

A HANDBOOK FOR
PPS INTERNSHIP
CREDENTIAL CANDIDATES



2017

LaFetra College of Education

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*Educational Counseling
Internship Credential Program*

Internship Program Admission

To be considered for admission into the Pupil Personnel Services Credential Internship Program the following items must be on file with the Director of the Internship Credential Program:

1. Passing score on all sections of the California Basic Educational Skills Test (CBEST)
2. Certificate of Clearance or Teaching Credential
3. Successful completion of:
 - i. PPS 546 – Introduction to School Counseling
 - ii. PPS 549 – School Counseling Theories
 - iii. PPS 571 – Individual Counseling Skills
 - iv. PPS 572 – Group Counseling SkillsAnd successful completion of/or concurrent enrollment in:
 - v. EDUC 501 – Educational Assessment
 - vi. PPS 565 – Career Development
4. A cumulative grade point average of at least 3.0 (“B”) in the Educational Counseling Program
5. Two letters of recommendation, on official letterhead stationery, from any of the following individuals: University fieldwork instructor, school site supervisor, instructor of PPS 571, or PPS 572, attesting that the counseling trainee’s professional maturity, readiness, and preparation to take on the actual responsibilities of an intern in a school district
6. A **detailed** statement from the counselor trainee describing relevant prior personal experiences, qualifications, and background factors which have prepared him/her to take on the actual responsibilities of a school counseling intern in a school district
7. Application for Internship Eligibility – Part I & Part II – forms are located online <https://sites.laverne.edu/school-counseling/>

Submit all required documents to the Internship Credential Program Director:

Kathy Elderson. Ed. D.
(909) 448-4715
kelderson@laverne.edu



Educational Counseling Internship Credential Program

Internship Program Leadership

Shared Governance and Leadership:

In order for an internship to be initiated, the University of La Verne, and the participating school district must execute a Memorandum of Understanding (M.O.U.), outlining the roles and responsibilities of the University and the school district to effectively implement the internship program. The M.O.U. must be signed by an administrative representative of the school district, a representative of the certified bargaining unit in the school district, and the Provost of the University of La Verne.

Support of the Educational Goals of the Participating School District:

Since the intern functions as an employee of the participating school district, the M.O.U. incorporates language that the district will “operate the internship program in a manner to further its educational goals.”

Support of the Goals and Purposes of the Internship Program:

In the M.O.U., the participating school district agrees “to support the goals and purposes of the University of La Verne Internship Program.”

Appropriate Support to Assure the Success of the Program:

The participating school district agrees to provide a qualified and experienced On-Site Supervisor with a Pupil Personnel Services Credential in School Counseling to work with the intern on an on-going basis and to interact on a regular basis with the University Supervisor regarding program issues. The On-Site Supervisor assists the University Supervisor and intern in developing an individual plan outlining how professional development, including meeting Pupil Personnel Service standards enumerated by the California Commission on Teacher Credentialing. The individual plan can be amended on an as needed basis during the internship experience by the respective parties. The On-Site Supervisor will evaluate the internship program at the conclusion of the intern’s tenure.



Educational Counseling Internship Credential Program

Internship Program Resources

Sufficient Resources and Access to the Resources for Interns:

Participating school districts agree to provide necessary resources (e.g., an orientation session to the school and school district, office space, adequate computer hardware and software) for the intern to adequately perform counselor trainee duties.

Program Development and Evaluation:

Participating school districts agree to have the On-Site Supervisor assist the University Supervisor in developing an individual plan outlining how professional development, including Pupil Personnel Services Program standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences will be addressed during the internship experience. In addition, the district agrees to interact with the University on an on-going basis regarding program issues, and have a district representative and/or site mentor evaluate the internship program at the conclusion of the intern's tenure.

Furthermore, a representative of the certificated bargaining unit may also be invited to evaluate the internship program at the conclusion of the intern's tenure.

Advice and Assistance

Incorporation of Advice, Assistance, and Mentoring in the School Counselor Internship Program:

The M.O.U. specifically provides for the advice, assistance, and mentoring of an intern, with the agreement by the district to provide a qualified and experienced site mentor with a Pupil Personnel Services Credential in School Counseling to work with an intern on an on-going basis and to interact on a regular basis with the University Supervisor of field experience regarding program issues. The site mentor will assist the University Supervisor and intern in developing an individual plan outlining how professional development, including meeting Pupil Personnel Standards enumerated by the California Commission on Teacher Credentialing, and mentoring experiences, will be addressed during the internship program.

The individual plan can be amended, on an as-needed basis, during the internship experience by the respective parties.

