This Student Handbook provides general information, and highlights the rights and responsibilities of students in the Counseling, Clinical, & School Psychology Department, UCSB Gevirtz Graduate School of Education. Students are expected to read and become familiar with the contents of this Handbook. It is designed to supplement information available in other University guidebooks, in particular, the Gevirtz Graduate School of Education guidebooks for Master's and Ph.D. degree students. None of the Department policies described in this Handbook are intended to supersede Department, School, or University policies already in effect.

It is the responsibility of each student to keep copies of all information concerning their courses, such as: syllabi, course requirement checklist, waivers, petitions, grades, notices, and any other documents or forms. Do not depend on the University or Department to keep any of the above for your records, which you may need for future documentation/licensing.

Note: Information pertaining to the School Psychology Credentialing is contained in the School Psychology Credential Section
# TABLE OF CONTENTS

INTRODUCTION.................................................................................................................. 4

CCSP Program History .................................................................................................... 4

Accreditation .................................................................................................................... 4

CCSP DEPARTMENT MISSION, GOALS, AND VALUES...................................................... 5

CCSP Department Mission ............................................................................................. 5

CCSP Doctoral Program Competencies ......................................................................... 5

CCSP Department Goals ............................................................................................... 6

CCSP Values and Philosophy ......................................................................................... 7

Commitment to Empirical Knowledge and Professional Competency ......................... 9

Commitment to Ethical Research and Practice ............................................................. 9

DEPARTMENT POLICY FOR THE EVALUATION OF STUDENTS........................................... 10

PROCEDURES OF COMPLAINT......................................................................................... 10

CCSP DEPARTMENT FACULTY ....................................................................................... 11

DEPARTMENT ADVISING AND COMMITTEE MEMBERSHIP.......................................... 13

  Faculty Advisor and Committee Members ................................................................. 13

  Changing Advisors ....................................................................................................... 14

  Changing Emphasis ....................................................................................................... 14

  Petitioning to Add the M.A. or M.Ed. ....................................................................... 15

DOCTORAL DEGREE REQUIREMENTS ............................................................................. 14

  Normal Progress ............................................................................................................ 14

  Good Standing ............................................................................................................... 15

  Prerequisites .................................................................................................................. 15

  Required Courses ......................................................................................................... 15

  Course Substitution / Waiver Policy ............................................................................. 15

  Knowledge, Skills, Ethics, Communication & Interpersonal Abilities ......................... 16

  Practicum (See PhD Coursework) ................................................................................. 17

  Pre-Dissertation Research Project ................................................................................. 17
Qualifying Examination (Also see section titled Qualifying Exams/Dissertation) ................................. 17
Dissertation Research .................................................................................................................................. 18
Internship .................................................................................................................................................. 18
Internship Application Process .................................................................................................................. 19
Licensing ..................................................................................................................................................... 20

DEPARTMENT LEADERSHIP AND COMMITTEES ................................................................. 21
Student Representatives .............................................................................................................................. 21
Standing Committees ................................................................................................................................. 21

FINANCIAL AID ................................................................................................................................. 22
Intramural Sources ..................................................................................................................................... 22
Fellowships ................................................................................................................................................ 22
Extramural Sources .................................................................................................................................... 22

GENERAL INFORMATION ................................................................................................................... 23
Associate Dean, Student Affairs Office, and Student Affairs Committee for the GGSE ......................... 24
Student Study Space and Computer Access ............................................................................................. 24
Graduate Student Handbook ..................................................................................................................... 24
Gevirtz Graduate School of Education Web Site ....................................................................................... 24
Prospective Students .................................................................................................................................. 25
UCSB Letterhead ....................................................................................................................................... 25
Fax Machine ................................................................................................................................................ 25
Flyers and Bulletins .................................................................................................................................... 25
INTRODUCTION

CCSP PROGRAM HISTORY

The training of professional psychologists at UCSB began in 1969 with the appointment of Dr. Ray E. Hosford. Since that time, the Department has experienced expansion and enhancements. The faculty in 1969 consisted of two professors; currently the Department has a faculty of 18. The original Ph.D. was in Education and in 1987 it was changed to a Ph.D. in Counseling Psychology. Effective fall 1990, students were offered three specializations—counseling, clinical, and school psychology—reflecting the populations and skills to which the respective areas devote their professional activities. As of 1991, the degree awarded by the University of California for successful completion of this combined program is in “Counseling, Clinical, & School Psychology” (CCSP). One of the three program specialties (counseling, clinical, or school) is also designated on each student’s official University transcript. In 2006, the Department of Counseling, Clinical, and School Psychology was established within the Gevirtz Graduate School of Education.

The UCSB CCSP Department has received national recognition and has enhanced the breadth and depth of its offerings through selective and successful recruitment of high quality faculty. Graduates of the Department have found employment in academic departments as well as in mental health settings, counseling centers, and public schools.

ACCREDITATION

Three external bodies provide criteria for training programs in applied psychology, in addition to the general accreditation provided to the University by state and regional educational agencies. Psychology programs that train individuals to provide direct services to the public must comply with requirements sufficiently to ensure that graduating students meet the educational standards for licensure. (However, the CCSP department cannot meet unique requirements of all 50 USA states. Students should inform themselves of specific state licensure requirements prior to enrolling at UCSB.) Moreover, to enhance student’s flexibility in the job market, voluntary accreditation by the American Psychological Association is deemed necessary.

Four types of programs are accredited* by the Commission on Accreditation of the American Psychological Association: Counseling, Clinical, School, and Combined Scientific-Professional Psychology (such as the CCSP Department). The UCSB program first received accreditation from this body as a Counseling Psychology program in 1981. In 1986 and again in 1988, site visit teams from the Committee on Accreditation of the American Psychological Association re-accredited* the program in the same specialty area. In 1990, the Department also received a three-year provisional accreditation for the combined program (for students entering the Department in September, 1991 or later). In 1994, APA gave five years full accreditation to the combined CCSP Department. In 2006 and 2013, APA conducted sites review and in each case, CCSP received full seven-year accreditation.

Finally, the California Commission on Teacher Credentialing accredits units that offer state-level credentials for practice in the schools. Our School Psychology Specialization offers a pupil personnel services credential in school psychology. The specialization is approved by the National Association of School Psychologists.
CCSP DEPARTMENT MISSION

To generate and disseminate knowledge, provide expertise, and prepare the next generation of diverse scholars in applied psychology. The Department of CCSP strives to be recognized for excellence and innovation in research that fosters the psychological well-being and social equity of all people, especially vulnerable populations.

