progress No Credit Incomplete

Overall level of concern:

No Concern Some Concern Serious Concern

Using the following evaluation scale, the student's overall ratings are as follows:

"5" Performs far above what is expected.
"4" Performs above what is expected.
"3" Performs as expected given experience/level of training.
"2" Below normal expectations.
"1" Serious difficulty in this area.
"NA" Not applicable.

Professionalism: ______ Diagnostic/Assessment Skills: ______

Interventions: ______ Supervision: ______

Agency/School Liaison Faculty Signature Date

________________________________________

Note: The grade report as indicated above reflects the grade assigned by the above named Agency/School Liaison Faculty. Comprehensive evaluations are located in the student's field training file. The file is transferred to the Registrar's Office when all field training is completed.

To Registrar's Office: ____________________

Alliant International University
School Psychology PPS Program
**INTERNSHIP LOG**

**Intern:** Intern Site:  
**Site Supervisors:**

<table>
<thead>
<tr>
<th>Weekly Summary of Hours of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of:</td>
</tr>
<tr>
<td>Time at School(s)</td>
</tr>
</tbody>
</table>

**Collaboration and Consultation**
- Individual Consultation (with teacher, staff, and parents)
- Group or Systems Consultation (SST, Triad meetings, IEP’s, etc.)
- Staff Meetings

**Wellness Promotion and Counseling/Crisis Intervention**
- Group Counseling
- Direct Prevention or Intervention (direct services to students)
- Individual Counseling

**Individual Assessments**
- Assessment (Individual Testing)
- Report Writing
- Observations
- Interviews
- Case Preparation
- Research

**Educational Planning Evaluation**
- Professional Enrichment (submit documentation)

**Research Measurement**
- Research for various projects

**Professional Leadership Development**
- In-Service Presentations
- Supervision (individual)
- Supervision (group)

**Technology Literacy**

**Other Tasks (see attached)**
- Total for Week

**Supervisor’s Initials**
SCHOOL PSYCHOLOGY INTERN SITE EVALUATION

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

Name of School Psychology Intern:

Internship Location: __________________________________________

Site Address: ________________________________________________

Name of Site Supervisor(s):

_____________________________________________________________

Interns: Please use the following scale to rate your Fieldwork/Internship experience with this district:

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

ENVIRONMENT & CLIMATE

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

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11) There are sufficient opportunities to observe counseling activities (where appropriate). 

REGARDING THE INTERNSHIP SITE SUPERVISOR(S)

1) The site supervisor provides opportunities for relevant feedback in a positive manner. 

2) The site supervisor attempts to enhance the Intern’s personal and professional growth. 

3) The site supervisor is sensitive to the Intern’s emotional/experiential needs and current personal/professional development. 

4) The amount of service expected by the internship site staff was the same as the amount the Intern contracted to provide. 

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

1) Once each week __________
2) 2-5 times each week __________
3) More than 5 times each week __________

Rate the overall quality of your site supervision: 

Rate the overall quality of the university supervision that you received: 

Using the scale above rate the overall quality of your internship site 

Additional comments:

Signature of Intern ________________________________ Date ________________
UNIVERSITY SUPERVISOR EVALUATION

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

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

Name of School Psychology Intern:

University Supervisor(s):

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

Alliant International University Campus Location:

Interns: Please use the following scale to rate your AIU Internship Supervisor(s):

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

1) The university supervisor(s) acted professionally and ethically toward the intern.
   Comments
   7 6 5 4 3 2 1

2) The university supervisor(s) provided appropriate references, books, and materials when necessary.
   Comments
   7 6 5 4 3 2 1

3) The university supervisor(s) provided an adequate forum for discussing issues or concerns.
   Comments
   7 6 5 4 3 2 1

4) The university supervisor(s) gave the intern adequate guidance on ethical issues where necessary.
   Comments
   7 6 5 4 3 2 1

5) The university supervisor(s) was/were easily accessible to the Intern.
   Comments
   7 6 5 4 3 2 1

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6) The university supervisor(s) had regular contact with the Intern and the on-site supervisor(s).

Comments

7) The university supervisor(s) provided opportunities for relevant feedback in a positive manner.

Comments

8) The university supervisor(s) was/were responsive to the Intern’s emotional/experiential needs and current personal/professional development.

Comments

9) The university supervisor(s) consistently monitored the Intern’s progress towards the completion of the required competencies.

