



**Transition Plan for Implementation
2019 Pupil Personnel Services Program Standards and Performance Expectations
School Psychology**

The transition plan provides demonstration that each Commission approved Pupil Personnel program understands the expectations embodied in the new standards and performance expectations and has/is taking the steps to align the program with the new standards by the effective date of **July 1, 2021**. Further, it requires that each program consult with appropriate personnel within its own educational organization to ensure a successful transition and alignment with the standards. Finally, the transition plan allows the Commission to ensure that appropriate technical assistance is provided to assist programs in transitioning. It is expected that this document is submitted only after important conversations and planning have been done by institutional personnel about how the program will transition to the new standards. For more information about the new standards, see [PSA-19-09](#).

**Submit Signed Completed Transition Plans to Accreditation@ctc.ca.gov
Submission Window– June 1, 2020 to January 31, 2021**

- 1. Identify who has been involved in reviewing the new standards and analyzing the current program to identify what will need to be modified.** *Include names and title/roles of the team that have been involved in this process. As a reminder, the Common Standards require collaboration with external stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed)*

Transition Team Member	Title/Role
Kelly Kennedy	Director, Counseling and School Psychology Programs
Randy Busse	Faculty
Michael Hass	Faculty
Anna Abdou	Faculty
Randelle Kirkemo	Faculty
Amy-Jane Griffiths	Faculty

Transition Team Member	Title/Role
Francis Dizon	Director of Student Services, Saddleback Valley Unified
Zachary Maupin	ERMHS Psychologist, Norwalk La Mirada Unified
Michelle Hall	Director of Accreditation and Assessment, Attallah College at Chapman University
Svetlana Levonisova	Assessment Coordinator, Attallah College at Chapman University

2. **Record of Transition Process.** Key benchmarks are identified in the table below. Please note the dates when that benchmark has or will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. **The order of benchmarks below is not intended to determine the program's transition process**, however, all programs must be aligned with the new standards by July 1, 2021 or the beginning of the 2021-22 academic year, whichever comes first (see important note in the table below).

Record of Transition Process – Key Benchmarks	Date Benchmark Activity Began or Will Begin	Date Benchmark Completed or Anticipated Date Benchmark will be completed
Initial meeting with transition Team (#1 above) members	August, 2020	April, 2022
Revisions to course syllabi	August, 2020	October, 2020
Revisions to candidate handbooks/websites/other materials	January, 2022	May, 2022
Revisions to fieldwork handbook/materials	January, 2022	May, 2022
Orient faculty and train supervisors to revised program	August, 2022	August, 2022
First cohort to begin revised program (by beginning of 2021-2022 Academic Year) Enter date institution will begin offering program under the new standards.		August, 2022
IMPORTANT NOTE REGARDING TRANSITION TIMELINE: Full transition to the new standards is dependent upon approval of revisions to relevant sections of Title 5 regulations. Program completers from programs that operate under the new standards prior to approval of the regulations by		

Record of Transition Process – Key Benchmarks	Date Benchmark Activity Began or Will Begin	Date Benchmark Completed or Anticipated Date Benchmark will be completed
the Office of Administrative Law, however, will receive a credential with the <i>current</i> credential code that reflects the <i>current</i> authorization statement for the credential. The Commission cannot anticipate the date for the approval of the revisions to the regulations but the process can take a year or longer.		
Program must be aligned with new standards	N/A	AY 2022-23

3. Preconditions. *Commission-approved programs are required to meet the adopted Preconditions at all times. In this section of the Transition Plan, please identify how the institution will meet each precondition.*

Precondition	Documentation that will Confirm that the Program Meets the Precondition
<p>1. Bachelor's Degree Persons admitted to programs must have a minimum of a baccalaureate degree from a regionally accredited college or university.</p> <p>a. Link to Admissions Requirements on Website, in Handbook or other available materials for potential candidates.</p> <p>b. Briefly describe how the institution ensures that all persons admitted have a minimum of a baccalaureate degree from a regionally accredited college or university.</p>	<p><u>Program admission requirements</u></p> <p>All applications to Chapman University's School Psychology program are initially reviewed by our admissions office. This document review includes ensuring all applicants have earned a degree (or on schedule to earn a degree) from an accredited institution prior to enrolling in our School Psychology program. Only those applicants who meet this</p>