CCSP PH.D. PROGRAM COMPETENCIES

Foundational Competencies (that apply to research, teaching, mentoring, and intervention)
By the time they complete the doctoral degree, students will be able to:
A. Represent the values of the profession: integrity, accountability, professional identity and behavior, concern for welfare of others, adaptability
B. Demonstrate commitment to personal/professional development
C. Demonstrate knowledge of history and foundations of counseling, clinical, and school psychology
D. Demonstrate ethical knowledge and behavior
E. Demonstrate awareness, sensitivity, and skills in working with diverse individuals, groups, and communities (including, but not limited to diversity related to race, ethnicity, sex, gender identity/expression, sexual orientation, social economic status, language, national origin, religion, age, [dis]ability, and class)
F. Demonstrate effective relational qualities (expressive, affective, and interpersonal relationships)
G. Provide leadership in professional contexts

Research Competencies
By the time they complete the doctoral degree, students will be able to:
H. Locate, review, critically analyze, and synthesize research in the discipline
I. Design and implement independent research
J. Communicate and defend their findings and conclusions in written and oral formats
K. Locate funding to support research

Teaching and Mentoring Competencies
By the time they complete the doctoral degree, students will be able to:
L. Develop effective teaching skills
M. Plan and implement academic courses
N. Reflect on and improve teaching
O. Provide guidance (on research, teaching, professional matters) to undergraduate and graduate students

Intervention Competencies
By the time they complete the doctoral degree, at the individual, institutional, and/or systems level, students will be able to:
P. Develop strong professional relationships
Q. Assess, diagnose, and conceptualize psychological problems and strengths
R. Implement interventions that have been proven to work
S. Monitor the effectiveness of psychological interventions
T. Provide consultation to professionals (e.g., community members, teachers) to improve their practice with clients
U. Demonstrate knowledge of theory and practice in supervision of psychology practice
V. Demonstrate familiarity with strategies for advocating for psychological needs of individuals and communities

A.

CCSP DEPARTMENT GOALS

The CCSP Department follows the scientist-practitioner training model with its emphasis on developing a balance of research, academic, and practitioner knowledge and skills. In addition to enrolling in academic and professional seminars, students complete both research and applied psychology practica.

The primary goal of the CCSP Department is to prepare graduates for academic and research positions. When graduates do not enter academic or research positions, our goal is to prepare psychological service providers who will also exercise influence on professional psychology through teaching, research, and leadership.

The three specializations of counseling, clinical, and school psychology historically have reflected different service emphases, employment settings, and populations served. Counseling psychologists have traditionally focused on life-adjustment problems and career development and have worked primarily in university counseling centers, Veterans Administration hospitals, and community agencies. Clinical psychologists have traditionally focused on the evaluation, prevention, and treatment of clients with acute or chronic mental disorders and have worked in medical settings, mental health centers, mental hospitals, and psychiatric units of general hospitals. School psychologists have traditionally focused on the evaluation and treatment of youth with developmental problems, work to help improve the quality of school’s learning environments, and have been employed primarily in school settings. However, the interdependence of contemporary social systems currently requires that psychologists have a broad knowledge of service emphases, employment settings, and client populations. For example, counseling psychologists need to be familiar with the diagnostic procedures and principles of psychopathology, clinical psychologists need to be familiar with the influences and workings of school systems and patterns of normal development, and school psychologists need to be familiar with family and organizational systems.

In order to develop research-oriented, academic psychologists who can adapt to changing and diversifying roles, the CCSP Department requires all doctoral students to take core courses that provide education in: (a) awareness, knowledge, and skills that are common to counseling, clinical, and school psychology; and (b) awareness and knowledge unique to counseling, clinical, and school psychology. Beyond the entry-level awareness, knowledge, and skill base taught in the common core courses, students receive specialized training in counseling, clinical, or school psychology to prepare them to meet the needs of the populations and settings served by the specialty they each have chosen. This goal is accomplished through separate research practica, clinical practica, coursework, and internships.
The organizing themes that integrate the identity of the CCSP Department are: (a) the values of human diversity and individual differences; (b) health and development across the lifespan; and (c) ecological (e.g., family, school, community) influences on human behavior.

**CCSP VALUES AND PHILOSOPHY**

The values and philosophy that guide the instructional priorities and the curriculum of the CCSP Department are derived from four documents: (a) the Master Plan of the State of California; (b) the Graduate School of Education Mission Statement; (c) the University of California, Faculty Handbook; and (d) the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA). The first and second of these documents define the general mission and goals of the University of California and of the unit in which the CCSP Department functions. The third and fourth documents define the values and behaviors that are expected of faculty, students, and staff within the CCSP Department in the performance of scholastic and professional roles, respectively.

The California Master Plan designates and defines the missions of the higher education systems within the State. The three components of the higher education system are organized in a coordinated fashion in which each is to carry out a different educational mission and to be accessible by a different segment of California high school graduates. Together, the City College System and the California State University campuses are committed to ensuring that all high school graduates have access to higher education through the bachelor's degree and master's degrees. The University of California is designated as the State’s research university and is commissioned to foster doctoral and professional education. Undergraduate enrollment at the University of California is restricted to the top 12.5% of high school graduates. Graduate education is designed to foster the highest possible standards of scholarly contributions among its graduates. The mission of the Gevirtz Graduate School of Education is further aimed at fostering scholarly research that contributes to understanding human development and contextual influences across the life span.

UCSB is among the four campuses in the University of California system that is classified as both a Class I Research University by the Carnegie Foundation, and is a member, by invitation, of the prestigious Association of American Universities. UCSB has been identified as the second most productive public research university in the U.S. (The Rise of American Research Universities by Graham and Diamond, 1996) and the 7th highest ranked university worldwide (Centre for Science and Technologies Studies at Leiden University, 2011). As a scientific-professional program, the CCSP Department complies with the research mission of the University of California, Santa Barbara. Our primary goal is to train research scientists, scholars, and teachers in areas of applied psychology. Our intention is that CCSP graduates will use scientific methods to advance knowledge that can be applied to the professional practice of psychology, with the ultimate goal of reducing human suffering, and helping individuals to realize and expand their personal potential. Thus, the scientific method is accepted as the primary avenue to knowledge and empirical evidence is accepted as the primary basis by which facts can be identified, theories can be evaluated, and observations can be validated. Other avenues to knowledge or other criteria by which individuals may define facts are respected, but these other methods of inquiry and bodies of knowledge are not the bases of the CCSP curricula.
Thus, a concerted effort is made to ensure that the technical procedures that are taught to developing professionals are supported and validated by the processes of scientific inquiry and that the conceptual and theoretical knowledge presented is discussed and assessed against a yardstick of empirical validation.

While the standard by which information and knowledge is assessed to be factual is founded in the scientific method, the professional activities and responsibilities of faculty are governed by both the University of California Faculty Handbook, and the Ethical Principles of Psychologists and Code of Conduct as outlined by the American Psychological Association. These guidelines define well-established and accepted responsibilities of the faculty. Students, as well, must conduct their professional relationships in accordance with the APA Ethical Standards of Psychologists and Code of Conduct (see for complete listing: http://www.apa.org/ethics/code/index.aspx). Such ethical guides define the priorities given to social and individual needs and perspectives, vis-à-vis professional standards of practice, and serve as guides to course content in those instances in which a clearly empirical basis of knowledge is unavailable. Central to these ethical principles is the commitment to respecting human diversity with regard to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances, among others. Faculty members are expected to respect and accept these differences, and students are expected to learn to offer effective and helpful services to individuals who represent these types of diversity.

It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices (Preamble to Ethical Principles of Psychologists and Code of Conduct, 1992).

Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices (Principle D: Respect for People’s Rights and Dignity, Ethical Principles of Psychologists and Code of Conduct, 1992).

