

Preconditions for Pupil Personnel Services: School Psychology

(1) Bachelor's Degree (Ed Code §44266)

Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.

All candidates admitted to the School Psychology program must possess a minimum of a baccalaureate degree from a regionally accredited college or university.

The University of La Verne verifies that each credential candidate possesses a Commission-recognized baccalaureate degree prior to admission. Admissions requirements are published on the program website: <https://education.laverne.edu/psychology/admission-requirements/>

Admission Requirements

1. Completed admission application and application fee.
2. Official transcripts from all institutions attended. A Bachelor's degree from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
 1. An undergraduate major in psychology, education, or closely related field is required. Applicants without prior teaching, counseling, or experience in education are strongly encouraged to have at least one year of volunteer or paid experience working with children or adolescents.
3. A Statement of purpose that addresses the following points: your reasons for entering the school psychology profession and any personal or professional experiences and/or qualifications related to your intended field of study. Include a clear discussion of your perspective on the role, relevance, and implications of cultural competence in the field of school psychology. Your statement should be approximately 1,500-words in length, type written, and double spaced.
4. Two letters of recommendation (on letterhead) from individuals qualified to objectively evaluate the candidate's ability to succeed in graduate school and the potential to be a competent educator. Letters must be from individuals who can knowledgeably comment upon the candidate's academic skills, employment/volunteer experience, leadership potential, and professional abilities.
5. Basic Skills Requirement (CBEST or Equivalent).
6. Resume
7. Current TB Clearance.
8. Certificate of Clearance.

Following receipt and review of all application materials, an interview is required for candidates being considered for admission.

Candidates upload official transcripts through the University's [application](#) system (SLATE). The Program Chair reviews and verifies degree conferral prior to admission. Candidates are not admitted into the program without verification of the required baccalaureate degree.

(2) Program Curriculum

A college or university that operates a program of professional preparation shall have a curriculum that meets the appropriate requirement as follows:

A program of study for the **school psychologist specialization** shall be: Equivalent to a minimum of 60 semester units or 90 quarter units; or 900 classroom hours of postgraduate study.

In accordance with Commission requirements, the School Psychology specialization includes a program of study equivalent to a minimum of 60 semester units (or 90 quarter units) of postgraduate study.

The University of La Verne School Psychology program requires completion of 64 semester units of graduate-level coursework prior to credential recommendation. Program curriculum and [course sequencing](#) are published in the University Catalog: <https://education.laverne.edu/psychology/curriculum/>

The Program Chair [verifies completion](#) of all required coursework prior to institutional recommendation for the Pupil Personnel Services Credential in School Psychology.

(3) For Intern Programs

An entity that operates an approved program of preparation for a PPS credential with an Intern option shall require each candidate who is admitted into the Intern Program to have completed sufficient coursework so that the candidate is ready for supervised practice in the schools. The Intern must be supervised and supported by both the employer and the Commission-approved program.

In accordance with Commission requirements, candidates admitted to the School Psychology Intern Program must complete sufficient coursework to be prepared for supervised practice in the schools. Interns must be supervised and supported by both the employing agency and the Commission-approved program.

[Internship Requirements](#) (bottom of page):

A student may qualify for the School Psychology Internship Credential if he or she:

- Has passed the CBEST
- Has a Certificate of Clearance
- Has successfully completed the following courses:
 - SPSY 510, 511, 512, 513, 514, 520, 521, 522, 523, 524, 528, 529, 530, 531, 532, 533, 534, 540, 541, 542, 543, 544, 3- Unit Elective
- Has received district certified letter of intent to hire

Intern supervision and support are defined in program materials and handbooks. School Psychology interns (paid or unpaid) receive supervision and support from both the district and the Commission-approved program.

Interns receive:

- **On-site supervision from a credentialed school psychologist employed by the district** who holds a valid PPS credential and has at least three years of professional experience. Site supervisors provide weekly supervision and complete performance evaluations of the intern.
- **Ongoing supervision, monitoring, and support from University faculty supervisors**, who conduct supervision meetings, monitor candidate progress, and complete site visits or observations of the intern's practice.