Comments

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

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

_____ 2 - 5 times during the internship experience
_____ More than 5 times during the internship experience

Additional comments

Check one please:

This form can be shared with my university supervisor. _______

I prefer that this form NOT be shared with my university supervisor. _______

Signature of Intern ___________________________ Date ________________
EXIT PACKET

SCHOOL PSYCHOLOGY EDUCATION PROGRAM

STUDENT NAME:________________________

CAMPUS:____________________________

DIRECTOR NAME:_____________________

EXIT DATE:___________________________
SCHOOL PSYCHOLOGY EDUCATION PROGRAM

Program Completion Form

Date: __________________________

Candidate’s Name: ____________________________________________

Credential: ____________________________________________________

On the basis of my professional judgment:

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

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

Comments: ____________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________  _______________________
Director of School Psychology                        Date

Name________________________ Credential___________________ Date______
EXIT QUESTIONS FOR PROGRAM ASSESSMENT
(Written)

1. What did you find most effective about the School Psychology Program?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What would you like to see included in the program that would make it more effective?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
EXIT QUESTIONS FOR PROGRAM ASSESSMENT
(Oral)

1. Do you feel well prepared for today’s schools?

2. In your opinion, what were the favorite and least favorite aspects of the School Psychology program?

3. Do you have any interest in continuing in Higher Education?
**STUDENT PROGRAM EVALUATION**

<table>
<thead>
<tr>
<th>Date of Survey</th>
<th>Program Currently Enrolled: MA, PsyD, Not Currently enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1-1</td>
<td>If you have graduated which program did you graduate from: MA or PSYD</td>
</tr>
<tr>
<td>4-1-2</td>
<td>If you are currently enrolled as a student, which level best reflects your status:</td>
</tr>
<tr>
<td>4-1-3</td>
<td>1st yr MA, 2nd yr MA, Internship, Internship &amp; 1st yr PSYD, 1st yr PsyD, 2nd yr PsyD, Dissertation Level</td>
</tr>
<tr>
<td>4-1-4</td>
<td>Please indicate for which Alliant campus you currently are adjunct faculty for: Irvine, LA, SD or SF</td>
</tr>
</tbody>
</table>

**DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree=5</th>
<th>Strongly Disagree=1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-1-1</td>
<td>Professional school psychologists are able to utilize empirical data as the foundation for their decision-making within a school context.</td>
<td></td>
</tr>
<tr>
<td>1-2-1</td>
<td>Professional school psychologists are able to utilize educational action research methodologies and procedures to conduct decision-making within a school context.</td>
<td></td>
</tr>
<tr>
<td>1-2-2</td>
<td>Graduates of the program possess the dispositions necessary to conduct their work as school psychologists.</td>
<td></td>
</tr>
<tr>
<td>1-3-1</td>
<td>Graduates of the program possess the ability to recognize when they may need to adjust their dispositions and find ways to adapt without compromising their ethics.</td>
<td></td>
</tr>
<tr>
<td>1-3-2</td>
<td>School psychologists are capable of profiting from constructive feedback from their supervisors and other colleagues.</td>
<td></td>
</tr>
<tr>
<td>1-4-1</td>
<td>The collection and analysis of data is at the cornerstone of a competent school psychologist's professional activities.</td>
<td></td>
</tr>
<tr>
<td>1-4-2</td>
<td>Candidates and faculty review data on their performance regularly and develop plans for improvement.</td>
<td></td>
</tr>
<tr>
<td>2-3-3</td>
<td>Group supervision is designed to facilitate the integration of course content, professional development as well as dispositional characteristics within the internship setting.</td>
<td></td>
</tr>
<tr>
<td>3-2-1</td>
<td>The internship setting will hopefully extend the training program's conceptual framework.</td>
<td></td>
</tr>
<tr>
<td>3-2-2</td>
<td>Experiences during internship are utilized to improve the training program in all its various aspects.</td>
<td></td>
</tr>
<tr>
<td>3-2-3</td>
<td>Interns are constantly being supervised and receiving feedback from their supervisors.</td>
<td></td>
</tr>
<tr>
<td>3-2-4</td>
<td>Structures are in place to facilitate interactions between interns, their supervisors and their other interns.</td>
<td></td>
</tr>
<tr>
<td>3-2-5</td>
<td>School Psychology credential students' can reflect on and can justify their own practices.</td>
<td></td>
</tr>
<tr>
<td>3-2-6</td>
<td>School Psychology credential students' are considered members of the instructional team in the school and are active participants in professional decisions.</td>
<td></td>
</tr>
<tr>
<td>3-2-7</td>
<td>Information Technology is one of the competencies that school psychology credential students possess.</td>
<td></td>
</tr>
<tr>
<td>3-2-8</td>
<td>School psychology credential students' gathering data on their own performance is a routine occurrence.</td>
<td></td>
</tr>
<tr>
<td>3-2-9</td>
<td>Credential students must pass the Comprehensive Exam before they begin their 1200 internship.</td>
<td></td>
</tr>
<tr>
<td>3-3-1</td>
<td>The Group Supervision context provides the intern with the opportunity to interact with other interns with the goal of improving their practice.</td>
<td></td>
</tr>
<tr>
<td>3-3-4</td>
<td>Professional field training experiences provide students with an applied context to practice their skills and knowledge with cultural and ethnically diverse groups.</td>
<td></td>
</tr>
<tr>
<td>3-3-5</td>
<td>Exposure to racial, cultural, and gender groups commences with admission to the program and continues throughout the training process.</td>
<td></td>
</tr>
<tr>
<td>3-3-6</td>
<td>The various components associated with the training program are all designed to train students to work with culturally and ethnically diverse children, adolescents, and their families.</td>
<td></td>
</tr>
<tr>
<td>4-1-1</td>
<td>School psychology students are able provide direction and instruction and draw upon their own experiences and knowledge in order to convey this information.</td>
<td></td>
</tr>
<tr>
<td>4-1-3</td>
<td>School psychology students are trained to develop psycho educational interventions that challenge children and adolescents to achieve an increased level of cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td>4-1-4</td>
<td>Students receive feedback from supervisors concerning their ability to work with culturally and ethnically diverse populations.</td>
<td></td>
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<tr>
<td>-------</td>
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<td></td>
</tr>
<tr>
<td>4-1-5</td>
<td>Exposure to diverse faculty occurs on a routine basis to students throughout their training experience.</td>
<td></td>
</tr>
<tr>
<td>4-1-6</td>
<td>Faculty who are associated with the training program are experienced with working with culturally and ethnically diverse children, adolescents, and their families.</td>
<td></td>
</tr>
<tr>
<td>4-1-7</td>
<td>We admit students into the School/Educational psychology programs from culturally and ethnically diverse groups.</td>
<td></td>
</tr>
<tr>
<td>4-1-8</td>
<td>Active participation in the training programs' activities on the part of our culturally and ethnically diverse student population is strongly encouraged, accepted, and valued.</td>
<td></td>
</tr>
<tr>
<td>4-1-9</td>
<td>Professional field experiences are designed to provide students with maximum exposure to diverse populations.</td>
<td></td>
</tr>
<tr>
<td>4-1-10</td>
<td>Sustained exposure to culturally and ethnically diverse children, adolescents, and their families provides students with the ability to conduct their professional activities with multicultural population with relative ease.</td>
<td></td>
</tr>
<tr>
<td>4-1-11</td>
<td>Intellectual vitality and sensitivity to critical issues shaping the field are qualities that our faculty are known for by their students.</td>
<td></td>
</tr>
<tr>
<td>5-2-2</td>
<td>Professional education faculty incorporate diversity issues, technology, applied field experiences, and ongoing professional assessments into the didactic training of school psychology students.</td>
<td></td>
</tr>
<tr>
<td>5-2-3</td>
<td>Shaping and molding the curriculum to meet the needs of the learner and enhance instruction are key features of the learning experience in this unit.</td>
<td></td>
</tr>
<tr>
<td>5-2-4</td>
<td>Through the use of assessment technology, multiple forms of assessment, and data driven methodologies, the faculty trains school psychology students to practice in the 21st century.</td>
<td></td>
</tr>
</tbody>
</table>
Self Assessment/Dispositions Form