Ethical behavior and acceptance of diversity should be reflected in the actions of faculty, students, and staff in their actions toward clients and potential clients who are provided services through the Department's clinics and affiliated agencies. That is, in all professional relationships, the CCSP Department expects that its constituents will: (a) maintain a fundamental respect for human diversity; (b) accept the scientific method and empirical evidence as the primary criteria by which to determine the nature of their professional activities; and (c) rely upon the APA Ethical Standards of Psychologists and Code of Conduct to define the priorities given to their own and other's needs, and to guide their relationships with others. These principles govern to whom services will be offered by our students; the nature of those services; and the conduct of faculty, students, and staff in providing these professional services. The services that are provided by the CCSP Department are not restricted by client age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic circumstances. Every reasonable effort is made to ensure that the services provided are both empirically supportable and the objects of scientific inquiry. Faculty and students are both expected to work to expand knowledge, to learn to work with the widest possible range of
diversities, and to conduct the most current and valid interventions available. Throughout, ensuring each client’s welfare is of preeminent importance. Faculty and students strive to ensure that the needs and desires, as well as the diversities of clients and potential clients are respected, within three constraining influences: (a) limits established by ethical and scientifically sound practice, (b) limits allowed by reasoned professional judgments as to the compatibility of the client's goals with the educational and scientific missions of the CCSP Department, and (c) limits imposed by the resources available to the CCSP Department. It is the responsibility of both faculty and students to keep clients fully apprised of these limitations and of the risk and benefits that can be expected to be attendant on service and to work to limit the effects of these limitations when they might be present.

CCSP also adheres to the APA Ethical Code 7.04 Student Disclosure of Personal Information wherein psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if: (a) the program or training facility has clearly identified this requirement in its admissions and program materials or (b) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

**Commitment to Empirical Knowledge and Professional Competency**

This commitment is demonstrated through teaching professional skills and practices that have a recognized basis in scientific research and through pursuing new knowledge through sound research methods. This involves an ability to understand human and research problems in the ecological environments in which they occur. It also suggests that CCSP psychologists strive to determine the variables and circumstances that cause certain intervention strategies and programs to succeed or fail, to protect their clients from procedures and practices that make inappropriate claims or that could have adverse impact, and to evaluate all aspects of service delivery to determine that the most effective and efficient approaches are being implemented. Within this context, the CCSP Department is committed to training students who are professionally competent in their knowledge of human behavior contexts and empirically-based counseling strategies, who are able to appropriately implement and evaluate those strategies, and who are dedicated to research and the development of new knowledge for the promotion of human welfare. The commitment to seek professional competence must be an ongoing one, which is demonstrated by a personal stance of openness to learning and active participation in continuing training and education guided by the scientific method to which the CCSP Department adheres.

**Commitment to Ethical Research and Practice**

The CCSP Department encourages and reinforces students’ abilities to be aware of the personal and professional skills that influence and insure sound psychological practice. The Department adheres to the Ethical Principles of Psychologists of the American Psychological Association and to the philosophy that ethical practice is the only acceptable approach to professional training and service delivery. Evidence of superior skill and accomplishment in all of the areas listed below is necessary for professional practice and, therefore, for completion of the CCSP degree program.

1. knowledge of human behavior and influential contexts;
2. conducting and interpreting research;
3. counseling and assessment;
4. ethical practice; and
5. communication and interpersonal skills.

The CCSP Department is committed to evaluating students in each of these areas. Students will be observed and evaluated throughout their training and they will receive formal, programmatic feedback at least once per year from the faculty. These evaluations will serve to identify and assist students’ recognition of their professional strengths and weaknesses, to assist them in remediating weaknesses and building on strengths, and to graduate students who are professionally competent and committed to ethical practice.

DEPARTMENT POLICY FOR THE EVALUATION OF STUDENTS

One of the responsibilities bestowed upon the faculty by the Regents of the University of California is the evaluation of student performance in University courses. According to the 1995 University of California Handbook, “A faculty member is expected: to evaluate student work in a timely manner, and to ensure that grades directly reflect course performance” (p. 17).

Any student who believes that a grade was assigned based upon criteria other than course performance may challenge that grade following the procedures stipulated in Academic Senate Regulations A25 and A10. These regulations are printed in the Appendix of the UCSB General Catalog.

Because it is our intention that graduates of the CCSP Department meet the educational requirements for professional licensure, faculty members bear a responsibility for ensuring that graduates are competent, ethical psychologists. Competence and ethical behavior as a psychologist involves more than just obtaining passing grades in academic courses. Therefore, the faculty as a whole annually reviews each student’s overall progress in the program. The annual review covers the student’s grades, clinical skills, and compliance with ethical standards of the profession. If the student’s performance in any of these areas is found to be unsatisfactory, the student’s advisor (acting on behalf of the faculty) provides written feedback to that effect, identifies ways in which the student can address the deficiency, and specifies a timeline in which the deficiency must be corrected. If the deficiency has not been corrected within the specified timeline, the CCSP faculty may recommend to Graduate Division that the student may be terminated from the program immediately or after completing the requirements for the master’s degree.

PROCEDURES OF COMPLAINT

When conflicts arise among participants within the CCSP Department, the Department will seek to create a resolution that respects all parties involved. When either student or faculty are believed to have violated the principles defined in the foregoing, the first course of action recommended is that which is dictated by the APA Ethical Principles of Psychologists and Code of Conduct. This principle dictates that an attempt be made to resolve the matter through direct correspondence with the offending individual. Failing this avenue, there are three acceptable procedures for achieving resolution: (a) within the Department itself, (b) within the Gevirtz Graduate School of Education, and (c) within the University of California, Santa Barbara.
The first course begins with a discussion of the difficulty or conflict with authorities within the CCSP Department, in an effort to work out the difficulty through informal means. When this course of action proves to be unsatisfactory to the complainant, a formal process of complaint may be lodged by submitting a written description of the alleged violation or disagreement, along with a requested course of action directly to the Graduate Advisor of the CCSP Department.

The second course of action is recommended as an appeal following the outcome of the foregoing procedure, in those instances where the Graduate Advisor is the alleged offender, or as a front-line option for students who believe that the foregoing (within Department) procedure will jeopardize their standing among the faculty. This procedure will follow the guidelines provided in the Student Handbook, the University of California Faculty Handbook, or by staff policy. In the case of students, complaints may be lodged directly with the Gevirtz Graduate School of Education Dean, and in the case of faculty and staff, to the Chair of the Department of Counseling, Clinical, and School Psychology.

A third option is available if neither of the foregoing are considered to be feasible, by reason of the fear of jeopardizing one’s standing within the CCSP Department or within the Gevirtz Graduate School of Education. This procedure is to contact the UCSB Ombuds Office to attempt conciliation and remediation of the problem.

CCSP DEPARTMENT FACULTY

There are currently 16 faculty members in the CCSP Department. These faculty members represent a breadth of interests and their formal training is dispersed among the three traditional specialties of applied psychology.

The faculty’s full-time schedule is based on the 9-month academic year. The summer months, approximately June 15 through September 15, are devoted to writing and research projects. Faculty members are generally unavailable for student qualifying exam or dissertation meetings during these months, but some do work with students on research, teach courses, or supervise in the training clinic.

Faculty quality is reflected in their performance in four areas: (a) research and creative activity, (b) mentorship and teaching, (c) professional recognition, and (d) university and public service. Core Department faculty members have consistently been judged by students, colleagues, and extramural peers to be superior in these four areas.