In addition, The University Supervisor of field experience meets twice a month, individually or in a seminar format, with the school counseling intern for on-going advice, assistance, and mentoring regarding professional development, until the completion of the internship. The university supervisor of field experience will provide in-service to the site mentor on an initial basis by utilizing the University's "Handbook for On-Site Supervisors," and, thereafter, through regular interaction with him/her.



Educational Counseling Internship Credential Program

Collaboration

Collaboration and Cooperation with Local School Districts in Internship Programs:

It would be impossible for the University of La Verne to have a successful School Counselor Internship Program without the collaborative and cooperative efforts of the local school districts. In shaping the M.O.U. with local school districts, collaboration and cooperation are paramount in determining the suitability of site mentors, drafting the individual plan for the internship experience, as well as evaluating internship assignments. The University Supervisor of field experience collaborates on a regular basis with the participating district site mentor.

In the event that the relationship between the University and the participating district is deemed as “unworkable,” the internship can be terminated at the request of either the University or the participating district.

An exclusive representative of certificated employees agrees to name an advisor to meet with the District and University representatives to periodically review the training program of the candidate.

District Field Supervisors

Role, Recognition, and Evaluation of Site Supervisor/Mentor of Interns:

The site mentor for the school counseling intern plays an integral role in the School Counselor Internship Program. In recognition of the efforts of the site mentor, the University can award him/her a certificate of appreciation and/or a University of La Verne memento at the conclusion of the intern’s program.



Educational Counseling Internship Credential Program

School Counselor PPS Internship Credential Application

Part I - Initiated Prior to Job Search

To be considered for admission to the Educational Counseling Internship Program you must meet the following requirements:

1. Passing score on the California Basic Educational Skills Test (CBEST)
2. Certificate of Clearance or Teaching Credential
3. Completion of the following courses and the embedded 100 hours of practicum:
 - i. PPS 546 – Introduction to School Counseling
 - ii. PPS 549 – School Counseling Theories
 - iii. PPS 571 – Individual Counseling Skills
 - iv. PPS 572 – Group Counseling Skills
4. Completion of/or concurrent enrollment in:
 - i. EDUC 501 – Educational Assessment
 - ii. PPS 565 – Career Development
5. A cumulative grade point average of at least 3.0 (“B”) in the Educational Counseling Program.

Please submit the application and required documentation to:

Kathy Elderson, Director, Internship Credential Program, kelderson@laverne.edu

Date: [Click here to enter a date.](#)

Student ID: [Click here to enter text.](#)

First Name: [Click here to enter text.](#)

Last Name: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#)

Zip Code: [Click here to enter text.](#)

Cell Phone: [Click here to enter text.](#)

Home Phone: [Click here to enter text.](#)

University E-mail: [Click here to enter text.](#)

1. Two letters of recommendation, on official letterhead stationery, from any of the following individuals: University fieldwork instructor, school site supervisor, instructor of PPS 571, or PPS 572, attesting that the counseling trainee’s professional maturity, readiness and preparation to take on the actual responsibilities of an intern in a school district
2. A **detailed** statement from the counselor trainee describing relevant prior personal experiences, qualifications, and background factors which have prepared him/her to take on the actual responsibilities of a school counseling intern in a school district

Once you are approved for admission to the internship program, you will receive a letter of eligibility that can be used when applying for jobs.



*Educational Counseling
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**Part II
Initiated After a Job Offer**

- Step 1 Contact the Director of the Internship Program to confirm intern eligibility and notify of districts intent to hire.

- Step 2 The Director of the Internship Program will facilitate an MOU for internships between the district and University.

- Step 3 The school district will provide the University with a statement of intent to hire, including the following information: the site where you will be working, position/title, and the requested issuance date of the internship credential.

- Step 4 The credential analyst will guide you with through the recommendation process.

School District: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#)

Zip Code: [Click here to enter text.](#)

District Contact: [Click here to enter text.](#)

Contact Email: [Click here to enter text.](#)

Contact Phone: [Click here to enter text.](#)

By signing this application, candidates agree to the following conditions:

- ❖ All internship applicants admitted into the internship program agree to *continue enrollment and participation in PPS 583: Supervised Fieldwork* until a full credential is awarded by the state, or the counselor trainee withdraws from the internship program.

- ❖ If your school district changes your counseling assignment, you must let your University Fieldwork Supervisor know, and you must complete fieldwork documents for the new placement.

- ❖ The Internship Credential is valid for only two (2) years. You **MUST** complete the Counseling Credential program requirements within that time frame.

Candidate's Signature: _____