Name: ___________________________  Date: ___________________________

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

<table>
<thead>
<tr>
<th>Personal Attributes</th>
<th>Need Assistance</th>
<th>Lack Experience</th>
<th>Feel Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Image</td>
<td></td>
<td></td>
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<tr>
<td>2. Communication Skills</td>
<td></td>
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<tr>
<td>3. Initiative</td>
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<td></td>
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<tr>
<td>4. Quality of Judgment</td>
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<tr>
<td>5. Response to supervision</td>
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<tr>
<td>6. Relationship with co-workers</td>
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<tr>
<td>7. Rapport with children</td>
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<tr>
<td>8. Sensitivity to and interest children</td>
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<tr>
<td>9. Appreciation and respects for the diverse needs of children from diverse ethnic, cultural and socio-economic backgrounds.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Skills</th>
<th>Need Assistance</th>
<th>Lack Experience</th>
<th>Feel Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning skills</td>
<td></td>
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</tr>
<tr>
<td>2. Implementation skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Organizational/Management skills</td>
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<td></td>
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<tr>
<td>4. Discipline skills</td>
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<td></td>
<td></td>
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<tr>
<td>5. Evaluation skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Fulfillment of professional responsibilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Potential effectiveness as a school psychologist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Technology Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like assistance in the following areas:</td>
<td></td>
<td></td>
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</table>
APPLYING FOR THE CREDENTIAL

The credential candidate is responsible for completing the credential application in consultation with the Credential Analyst. The credential application is completed during the final Professional Performance Seminar and submitted to the Credentials Analyst when all credential requirements have been met.

1. The Application Form
   The credential application form is obtained from the Credentials Analyst or downloaded at [http://www.ctc.ca.gov/credentials/leaflets/414.pdf](http://www.ctc.ca.gov/credentials/leaflets/414.pdf).

2. Materials to be sent with the Application Form:
   - Credential Application completed
   - Confirmation of e-mail address________________________
   - Bachelor’s conferral date: _____ from ________________
   - Copies of all transcripts at the San Diego office- if not please include photocopy.
   - Certificate of Clearance/ 30-day sub or intern Permit-copy attached.
   - Date CBEST passed (please attach copy): ______________
   - Completion of all credential coursework with final grades posted.
   - Completed exit packet attached with appropriate signatures on all forms.
   - Account balance is zero.
# DIRECTORY OF IMPORTANT CONTACT PERSONS/OFFICES

<table>
<thead>
<tr>
<th>NAME</th>
<th>TITLE</th>
<th>PHONE</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Webb</td>
<td>Dean</td>
<td>415-955-206</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Rhonda Brinkley-Kennedy</td>
<td>Associate Dean</td>
<td>626-270-3317</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Steven G. Fisher</td>
<td>Systemwide Program Director</td>
<td>858-635-4724</td>
<td>San Diego</td>
</tr>
<tr>
<td>Admissions</td>
<td></td>
<td>866-825-5426</td>
<td>Systemwide</td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td>858-625-4700</td>
<td>Systemwide</td>
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</tbody>
</table>

**Irvine**

<table>
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<tr>
<th>NAME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Donald Wofford</td>
<td>Program Director</td>
<td>949-812-7448</td>
<td>Irvine</td>
</tr>
<tr>
<td>Karmen Florioli</td>
<td>Graduate Advisor</td>
<td>949-812-7444</td>
<td>Irvine</td>
</tr>
<tr>
<td>Lisa Delmar- Edmonds</td>
<td>Systemwide</td>
<td>TBA</td>
<td>Irvine</td>
</tr>
<tr>
<td></td>
<td>Credential Analyst for Southern Cal</td>
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</tbody>
</table>

**Los Angeles**

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<th>NAME</th>
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<tbody>
<tr>
<td>Carlton Parks</td>
<td>Program Director</td>
<td>626-270-3379</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Thomas Ryerson</td>
<td>Program Coordinator</td>
<td>626-270-3377</td>
<td>Los Angeles</td>
</tr>
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</table>

**San Diego**

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<td>Systemwide Program Director</td>
<td>858-635-4724</td>
<td>San Diego</td>
</tr>
</tbody>
</table>

Revised: 01/22/13
Student Accounts          858-635-4517       San Diego  
Registrar                 858-635-4581       San Diego  
IT Department             858-635-HELP      San Diego  
Library                   858-635-4511       San Diego  
Student Affairs           858-635-4842       San Diego  
24-Hour Emergency Campus Security  858-635-5500  San Diego

San Francisco

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<tbody>
<tr>
<td>Steve Fisher</td>
<td>Interim Prog Dir</td>
<td>858 635-4724</td>
<td>San Francisco</td>
</tr>
</tbody>
</table>

Revised: 01/22/13