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Dr. Shasta Ihorn, PPS Program Coordinator - (415) 338-3218, sihorn@sfsu.edu

The Pupil Personnel Services Credential Program in School Psychology is the third-year internship program that follows the two-year Graduate Program in School Psychology. After completing the requirements for the M.S. in Psychology with a concentration in School Psychology, the following courses are required for the Pupil Personnel Services Credential with a School Psychology authorization. Students enrolled in the M.S. in Psychology with a concentration in School Psychology at San Francisco State University are eligible for this credential program. Outside applicants who hold an M.S. degree in School Psychology or other closely related fields are also eligible to apply.

Psychology Department Website: psychology.sfsu.edu

Professional Course Requirements	Units
PSY 858 Conference to Accompany Psychology Internship	6
PSY 859 Psychology Internship	12
PSY 891 Seminar in Selected Problems	3
PSY 899 Special Study	3
Minimum Total Units	24

Dear Prospective Applicant:

Enclosed is the application for the School Psychology Internship Program. Please follow closely the instructions in this letter and in the enclosed application.

Complete the enclosed application and return the application with accompanying documents to the:

Graduate Services Coordinator
Psychology Department (PPS), EP 301
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132-4168



Complete an application for the University Graduate Division: calstate.liasoncas.com

Fall Application Period: October 1 - February 15

Once your application is received, you will be notified regarding the status of your application.

To remind you of the requirements for admission to the Program, the following prerequisites are necessary:

- At least a Master of Science Degree in Psychology with a concentration in School Psychology or a closely related master's or doctorate degree;
- Completion of a minimum of 720 hours of supervised field experience, which demonstrates skill and knowledge in the areas of assessment, intervention, program evaluation, consultation, group assessment, and collaboration with community agencies.
 - This field experience also must demonstrate skills in applying psychological theory, legal principles, ethical principles and educational and psychological research. An experienced practitioner with a PPS credential must supervise the entire field experience.
- Must pass all subject areas of the CBEST.
- Compliance with the California Commission on Teacher Credentialing (CCTC) and the National Association of School Psychologists (NASP) standards that are typically met during the first two years of the Master of Science degree in Psychology with a concentration of School Psychology. These standards include knowledge of:
 - Growth and Development
 - Socio-Cultural Influences
 - Assessment
 - Problem Prevention and Early Intervention
 - Consultation Services
 - Learning Theory and Psychological Education
 - Psychological theory including psychodynamic, family systems, and object relations orientations
 - Research and evaluation methods, statistics and measurement
 - Program/Service coordination and Development
 - Legal and ethical standards
 - Individual Development
 - Biological bases of behavior
 - Organization and operation of schools
 - Instructional design
 - Emergent technologies
 - Alternative models for the delivery of school psychological services



- Roles and functions of a School Psychologist
- Skills in:
 - Assessment
 - Individual Intervention
 - Group intervention
 - Individual evaluation
 - Consultation and other indirect interventions
 - Group assessment
 - Program evaluation
 - Utilizing legal aspects
 - Using community resources
 - Research and evaluation methods, statistics and measurement
 - Professional ethical conduct
 - Diversity

To meet these requirements, several documents must be submitted with the application. Supplemental documents are indicated on page 7 of the application.

If there are general questions regarding the application, you may contact Tina Perdices by e-mail at tperdices@sfsu.edu. If there are general questions regarding the School Psychology program, you may contact the coordinator Dr. Shasta Ihorn at (415) 338-3218, sihorn@sfsu.edu

If there are questions regarding the availability of the application, contact the Credential and Graduate Services Center at [\(415\) 405-3594](tel:4154053594)

Evaluation of transcripts WILL NOT be conducted until the complete PPS in School Psychology Application is submitted.