Faculty and Staff in the CCSP Department:

Miya Barnett, Ph.D., Central Michigan University, joined the faculty in 2016. She is a clinical psychologist with research interests in the dissemination and implementation of evidence-based practices, parent-child interaction therapy, parental engagement in treatment, and decreasing mental health disparities for Latino families.

Michael T. Brown, Ph.D., Southern Illinois University, joined the faculty in 1993. He is a counseling psychologist whose research focuses on career development and correlates of vocational choice; the career development of ethnic/racial minorities; and social cognitive and cultural factors underlying psychological processes and measurement. He recently finished serving as Chair of the system-wide UC Academic Senate and is currently Dean of UCSB’s Extended Learning Services.
Collie Conoley, Ph.D., University of Texas in Austin, joined the faculty in 2006. Prior to his arrival at UCSB, Dr. Conoley was a Professor of Educational Psychology at Texas A&M University, College Station, Texas. His research interests include positive psychology, multicultural/cross cultural counseling, process and outcome psychotherapy research; and couple and family therapy. He also directs the Carol Ackerman Positive Psychology Center.

Andrés J. Consoli, Ph.D., University of California Santa Barbara (1994), joined the faculty in 2013. He is a counseling psychologist licensed in California. His research interests include transnational collaborations, multicultural supervision, psychotherapy integration and training, ethics and values in psychotherapy, access and utilization of mental health services within a social justice framework, bilingual (English/Spanish) academic and mental health workforce.

Merith Cosden, Ph.D., Emeritus Professor, University of New Mexico, joined the faculty in 1982. She is a licensed clinical psychologist. Her research includes program evaluation for community-based agencies providing substance abuse and mental health services in conjunction with the criminal justice system, such as drug treatment courts and other court-supervised programs for youth, families and adults with co-occurring disorders. In particular she is interested in the use of trauma-informed treatment for men and women with substance abuse problems. She is also interested in the impact of learning disabilities on self-esteem and the process of psychotherapy.

Erin Dowdy, Ph.D., University of Georgia, joined the faculty in 2007. She is a school psychologist whose research interests include behavioral assessment and classification, particularly early identification of child behavior problems and assets; school-based mental health; and prevention and early intervention.

Erika Felix, Ph.D., DePaul University, joined the faculty in 2014. Prior to this she was a professional researcher at UCSB for 9 years. Dr. Felix is a clinical psychologist whose program of research involves promoting adaptive recovery for youth following disaster or terrorism, youth victimization and its consequences, and research and evaluation to improve community-based services.

Michael J. Furlong, Ph.D., University of California, Santa Barbara, joined the faculty in 1990. His specialization is in school psychology. His research interests include school violence; student engagement, and factor that enhance youth psychological wellbeing.

Tania Israel, Ph.D., Arizona State University, joined the faculty in 2000. She is a counseling psychologist whose scholarship focuses on interventions to support the mental health and well-being of LGBTQ individuals and communities; privilege and oppression; intersectionality; and social justice. She is CCSP Department Chair and affiliated faculty with the Feminist Studies Department.

Shane R. Jimerson, Ph.D., University of Minnesota, joined the faculty in 1997. His research interests include international school psychology, developmental psychopathology, bullying, early reading assessment, achievement trajectories, outcomes associated with early grade retention, high school dropout and completion, school crisis prevention and intervention, and the efficacy of early intervention programs. Additionally, Dr. Jimerson explores children’s grief and adaptation in response to a loss.

Maryam Kia-Keating, Ph.D., Boston University, joined the faculty in 2007. She is a clinical psychologist with research interests in developmental psychopathology; risk and protective factors; resilience; culture and acculturation; immigrant and refugee youth; exposure to violence and trauma; PTSD; stress and coping; school-based mental health; and community participatory research.

Robert Koegel, Ph.D., University of California at Los Angeles, joined the faculty in 1991. His research interests include experimental analysis and treatment of autism; and family interaction and stress in families with disabilities. Currently he teaches courses in the area of autism, behavior management and single case experimental designs. He also directs the Koegel Autism Research Center.

Melissa Morgan Consoli, Ph.D., Loyola University Chicago, joined the faculty in 2007. She is a counseling psychologist with research interests in resilience in Latino/a and Latino/a American populations, cross-cultural issues, immigration experiences, social justice, and subjective well-being.

Matthew Quirk, Ph.D., University of Georgia, joined the faculty in 2007. His research interests include school readiness, reading development, and student motivation and engagement, with a specific emphasis on assessment.
and measurement. He is also the Undergraduate Advisor for the program.

Jill Sharkey, Ph.D., University of California, Santa Barbara, joined the faculty in 2007. She is a nationally certified school psychologist. Her research interests include antisocial behavior, juvenile delinquency, emotional and behavioral disorders, risk and resilience, school violence, student engagement, assessment and measurement. She is also the CCSP School Psychology Program Coordinator.

Steve Smith, Ph.D., University of Arkansas, joined the faculty in 2004. He maintains a private practice and both his clinical work and his research focus on psychotherapy for men and boys, the mental health needs of athletes, issues of healthy youth sports, and psychological assessment. He can shoot lasers out of his eyes and he possesses the strength of ten men.

Ty Vernon, Ph.D., University of California Santa Barbara, joined the faculty in 2013. He is a clinical psychologist and serves as the director of the Koegel Autism Center Assessment Clinic. His research interests include autism spectrum disorders, social development in typical and atypical populations, social intervention and measurement, assessment and diagnosis of developmental disorders, and neurological and social-perceptual correlates of autism.

Chunyan Yang, Ph.D., University of Delaware, joined the faculty in 2016. She is a nationally certified school psychologist. Her research interests focus on understanding the functions of school climate, social-emotional learning, school and classroom management techniques, individuals' positive psychological traits, and cultural factors in promoting and prohibiting the development of resilience among children and adolescents, particularly in programs targeting bullying and school engagement.

Heidi A. Zetzer, Ph.D., University of California Santa Barbara, joined the faculty in 2006. She is a licensed psychologist and the Director of the Hosford Counseling & Psychological Services Clinic, which serves people of all ages from the Santa Barbara community and is staffed by doctoral students. She also teaches basic practicum and supervision courses and provides clinical supervision. Her research interests include cultural competence, evidence-based psychotherapy, and multicultural supervision.

In addition to faculty, the CCSP Department currently supports two Program Assistants: Keriann Long and Jessica Hyde, as well as Dyan Wirt who works in the Hosford Clinic.

DEPARTMENT ADVISING AND COMMITTEE MEMBERSHIP

Faculty Advisor and Committee Members

Each student in CCSP is assigned a faculty member who will serve as their Academic advisor at the time of their admission. The academic advisor is available for general advising on coursework and progress through the program.

By the end of the second year of doctoral studies, a student should have selected a committee for their qualifying exam composed of three faculty members. The student should discuss their plans with their academic advisor and then approach faculty to serve as committee members. Each member of the Qualifying Exam Committee must agree to serve on the committee. Forms designating the Qualifying Exam Committee should be filed by the student with the GGSE Student Affairs Office.