These supervision requirements are documented in the [School Psychology Student Fieldwork Handbook](#) under the sections *University Faculty Supervisor Responsibilities* (pg 12) and *Site Supervisor Responsibilities* (pgs 12-13). The handbook also specifies that candidates must complete the University application and approval process for **fieldwork/internship placements (paid or unpaid)** prior to beginning the experience.

Expectations of the University/Faculty Supervisor

1. **Orientation to Fieldwork Course:** The University Faculty Supervisor will provide information on fieldwork processes, documentation requirements, and evaluation procedures.
2. **Supervision Classes:** The University Faculty Supervisor will facilitate fieldwork supervision classes; meeting with school psychology trainees on a regular basis during the semester/term to provide on-going feedback.
3. **Fieldwork Eligibility Determination:** The University Faculty Supervisor will ensure that the school psychology trainee is eligible for fieldwork only after the trainee completes the following:
 - i. Certificate of Clearance
 - ii. Professional liability insurance policy that covers the time the school psychology trainee will be at the school site.
 - iii. Complete an Internship Readiness Interview with program faculty
 - iv. Confirmation of Memorandum of Understanding (MOU) with district of interest
5. **Feedback & Evaluation:** The University Faculty Supervisor will provide on-going feedback to the school psychology trainee and communicate issues of overall performance during class supervision meetings.
6. **Course Grading:** A grade will be recorded by the Fieldwork Faculty Supervisor. Candidates will also participate in supervision classes at the university. Candidates are required to attend classes every other week during the semester. During class candidates will discuss their developing skill sets, ethical challenges, and topics related to the design and evaluation of a comprehensive school counseling program.

Expectations of the Site Supervisors

1. **Orientation:** Site Supervisors will provide school psychology trainees with a thorough orientation to the school site, personnel, administrative policies, and practices.
2. **Placement:** Site supervisors assure that they have the time to supervise the school psychology trainee. Site supervision must include two hours of individual supervision or 1.5 hours of group supervision with no more than four interns. All supervision must occur in a weekly, regularly scheduled format. Training an intern is a labor intensive responsibility, site supervisors may require a commitment of one semester or academic year in return for their commitment.
3. **Assistance in Developing Objectives:** Site Supervisors will provide opportunities for school psychology trainees to develop a broad and diverse role, including development of leadership, advocacy, counseling skills, facilitation and consultation skills, and gaining experience in data-based decision making for the purpose of program design and evaluation. They will ensure that the school psychology trainee's role and responsibilities are appropriate for the level of training received and are communicated to the appropriate staff.
4. **Dual Relationships:** Site Supervisors must ensure there is no personal or professional relationship with the school psychology trainee which would cause a conflict of interest (e.g., a principal who regularly evaluates the school psychology trainee as a teacher).
5. **Site Based Practices:** Site Supervisors must ensure that
 - a) the school psychology trainee is oriented to the site and introduced to other site staff as a school psychology trainee
 - b) the school psychology trainee does NOT serve only as a psychometrician
 - c) the school psychology trainee will be given increasing responsibility commensurate with his/her ability and experience
 - d) any school psychology trainee problems/concerns are communicated to the university supervisor; if a serious problem exists, the university supervisor must be notified immediately.
6. **Supervision:** Site Supervisors will hold the appropriate credential or degree as listed in the chart above, have a minimum of three years of experience as a school psychologist and be officially serving in the role of a school psychologist before providing supervision. On-site supervision contact should occur no less than once a week (*daily* contact is highly desirable) and shall include observation, coaching, support and guidance, problem solving, feedback and suggestions for change and growth
7. **Feedback & Evaluation:** Site Supervisors will provide on-going feedback to the school psychology trainee and communicate issues of overall performance during weekly supervision meetings. They will provide a final written performance evaluation at the end of the field experience.

These supervision requirements are also documented in the [Training Manual for Site Supervisors](#). The Program Chair and Fieldwork Coordinator verify that all internship eligibility requirements, including supervision arrangements, are satisfied prior to institutional recommendation for the Internship Credential.