Precondition	Documentation that will Confirm that the Program Meets the Precondition
	requirement are moved forward to the program for application review.
<p>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:</p> <p>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.</p> <p>a. Provide information on how many units <i>will be (or will likely be)</i> required for the revised program.</p>	<p><u>Requirements for the Educational Specialist Degree in School Psychology/Master of Arts in Educational Psychology degree</u></p> <p>Students earn an Educational Specialist Degree in School Psychology and a Pupil Personnel Services Credential in School Psychology after:</p> <ul style="list-style-type: none"> • Completing 69 semester credits. • Preparing a professional portfolio. • Passing a final oral interview.
<p>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.</p> <p>a. Provide assurance of the program’s policies regarding completion of sufficient coursework prior to supervised practice in the schools and that the candidate will be supervised and supported by both the employer and the program.</p>	<p>We do not have a separate intern program. Students seeking or obtaining paid internships (with and without an internship credential) follow the exact course sequence as all other internship students. This is covered in the “Paid internship” section of our <u>Fieldwork Handbook</u> (pg. 33).</p>

- 4. Identification of Program Attributes That Will Need to be Modified to Meet the Revised Program Standards** *The team described in question 1 of this transition plan should review all standards to determine where the program will need to be make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check (x) the appropriate boxes. Full implementation must be in place by July 1, 2021.*

Major Revisions: *Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.*

Minor Revisions: *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.*

No Changes: *This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.*

COMMON PRINCIPALS, VALUES, AND GOALS OF ALL PUPIL PERSONNEL SERVICES PREPARATION PROGRAMS

The statements below identify essential attributes that all Commission-approved PPS programs must incorporate to prepare candidates to effectively provide services to California students. These statements are referenced in Program Standard 1 for each of the three PPS specialty areas, and they apply to all PPS credential candidates.

Common Principals, Values, and Goals Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
Pupil Personnel Services (PPS) credential professionals include school counselors, school psychologists, school social workers and child welfare and attendance providers. PPS programs provide candidates exposure to multidisciplinary teams to foster understanding and respect the contributions and perspectives of their respective colleagues. Multidisciplinary teams collaborate together as a unified and cohesive component of the larger school system to meet the learning and developmental needs of all students.			X
PPS credential programs ensure that candidates develop the knowledge, skills, personal and professional dispositions to help maximize the developmental potential of all students by preparing candidates to:			

Common Principals, Values, and Goals Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
<ul style="list-style-type: none"> address the needs of all students by providing comprehensive and coordinated programs and services to help build safe, healthy, nurturing and effective learning environments. 			X
<ul style="list-style-type: none"> recognize that, in addition to cognitive and academic challenges, students encounter personal, social, economic and institutional challenges that can significantly impact their lives, both in and outside of school. 			X
<ul style="list-style-type: none"> promote understanding that students need individualized opportunities, services, and supports to address life's challenges, and gain personal success and achieve academically. 			X
PPS credential programs support candidate's understandings that: <ul style="list-style-type: none"> establish educational opportunities of equity and culturally responsive practices to promote each student's academic success and well-being. 			X
<ul style="list-style-type: none"> recognize, respect, and utilize each student's strengths, experiences, and background as assets for teaching and learning. 			X
<ul style="list-style-type: none"> confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations. 			X
<ul style="list-style-type: none"> provide opportunities to develop an understanding regarding issues of discrimination, implicit bias, social justice, diversity, and knowledge of how they may contribute to, or detract from, school success. 			X
<ul style="list-style-type: none"> increase awareness of mental health programs and services to address barriers. 			X
<ul style="list-style-type: none"> a positive school culture and climate can enhance the safety and well-being of all students. 			X
PPS programs support a multidisciplinary PPS team to prepare candidates to provide prevention as well as timely and relevant interventions.			X
Through the use of a cultural humility framework PPS programs support candidate's understanding of the ways in which ethnic, cultural, socioeconomic, and environmental factors can influence learning, and achievement.			X
PPS Programs support candidate's growth as PPS professionals who work both individually and collectively to develop and support successful learning and promote the healthy development and resilience of all students.			X

SCHOOL PSYCHOLOGY The statements below identify the standards that all School Psychology programs must incorporate to prepare candidates to effectively provide services to California students.

Standard 1: Program Design, Rationale, Organization and Context	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
Pupil Personnel Services School Psychology programs must be delivered within a comprehensive framework based on a clearly articulated program philosophy/mission that includes goals, objectives and a sequential, integrated course of study.			X
The program offers candidates a program that is consistent with the <u>Common Principles, Values and Goals</u> of Pupil Personnel Services Programs. (Above)			X
Appreciation of human diversity, equity and social justice is emphasized.			X
The School Psychology program develops candidates' strong affiliation with School Psychology as a profession, is delivered by qualified faculty, and includes coursework and supervised field experiences necessary for the preparation of highly competent school-based mental health professionals whose services positively impact children, families, schools, and other stakeholders.			X
The program uses systematic, performance-based evaluation and accountability procedures for ongoing program improvement.			X