Sincerely,

Shasta Ihorn, Ph.D.
Coordinator, School Psychology Program
Encl: Application for the School Psychology Internship Program



San Francisco State University

SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM APPLICATION

ADMISSION FOR FALL _____

Name: _____ SS# ____/____/____
(Last) (First) (Middle Initial)

Address: _____

(City) (State) (Zip)
Home Phone: (____) _____ Work Phone: (____) _____

E-mail address: _____ DOB ____/____/____

Have you applied to the PSY department before? _ If "yes", what semester: _

Are you a continuing student at SFSU? _____
Department/Program: _____ Date of enrollment: _____

Have you passed all subject areas of CBEST? _____ Date _____
Scores: Reading _____ Mathematics _____ Writing _____

Do you have a teaching/education credential? _____
Type & State _____ Date _____
Type & State _____ Date _____

If not currently credentialed, are you approved for a Certificate of Clearance in CA? _____
Date _____ If not, have you applied to the Credentials Office _____ When? _____

Do you have any related credentials or licenses (e.g., MFT, counseling?) _____
Type & State _____ Date _____
Type & State _____ Date _____



DEPARTMENT of
PSYCHOLOGY

PUPIL PERSONNEL SERVICES CREDENTIAL

**Pupil Personnel Services Credential:
School Psychology Authorization**

Was your supervisor a credentialed School Psychologist? Yes _____ No _____
State: _____ National (NCSP): _____

Was your supervisor credentialed/licensed in a related field? Yes _____ No _____
(e.g., LEP, MFT, MFCC, LCSW, License in Psychology)

Which /license? _____ State: _____

How often did you meet with your supervisor? _____ Indiv. _____ Group _____

Fieldwork Activities	Number of Hours	Briefly Describe Experience
Assessment/Evaluation		
Direct Intervention (Clinical Work/Counseling)		
Consultation (Staff/Classroom Intervention/Families)		
Case Review/Team Consultation (e.g, Student Study Team)		
Professional Development (Conferences, Seminars)		



Please submit the following items with your application:

1. Completed Applicant-Previous Coursework Evaluation Form (Sent in your application packet)
2. Copy of graduate course syllabi or detailed course descriptions
3. Copy of CBEST passage and scores
4. 3 letters of recommendation (at least 1 of which must be from a credentialed School Psychologist). The reference's signature should appear across the sealed flap of the envelope.
5. Copy of a formal Psycho-Educational Evaluation Report on a child or adolescent written by you (You MUST delete all identifying information and include results and interpretation of individually administered tests of cognitive, perceptual and social-emotional functioning)
6. Certificate of Clearance (obtained from the Credentials Office) for the State of CA or copy of current credential issued by the CCTC.

I hereby certify (or declare) under penalty of perjury that all the foregoing statements in this application are true and correct.

Date _____ City _____ State _____

Signature of Applicant: _____



Instructions: Please complete this matrix to the best of your ability based upon your previous graduate coursework and fieldwork. In the column titled “Previous graduate coursework that meets standard”, write in the course name and number (e.g., PSY 735) of courses in which the standard was addressed through course content, course work, or fieldwork practice. Some courses will meet multiple standards, and some standards will be met by multiple courses. Course syllabi, assignments, and descriptions may help you in completing this matrix. Also be aware that some of these standards are met by courses in the School Psychology Internship Program, so complete mastery of every standard is not necessarily required for admission. The matrix will be used as a guideline for program evaluators in considering your application and if you have met the prerequisite CCTC and NASP standards.