Students have the prerogative of changing Qualifying Exam committee members or their Academic Advisor at any time. A member who is added or who replaces another must agree to serve. Change of Committee forms should be filed by the student with the GGSE Graduate Records Office. It is good protocol to discuss these changes with affected Committee Members, and always should be discussed with the student’s Academic Advisor.
At the time of Qualifying Examinations, the student’s Committee should include at least three faculty members from the CCSP Department. Others may be added at the student’s discretion and with the approval of the faculty member.

The Qualifying Examinations may continue to serve as the dissertation committee but may be reconstituted. Most typically, the dissertation examination committee includes three academic senate members, two of whom are also from the CCSP Department. Non-senate members may be appointed and may serve on the committees without special permission as a fourth member. If, however, it is desired that this non-senate member serve as one of the three primary committee members, written permission is required from the Graduate Council and must be filed with the GGSE Student Affairs Office.

Changing Advisors

Faculty members select students into the CCSP Department based on a match between the student's and faculty member's area of emphasis and research interests. Upon admission the faculty member who accepts a student becomes that student's advisor.

If a student wants to change advisors it is best to do so at the beginning of the second year. The procedure to follow in changing advisors is to: (a) discuss with his or her existing advisor their decision to change, (b) identify a new advisor who is amenable to the change and willing to take the student on as an advisee, and (c) get the relevant signatures on the Change of Advisor Form.

From another perspective, a faculty member reserves the right to suggest that a student seek a new advisor at anytime after the student’s first year in the Department. The student has the responsibility to find a new advisor. If a student is unable to find a new advisor, the faculty will take the matter into consideration and resolve the problem accordingly.

Changing Specialization Area

Students are carefully screened and admitted into one specific specialization area (i.e., counseling, clinical, or school psychology). Given the structure of our Department, students are expected to complete their degree in the emphasis area into which they are admitted. If, however, a student sees a compelling need to change from one emphasis area to another, the following procedure should be followed: (a) discuss the reason for seeking the change with his/her advisor, (b) complete a revised Statement of Purpose requesting the change with special attention given to the reason why the change is being requested, and (c) give the complete petition to the Student Affairs Office. The faculty as a whole will review the petition and reach a decision. If the petition is accepted, the student will complete a formal Change of Degree petition and pay a $20 fee. It should be noted that no petition or change will be considered until the student begins his/her second year in the doctoral program.

Approval of the request is not guaranteed. The faculty’s decision will be greatly influenced by the availability of an advisor in the desired emphasis area who is willing to take on an additional student as an advisee and the availability of a student slot in the emphasis area (only a specific number of students can be handled in the specialty area at any one time). Finally, it should be noted that a change in emphasis area, if approved, typically results in extending the time toward completion of the degree.
Petitioning to Add the M.A. or M.Ed.

If you have successfully completed two years of full-time courses you may petition to add the Master of Arts in Counseling or the Master of Education along the way to getting your Ph.D. See the Student Affairs Office for the paperwork.

DOCTORAL DEGREE REQUIREMENTS

Normal Progress

The doctoral program enrolls only full-time students; courses are taught during the day and students are expected to carry an average quarterly credit load of 12-16 graduate units. Students who enroll in more than 16 units per quarter are asked to discuss this with their faculty advisor. It is anticipated that the minimal time in which a student can complete the degree is five years of full-time, post-bachelor’s degree study, at least four years of which must be spent in full-time residence at UCSB and one year of which must be spent in a full-time predoctoral internship. The average time to degree completion is six years. Except in unusual circumstances, the number of units and sequence of courses is set for the first two years of doctoral work and entails a substantially higher academic load than later years. Students who are admitted to the doctoral program after having completed a master’s degree in psychology at another institution may be given credit for certain, equivalent courses. The student will need to submit documentation of prior coursework and the faculty will make the decision if prior coursework is considered sufficient.

For students admitted directly to doctoral study with no master's degree, the first three years of graduate study are used to satisfy coursework and practicum requirements, the fourth year to complete qualifying exams and complete dissertation requirements, and the fifth year to complete the predoctoral internship. For students who are admitted to doctoral study who already possess a master's degree, the first two years of graduate study are used for coursework and practica, the third year for qualifying exams and dissertation data collection, and the fourth year for internship.

Good Standing

In order to remain in good academic standing, students must earn a final course grade of A or B in practicum coursework and maintain an overall average of 3.0 (B- is not a passing grade). Students who do not Advance to Candidacy (pass the oral qualifying exam) within 4 years or defend their dissertation within 6 years are subject to university and departmental policies, which restrict funding and set requirements for timely degree completion.

Prerequisites

Students not possessing a B.A./B.S. degree with a major in psychology may be required to complete appropriate undergraduate, survey courses before enrolling in graduate level work.

Required Courses

Students who are admitted directly to the doctoral program with only a bachelor’s degree are required to take all core doctoral degree courses. If admitted with a masters degree, students can petition to have specific courses waived on a course by course basis (see Ph.D. Coursework).
Course Substitution / Waiver Policy

Units counted for a degree awarded by another institution are not transferable. If a student is admitted, there is no guarantee that classes taken at another institution will waive the required courses at UCSB. Students who are admitted to the doctoral program might be given credit for certain equivalent graduate courses completed at another institution. Upon petition, the faculty will make this decision. If accepted to the program, students should discuss any course program substitutions with their advisor and be certain that any required documentation is filed with our Student Affairs Office. If applicable, up to 8 units may be transferred (see section titled, Substitution Policy).

Knowledge, Skills, Ethics, Communication & Interpersonal Abilities

Students’ knowledge will be evaluated through coursework, practica experiences, internship experiences, comprehensive exams, and through thesis and dissertation experiences and defenses.

Students’ professional skills involve their ability to operationalize theory and empirical knowledge of psychology and counseling into practice, which is technically appropriate, effective, and efficient. The practice inherent in the CCSP Department, to which attention is here directed, refers to any service delivery that impacts directly or indirectly on clients, clients’ families, and on relevant community systems.

Ethics, communication skills, and interpersonal relationship abilities are evaluated as integral components of professional skill. Communication and interpersonal relationship abilities include characteristics and dimensions of skills in areas such as: confidence, flexibility, conscientiousness, cooperation, independence, openness to feedback, personal stability, productivity, and professional role identity. In most cases, students’ ethics, communication skills and interpersonal relationship abilities will be evaluated through practica and internship experiences. However, to the extent that these behaviors are relevant to other coursework they also might be evaluated as part of a course grade. When specified as part of a course, practicum, or internship experience, the final course grade may be used to reflect the student’s competence in these areas.

Skill training and evaluation will typically take place in coursework, practica experiences, and internship experiences. In addition, skill competencies are also evaluated through qualifying exams. Formal grades on examinations, papers and other projects, and final grades in courses that symbolize completion of the various activities above are the primary means for evaluating students' level of professional competence with respect to knowledge base, professional skills, ethics, communication skills, and interpersonal abilities.

Relative to evaluations of students’ competencies through required practicum coursework, students must earn a final course grade of “A” or “B” (or the equivalent) in order for the work to meet program requirements. Students who fail to meet these grade requirements in practica may or may not be given permission by the Department faculty to retake the required course. Students who engage in behavior that is potentially harmful to clients and/or unethical might be denied permission to re-enroll in practica and may be dismissed from the CCSP Department.
University policy also states that graduate students must maintain an overall average of 3.0 (B) in all courses. No grade below a “B” (B- is not a passing grade) in (nonpracticum) courses specifically required by the Department will be accepted toward the graduate degree. Failure in a course ordinarily initiates a faculty review. Required coursework must be completed satisfactorily and the faculty may require additional work as well. Graduate students with grade point averages below 3.0 are subject to dismissal. Upon the recommendation of the CCSP Department Faculty, the Graduate Dean will place such students on academic probation.