Standard 2: Preparation of Candidates for Meeting School Psychology Performance Expectations (SPPEs)	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
The School Psychology Performance Expectations (SPPEs) describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively support all students.			X
The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply and reflect on each School Psychology Performance Expectation (SPPE).			X
As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.			X
The scope of the pedagogical assignments address (a) the SPPEs as they apply to the areas to be authorized by this credential, and (b) prepare the candidate for program-based assessments.			X

Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
Faculty, program supervisors and district-employed supervisors monitor and support each candidate toward mastering the SPPEs.			X
The program uses evidence-based assessment instruments to guide and support candidates to understand and address areas for personal and academic improvement and to help candidates develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school psychologists.			X
Qualified faculty members have a minimum of three years of professional practice and are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.			X
The program provides support and assistance to candidates and only retains candidates who are suited for entry into or advancement as school psychologists.			X
The school psychology program provides reasonable accommodations for those with special needs, including accessible academic programs and clinical practice experiences.			X

Standard 4: Clinical Practice	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
<i>A. Practica/Fieldwork in School Psychology</i> The program provides candidates with field based opportunities and specific experiences aligned with the SPPEs, including, but not limited to the following (a) data-based decision making, (b) consultation and collaboration, (c) interventions and support to develop academic skills, (d) behavior interventions and mental health services to develop social and life skills (e) direct and indirect services-school wide practice to promote learning, (f) school-wide practices to promote behavioral and mental health (g) family-school collaboration, (h) human diversity, (i) research and program evaluation, and (j) legal, ethical and professional practices and dispositions.			X

Standard 4: Clinical Practice	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
There are two required levels of field based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs. The program has systematic means of evaluating the practicum experiences to ensure the acquisition of the performance expectations by candidates.			X
A minimum of 450 clock hours of practicum is required according to the following standards and guidelines:			X
1. A minimum of three hundred (300) clock hours in a preschool to grade 12 school setting providing direct and indirect pupil services.			X
2. Up to 150 hours of experience may be offered through on-campus agencies (for example, child study center, psychology clinic, relevant educational research or evaluation activities), or community agencies (for example, private schools, community mental health centers).			X
3. Practicum is offered for academic credit, or is a part of a course for which a candidate receives credit. This experience is a direct extension of program training goals and objectives, and concurrent instruction is provided as a part of the experience.			X
All practicum experiences are evaluated. Practicum evaluations are appropriate to the program design, objectives, candidate placement and candidate performance expectations.			X
<i>B. Internship or Culminating Field Experience</i> The second level of field based experiences is the culminating field experience, or internship which provides candidates the opportunity to demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.			X
A minimum of twelve hundred (1,200) clock hours of field experience is required according to the following guidelines:			X

Standard 4: Clinical Practice Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
1. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.			X
2. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool – grade 12 school setting providing direct and indirect services to pupils.			X
3. Up to two hundred (200) hours of field experience may be acquired in other settings such as (a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.			X
4. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.			X
5. Candidates receive academic credit for the culminating field experience or internship, and the experience is recognized primarily as a training activity with appropriate supervision by the cooperating school district and the program.			X
Qualifications and Training of Site Supervisors The program assigns qualified practicum supervisors. Qualifications for practicum supervisors must include but are not limited to: <ul style="list-style-type: none"> • Minimum of 3 years of experience as professional in the field • Possession of a PPS School Psychology Credential • Knowledge of context and content appropriate to the practicum experience. 			X

Standard 4: Clinical Practice	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision. This supervisor must have at least the equivalent of three (3) years of full-time experience as a school psychologist.			X
A field experience placement site is approved by the program and provides experiences that are consistent with the program design and objectives.			X
<i>Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA)</i> As a part of the culminating field experience a candidate may earn a Child Welfare and Attendance (CWA) authorization if they complete a minimum of 150 hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services. Under the program oversight and administration the direct supervision of the field experience in CWA can be provided through the field-based supervisor. Program faculty provide indirect supervision for all activities in alternative or school-based CWA settings.			N/A

Standard 5: Determination of Candidate Competence	Major revisions	Minor revisions	Not need any revisions
Identify to the right if the Program will need:			
The School Psychology program implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SPPEs), and collects assessment data to determine that candidates attain adequate competence and able to integrate competencies across all areas of training.			X
Prior to recommending candidates for a School Psychologist Credential, one or more persons who are responsible for the program determine that candidates have demonstrated each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.			X

Standard 5: Determination of Candidate Competence Identify to the right if the Program will need:	Major revisions	Minor revisions	Not need any revisions
Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.			X