CCTC 2020 School Psychology Performance Expectations	
Previous graduate coursework that meets standard	SPPE 1: Data-based Decision Making and Accountability:
	Administer and score tests and assessments according to standard procedures, including developmental history, intelligence, cognitive processing, achievement, adaptive behavior, social-emotional, behavioral and other relevant measures.
	Accurately interpret results of assessments, including appropriate psychometric limits on interpretation, in the context of students’ cultural, language, and socioeconomic backgrounds.
	Select appropriate assessments to address areas of suspected disability, giving consideration to the cultural, language and socioeconomic context.
	Use assessment data to identify and develop effective interventions, services and programs for all students, including dual language learners.
	Monitor and evaluate the effectiveness of interventions at all tiers of support, and modify interventions based on data.
	Utilize state and local accountability systems to implement and evaluate service effectiveness.
	SPPE 2: Consultation and Collaboration
	Consult and collaborate effectively with teachers, administrators, parents and all stakeholders at all tiers of service delivery regarding academic, behavioral and social/emotional needs.
	Consult, collaborate and communicate effectively with community agencies.
	Consult and collaborate with multidisciplinary teams to design, implement, and evaluate interventions and services at all tiers of service delivery.
	SPPE 3: Interventions and Instructional Support to Develop Academic Skills



	Work with multidisciplinary teams to design and implement direct interventions that focus on appropriate academic progress for all children.
	Interpret academic and cognitive data within the contexts of biological, cultural and social influences, including complex trauma and stress, and language acquisition and language retention.
	Understand implications of learning and developmental theories for assessment.
	Implement and evaluate services that support cognitive and academic skills development for all children.
	SPPE 4: Behavior Interventions and Mental Health Services to Develop Social and Life Skills
	Work with multidisciplinary teams to design and implement direct evidence-based interventions that focus on behavioral and social/emotional wellness appropriate for all children.
	Interpret behavioral and social/emotional data within the contexts of biological, cultural and social influences, including complex trauma and stress, impacting behavior, socialization, social-emotional learning, and mental health.
	Understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychopathology, for assessment and intervention.
	Provide and evaluate counseling, behavioral and mental health services, including individual, group, classroom, and school wide interventions.
	SPPE 5: Direct and Indirect Services - School Wide Practices to Promote Learning
	Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for all children.
	Function as a change agent to inform school-wide interventions and promote positive academic outcomes, effective learning, social development, and mental health.
	SPPE 6: School-wide Practices to Promote Behavioral and Mental Health
	Implement evidence-based multi-tiered prevention strategies
	Identify protective and adaptive factors that promote a healthy school climate and improve school safety
	Describe resilience and risk-factors affecting student behavior
	Inform development of school discipline policies, particularly as they affect vulnerable and at-risk populations
	Implement effective crisis preparation, response, and recovery strategies



	Design, disseminate, and implement district-wide risk assessment (e.g., suicide and self-harm) and threat assessment protocols (e.g., violence towards others)
	SPPE 7: Family-School Collaboration
	Facilitate family-school partnerships and collaboration with community agencies to improve pupil outcomes
	Apply theory and research on family systems and its implications for children's learning, socialization, and mental health
	Communicate children's learning, development, socialization and mental health in cultural context.
	SPPE 8: Human Diversity
	Conduct assessments with attention to culture, language, and all aspects of human diversity.
	Evaluate the effects of language acquisition and development on all aspects student learning.
	Implement evidence-based strategies to enhance the quality of learning for all pupils.
	Advocate for fairness and equity in all aspects of professional practice.
	SPPE 9: Research and Program Evaluation
	Provide support for multidisciplinary teams in accessing and interpreting evidence-based practices.
	Select, interpret and apply assessment results as they relate to instructional practices.
	Demonstrate application of appropriate statistical principles and research designs to interpret assessment data, develop interventions, and evaluate programs to improve student achievement and classroom performance.
	Use various techniques and technology resources for data collection and interpretation to identify appropriate academic and behavioral interventions for all pupils.
	SPPE 10: Legal, Ethical, and Professional Practice & Disposition
	Provide services that reflect best practices in legal, ethical, and professional practice.
	Understand implications of history, service models, and professional standards for professional identity and effective practice.
	Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self-care.



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Applicant has met all necessary prerequisite standards Yes _____ No _____

Unable to determine, more information necessary _____

Standards which still need to be met before reevaluation for admittance:

Suggested courses which will meet these standards:

Evaluator Signature: _____ Date _____