In addition to evaluation through course grading, students may also be evaluated on ethics, communication skill, and interpersonal relationship abilities based on behavior that is observed across all Department experiences and environments. In the case where significant weaknesses are observed, the student will be provided with detailed feedback from the faculty and an opportunity to discuss the problems. Faculty members are committed to aiding students in remediating such problems but if the problems are ongoing and chronic, the student may be dismissed from the CCSP Department.

**Practicum (See PhD Coursework)**

All students take an initial practicum course in which they see volunteer (pseudo) clients, and doctoral students go on to see community clients in the on-site Hosford Clinic. In their second year, counseling and clinical students spend the entire year in a practicum in the clinic under the supervision of Department faculty. During that clinic practicum they see a wide variety of clients for both psychotherapy and assessment purposes. School psychology students spend their second and third year in a school-site placement under the supervision of credentialed school psychologists and faculty. Counseling and clinical students spend their third-year practicum in community agencies, in sites such as the Family Service Agency, the Child Abuse Listening and Mediation center, Cottage Hospital, Santa Barbara County Mental Health Programs, and UCSB’s Counseling or Career Services.

Practicum is considered to be a core element of the clinical training received by students in the CCSP Department. In addition to didactic coursework, the practicum courses serve a gatekeeping function for the professions of counseling, clinical, and school psychology. The actual practicum sequence is described in greater detail in the document entitled “CNCSLP 270, 271, 272, 273, (Ed 268ABCD) - Core Practicum Requirements” (see Ph.D. Coursework).

The Hosford Counseling & Psychological Services Clinic provides a unique training site at the university. Located on the first floor of the Education Building, the clinic offers counseling, psychotherapy, and assessment for individuals, couples, families, and groups. Established in 1969, the clinic provides counseling rooms equipped with video cameras. Supervisors and students can view sessions while they are going on or at a later date, for effective supervision. In this way, students can improve their skills on the basis of what actually occurs in the session. In addition, the clinic offers the possibility of seeing some clients on a long-term basis, when appropriate. Those students who wish to continue with clients after their clinic practicum is finished may choose to do so under the expert supervision of practicing psychologists who have been selected from the community because of their excellent clinical and supervision skills.

The clinic is also an excellent research site for faculty and students who are interested in clinical research. In the past several years, six studies have been conducted with community or recruited student clients, and four of these have been dissertation studies.
Pre-Dissertation Research Project

In close collaboration with their advisor, each student is required to participate in a research study that is completed by the end of the second year. The student presents the study at the CCSP Research Festival, which is scheduled in the early part of the fall quarter (year 3 of study).

Qualifying Examination (See also section titled Qualifying Exams/Dissertation)

Advancement to candidacy typically occurs during the third year of study. Students must pass an oral qualifying exam in order to advance to candidacy. Prior to the oral exam, students submit written materials to their committee.

Dissertation Research (See also section titled Qualifying Exam/Dissertation)

Doctoral students normally begin work on their dissertation research after completing a pilot research project and their qualifying examination. *The Guide to Writing the Dissertation Proposal* is available from the Graduate Division. The dissertation proposal MUST be completed and APPROVED by October 15th of the academic year in which the student applies for his/her predoctoral internship. Dissertation research is supervised by a committee of at least three faculty members (members of Academic Senate) at least two members of whom are from the CCSP Department. The Committee is chaired by the student’s advisor(s). Upon graduation, an economically bound copy of your dissertation is requested for the CCSP Department Library for future APA Site Visits. Copies can also be given to the chair and members of the dissertation committee.

Internship

All doctoral students are required to complete a minimum 1500-hour predoctoral internship. Doctoral students in the counseling and clinical substantive areas are expected to complete a full-time APA Accredited* Internship of one academic year or one calendar year in length (or half-time for two academic or calendar years). Doctoral students in the school substantive area are encouraged to complete a school-based APA-Accredited* internship of one academic year or one calendar year in length (or half-time for two academic or calendar years) or they may complete an internship at a non-APA Accredited* school site after consulting with their advisor and the Director of Training. Doctoral students in the school substantive area are required to develop an internship plan for a school-based site that is consistent with the guidelines established by the National Association of School Psychologists and the Council of Directors of School Psychology programs. Students must be advanced to candidacy and have a dissertation proposal APPROVED by October 15th of the academic year in which the student intends to apply for internships. All corrections to the proposal should be made by October 21st and the dissertation approval form must be filed with the Student Affairs Office by October 21st in order for students to apply for internship that current year. Students are strongly encouraged to have an approved dissertation proposal by June of the year they plan to apply for a predoctoral internship. In addition, students are strongly urged to complete their dissertation research before leaving for internship. Students should be prepared to travel outside the state for their internship experience.

Note. All program requirements and timelines must be adhered to regardless of internship setting.
Note. A nonaccredited internship could have implications for licensing.
In the past 3 years, students have obtained paid APA internship positions in the following settings:

<table>
<thead>
<tr>
<th>University of Delaware</th>
<th>University of Michigan</th>
<th>VA Medical Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newark, DE</td>
<td>Ann Arbor, MI</td>
<td>Northport, NY</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>Portland VA Medical Center</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Boulder, CO</td>
<td>Portland, OR</td>
<td>Salt Lake City, UT</td>
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<tr>
<td>Cypress Fairbanks ISD</td>
<td>University of Oklahoma</td>
<td>Pacific Clinics</td>
</tr>
<tr>
<td>Cypress, TX</td>
<td>Oklahoma City, OK</td>
<td>Pasadena, CA</td>
</tr>
<tr>
<td>VA Maryland HCS</td>
<td>University of Southern California</td>
<td>Boston Medical CTR</td>
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<tr>
<td>Baltimore, MD</td>
<td>Los Angeles, CA</td>
<td>Boston, MA</td>
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<tr>
<td>University of Texas</td>
<td>Illinois School Psych. INT Consort</td>
<td>Edith Nourse Rogers Mem. VAMC</td>
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<tr>
<td>San Antonio, TX</td>
<td>Normal, IL</td>
<td>Bedford, MA</td>
</tr>
<tr>
<td>The Help Group</td>
<td>UCSD Med VA Consortium</td>
<td>Kaiser-Permanente San Diego</td>
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<tr>
<td>Sherman Oaks, CA</td>
<td>San Diego, CA</td>
<td>San Diego, CA</td>
</tr>
<tr>
<td>USC CAPS</td>
<td>Institute of Multicultural Counseling and Education Services</td>
<td>USC Children’s Hospital Los Angeles, CA</td>
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<td>Los Angeles, CA</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Louisiana State University</td>
<td>St. John’s Child and Family Development Center</td>
<td>College of William and Mary Williamsburg, VA</td>
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<tr>
<td>Baton Rouge, LA</td>
<td>Santa Monica, CA</td>
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<tr>
<td>SUNY Upstate Syracuse Med</td>
<td>Nebraska Internship Consortium</td>
<td>Albany Consortium</td>
</tr>
<tr>
<td>Syracuse, NY</td>
<td>Lincoln, NE</td>
<td>Albany, NY</td>
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<tr>
<td>Astor Services for Child &amp; Families</td>
<td>University of Miami Coral Gables, FL</td>
<td>Montana State University Bozeman, MT</td>
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<td>Middletown, NY</td>
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<tr>
<td>Child Hospital Stanford</td>
<td>U California San Francisco</td>
<td>University of Arizona College of Medicine</td>
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<tr>
<td>Palo Alto, CA</td>
<td>San Francisco, CA</td>
<td>Tucson, AZ</td>
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</tbody>
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The process of applying for internships begins in September and culminates with Match 1 and Match 2 in February, when APPIC National Matching Services Inc. matches interns with participating Programs preceding the internship year. The Director of Training assists doctoral students in the application process and information about internship sites is available from Program Assistants.

**Internship Application Process**

- **May** — general instruction meeting with the Director of Training.
- **June and August** — prospective interns acquire information and applications from internship sites using the AAPIC Directory for the APPIC Internship Matching Program. See Program Assistants to order APPIC Directory in July.
- **September 4** — prospective interns give the Director of Training their list of hours, vitae, practicum sites, initial list of internship sites and personal statements.
- **Mid-September** — monthly meetings begin with the Director of Training.
• **September 12**—final list of Advisor-approved sites that includes names, addresses, and deadlines for letters of recommendation are given to the Director of Training.

• **October 1**—Qualifying Exam must be completed of year applying.

• **October 15**—Dissertation Proposal approved of year applying.

• **October 21**—All corrections should be filed with the Student Affairs Office.

• **October 21**—Dissertation Form needs to be filed with the Student Affairs Office.

• **November 1-January 1**—application deadlines.

• **November-February**—interviews.

• **December 1**—deadline date by which applicants must return their agreement forms to National Matching Services Inc. in order for their name and code number to be included in the Listing of Participating Applicants.

• **December 31**—date applicants and training directors will receive their Rank Order List forms, listing of match participants with Code Numbers and instructions for submitting Rank Order Lists.

• **February 6**—deadline for receipt of National Matching Services Inc. of applicant and program Rank Order Lists. **No Rank Order Lists can be accepted after this date.**

• **February 22**—APPIC Match 1 Day! Students are informed as to whether or not they have been matched to an internship position.

• **March 25**—APPIC Match 2 Day! Students who were not previously matched are informed as to whether or not they have been matched to an internship position.

• Interns are required to be enrolled in CNCSP 279ABC (Ed 268I) for 12 units each fall, winter, spring quarters of internship academic year.

**Licensing**

In addition to needing to comply with the voluntary requirements of accreditation, students who graduate from a professional psychology program must have taken the coursework and achieved the skills to be eligible for licensure. Having graduated from a program that is Accredited* by the American Psychological Association provides initial assurance to these legal credentialing bodies that the quality and program of training is appropriate to the services that psychologist graduates may offer to the public. Beyond this recognition, however, licensing boards typically review transcripts and program descriptions to assure themselves that students’ have received sufficient instruction and training to assume that competence exists. For those who pass these two reviews, credentialing bodies provide examinations to test the level of knowledge and expertise of the applicants.

In California, two credentialing bodies provide licensure of graduates from our Department. The first of these is the Commission on Teacher Credentialing, which provides guidelines to those institutions that recommend individuals for receipt of credentials to practice as school psychologists in the public school system (students in the school interest area should consult the School Psychology Credential Handbook for more information about California credentialing requirements). The Commission dictates the course content and experiences that will allow a psychologist to practice in the public school system. The UCSB program is specifically designed with these guidelines in mind and has a long history of training individuals who subsequently have earned the School Psychology Credential in California and other states.

To hold a position as a school psychologist in California it is necessary to have a valid school psychology credential issued by the Commission on Teacher Credentialing. Doctoral students in the school interest area who complete its specific curriculum, including appropriate practicum and internship experiences in a K-12 school setting, will also meet the requirements for this
The UCSB school psychology credential program is designed to meet the training standards established by the National Association of School Psychologists. Students completing this course of study should also qualify to sit for the Nationally Certified School Psychologist examination (NCSP). The National Association of School Psychologists administers NCSP certification. Some other states use NCSP designation to meet their credentialing standards. In addition, school psychologists can, after three years of full-time professional experience as a credentialed school psychologist, apply for the Educational Psychologist license in California (the internship year can count as one of the three years). The Educational Psychologist License is administered by the California Board of Behavior Science Examiners (BBSE). To receive this license you must apply to BBSE and then pass both a written and oral examination.

Doctoral students with an interest in the school area are also referred to the School Psychology Credential Handbook for additional information about the credential requirements and application process.

Please note that doctoral students completing the clinical and counseling interest areas will not have the course or practicum experiences required to qualify for the school psychologist credential in California or the NCSP certification.

The second body is the Psychology Examining Committee of the California Board of Medical Quality Assurance. This is the licensing body that determines a candidate’s suitability to provide services of a psychological nature to the public. Like most states, assurance of program identity and integrity, especially if Accredited* by the American Psychological Association, constitutes initial indication that a candidate is prepared to take the licensing examination. These examinations are either written, oral, or both. In California, the licensing examination consists of a written exam. Moreover, in California, special course requirements are mandated by law, beyond those required for APA accreditation. The UCSB program has been designed to provide the requirements that are both general to most state licensing boards but might not cover those that are specific to licensure in the State of California or other states, as these change frequently and cannot always be covered by the faculty.

STUDENT INVOLVEMENT IN DEPARTMENT LEADERSHIP AND COMMITTEES

The voting ladder faculty members have the major responsibility of setting policy and administering the CCSP Department; however, in order to maximize decision-making efforts and outcomes, the faculty both encourages and promotes input from nonvoting faculty and students in particular.

Student Representatives
Voices the issues and/or concerns of the CCSP students during monthly faculty meetings; help coordinate faculty/student interactions; report to students the faculty decisions that affect students; obtain student reactions to proposed Department policy. Conducts the annual election for student representation on committees. Elections will be held once a year (May). Each term is 13 months.

Hosford Clinic Committee
Approves research proposals for clinic. Addresses clinic issues, such as modifying intake procedures and attracting underrepresented clients.
Graduate Curriculum Committee
Impacts decisions regarding student load, coursework and course credits. Examines Department curriculum to determine if it meets accreditation licensing and credentialing requirements and reflects changing focus of psychology as a discipline and a profession. Voices student concerns about existing curriculum and proposes curriculum changes.

Climate Committee
Facilitates community building among students and enhancement of student/faculty alliances.

Cohort Event Hosting
Cohorts are responsible for hosting annual student events. Each cohort should identify a point person each year to coordinate activity planning with faculty and staff. Annual events are as follows:

- Orientation – 2nd year students
- Research Festival – 4th year students
- Admissions Recruitment Day – 1st year students
- Transition and Recognition – 3rd year students

APA Site Visit
Students will be asked to help prepare for APA Site Visits for accreditation, as needed.

APA Division Affiliates
Receive and disseminate information/materials regarding various APA divisions. Inform students of upcoming events in their specialty areas. These students should contact and work in conjunction with graduate student representatives from each of these Divisions.

#12 Clinical Psychology  #35 Psychology of Women
#16 School Psychology  #43 Family Psychology
#17 Counseling Psychology  #44 Gay and Lesbian Issues
#29 Psychotherapy  #45 Ethnic Minority Issues

Professional Bulletin Board
Arrange visual presentation of essential materials regarding professional development.

FINANCIAL SUPPORT AND ASSISTANCE
The CCSP Department faculty are committed to facilitating access to resources among students. This includes nominating students for fellowships, providing letters of support for scholarships, and preparing extramural grant proposals that will help support students. All students in the program typically receive some financial assistance during their time in residence; however, because resources students are not likely to have full funding. Thus, students will likely need to pursue additional resources to finance their graduate education. Students are encouraged to visit the Financial Support section of the GGSE web site for information directly related to GGSE graduate students [http://education.ucsb.edu/Graduate-Studies/Student-Services/prospective-students/financial-aid.htm](http://education.ucsb.edu/Graduate-Studies/Student-Services/prospective-students/financial-aid.htm), and Graduate Division’s web site for available central and external fellowships [http://www.graddiv.ucsb.edu](http://www.graddiv.ucsb.edu).
Major forms of student funding are described below. Other opportunities are available pending national state and local support.

**Fellowships**

There are some campus fellowships that provide a stipend and cover tuition and fees but these are limited. Some multi-year awards are offered by a central-campus committee as part of students’ admission packages. Others are available for student or faculty nomination for continuing students. In nominating students for fellowship awards, the UCSB campus committees consider various factors including evidence of ability in research or other creative accomplishments, and the promise of productive scholarship.
**Block Grant Funds**

The CCSP department receives Block Grant funding each year from Graduate Division. The faculty has agreed to prioritize this funding to help cover fees/tuition. Given notable increases in fees over the past few years (sometimes twice a year) we cannot fully fund all fees for all students in this manner. However, we set aside a portion for incoming students, which over the past two years has been enough to cover 2-3 quarters for Ph.D. students. The remainder is used to cover fees/tuition for continuing students who do not have fees/tuition covered through other means (i.e., students with Teaching Assistantships, Research Assistantships or Fellowships have fees and tuition covered). It is our goal to cover full fees and tuition for all continuing graduate students each year to the extent possible. If during the course of the year students obtain positions that cover fees/tuition, block grant funds return to the Department so that they can be redistributed to students who do not have them covered elsewhere. This has been a successful strategy that has allowed us to cover most fees/tuition for students even when we have not been able to make that commitment at the start of each year.

**Teaching Assistantships**

We have funding for a small number of teaching assistantship and teaching associate positions in our department. Most are for classes in our undergraduate (education) applied psychology minor, and some are for graduate level courses. We also have policies for the distribution of teaching assistant and teaching associate positions. Because teaching experience is important for doctoral training to prepare students for academic positions, we attempt to provide teaching assistantships to as many students as possible. After meeting our obligations to students who have centrally-administered fellowships (and who are promised two years of teaching assistantship and/or research assistantship positions) the faculty as a whole assigns teaching assistantships to students based on their seniority and whether or not they have had the opportunity to teach, assuming they have the expertise to teach that course. Students are encouraged to apply for teaching assistantships when they fit in their schedules.

In addition, we are able to offer students teaching associate positions. Per Graduate Division requirements, Teaching associates must have a Master’s degree, and three quarters of teaching assistantship experience. As with our teaching assistantships, we first use these to fulfill our commitments to students with multiyear central fellowships; we make the remainder available for other students. Similar criteria as for teaching assistantships are used to make assignments. Teaching associate positions cover partial or full fees. We typically hire three or four students to be teaching associates during the academic year, and a similar number over the summer session terms.

Students who have had advanced practicum may also apply to be a student supervisor in the Hosford Clinic. Applications are available in the spring and decisions made in the spring for the following academic year.

Finally, we are sometimes offered teaching assistant and associate positions from other Departments, such as the Department of Psychological and Brain Sciences, and Feminist Studies.

**Research Assistantships**

Research assistantships (graduate student researchers) are provided by faculty with extramural funding. Faculty members are encouraged to fund students to work with them on research.
projects of common interest. Students are also encouraged to write their own grants, and several have been able to fund themselves through those efforts.

The Graduate Advisor regularly distributes information about opportunities as they arise. Graduate division http://www.graddiv.ucsb.edu/financial/ provides other valuable information.

Other Financial Information

*Free Application for Federal Student Aid* (FAFSA) www.fafsa.ed.gov: Available in January; if applying for a fellowship, file by March 2. Required by all domestic students.

*Work-Study:* The Hosford Counseling & Psychological Services Clinic normally hires several work-study students each year. Candidates must be eligible for work-study through Financial Aid. Both master's and doctoral degree students are eligible for these positions.

*In Absentia Registration:* Doctoral students who have a predoctoral internship may be entitled to a 50% reduction in their registration fee.

*CCSP Graduate Student Research Travel Funds:* Graduate students who are invited to present a paper at a scholarly meeting (e.g. APA convention) are eligible to apply for research travel monies each year, which will cover partial travel.

*APA Travel Funds:* APA provides some travel support to graduate students who are presenting papers at the annual convention. Contact APA headquarters for application forms. The Department can nominate three students each year.

*Academic Senate Travel Funds:* The Academic Senate of UCSB provides some travel support to doctoral students who are presenting papers at national conventions. The call for requests comes two times a year and is for students who have advanced to candidacy. Each student can obtain once during their time here.

**GENERAL INFORMATION**

CCSP Graduate Advisor and the GGSE Student Affairs Office
CCSP Graduate Advisor (Steve Smith) and the GGSE Student Affairs Office (Kathryn Tucciarone) can be helpful in navigating requirements, forms, leaves of absence, and other aspects of progressing through the academic requirements of the program and university.

Student Study Space and Computer Access
Student study space and computer access is available in several areas within the Department of Education including the CCSP student lounge in the Hosford Clinic, GGSE lounge, and Ada’s Lab. There is an orientation planned at the beginning of fall quarter for specific details and information on these resources.

Graduate Student Handbook
This contains other information concerning Graduate Division procedures.

Graduate School of Education Web Site
Visit UCSB’s web site at www.education.ucsb.edu for more information about the Gevirtz Graduate School of Education, UCSB and the Santa Barbara area.
**Prospective Students**
If students are interested in the CCSP Department, the requests for information should be channeled through any of the Program Assistants at (805) 893-3375 or e-mail ccspapp@education.ucsb.edu. Due to the number of applicants to the Department, professors cannot give individual interviews. CCSP Department information meetings will be held at least once per quarter and will include a faculty member and current student from the program.

**UCSB Letterhead**
Can only be used in conjunction with research projects when advisor, or other faculty, are named and co-signed.

**Fax Machine**
When you send a fax, please log it on the pad of paper located next to the machine. Students are also welcome to send a fax from the Program in Education office.

**Flyers and Bulletins**
Please refrain from posting on doors and the bulletin board in the clinic without checking with staff. These areas are restricted to Department and clinic notices including sign-up sheets.

**Student Lounge**, the bulletin board by the mailboxes is for Department information. The board closest to the door is for professional notices. Feel free to use the other bulletin board, and the tables for all other notices.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

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