

Department of Counseling, Clinical, & School Psychology

Counseling and Clinical Psychology Ph.D. Program



DOCTORAL STUDENT HANDBOOK 2024-2025

This Student Handbook provides general information and highlights the rights and responsibilities of doctoral students in the Counseling and Clinical Doctoral Program housed within the Counseling, Clinical, & School Psychology Department, UCSB Gevirtz School. Students are expected to read and become familiar with the contents of this Handbook. 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.

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INTRODUCTION

CCSP PROGRAM HISTORY

The training of professional psychologists at the University of California Santa Barbara (UCSB) began in 1969 with the appointment of Dr. Ray E. Hosford. Since that time, the department has experienced expansion and enhancements. The original faculty in 1969 consisted of two professors; the current Department has a faculty of 18 the original Ph.D. was in Education and was changed in 1987 to a Ph.D. in Counseling Psychology. Effective Fall 1990, students were offered three specializations—counseling, clinical, or school psychology—reflecting the populations and skills to which the respective areas devote their professional activities. From 1991 to 2025, the degree awarded by the University of California for successful completion of this combined program was in “Counseling, Clinical, & School Psychology” (CCSP). In 2006, the Department of Counseling, Clinical, and School Psychology was established within the Gevirtz Graduate School of Education. As of 2026, the degree is in Counseling & Clinical Psychology. One of the two program specialties (counseling or clinical) is also designated on each student’s official University transcript.

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 does not meet unique requirements of all 50 USA states, but provides a core of curriculum that goes towards meeting requirements. 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 by the department.

Four types of programs are accredited by the Commission on Accreditation of the American Psychological Association (APA): Counseling, Clinical, School, and Combined Scientific-Professional Psychology (our program is Combined). The UCSB program first received accreditation from APA as a Counseling Psychology program in 1981. In 1986, and again in 1988, site visit teams from the Committee on Accreditation of APA 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 subsequent site reviews and in each case, CCSP received full seven-year accreditation. In 2020, APA conducted a site review and provided a 10-year accreditation for CCSP. As of the 2022-2023 academic year, the Doctoral Programs split into a School Psychology Program and Counseling and Clinical Psychology Program.

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

1. Research

By the time they graduate, students will be expected to:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and legal standards

Students are expected to:

- Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels, and relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct themselves in an ethical manner in all professional activities.

3. Individual and cultural diversity

By the time they graduate, students are expected to demonstrate:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

4. Professional values, attitudes, and behaviors

Students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communications and interpersonal skills

By the time they graduate, students are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment

By the time they graduate, students are expected to:

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

By the time they graduate, students are expected to:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision

By the time they graduate, students are expected to:

- Demonstrate knowledge of supervision models and practices.

9. Consultation

By the time they graduate, students are expected to:

- Demonstrate knowledge of consultation models and practices.
- Demonstrate knowledge and respect for the roles and perspectives of other professions

COUNSELING AND CLINICAL DOCTORAL PROGRAM GOALS

The Counseling & Clinical Doctoral Program follow 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 Counseling & Clinical Doctoral Program 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 influence professional psychology through teaching, research, and leadership.

The two specializations of counseling and clinical 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. 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 and clinical psychologists need to be familiar with the influences and workings of school systems and patterns of normal development.

In order to develop research-oriented, academic psychologists who can adapt to changing and diversifying roles, the Counseling and Clinical Doctoral Program requires all doctoral students take core courses that provide education in: (a) awareness, knowledge, and skills that are common to counseling and clinical psychology; and (b) exposure to the knowledge unique to counseling and clinical. Beyond the entry-level awareness and knowledge base taught in the common core courses, students receive specialized training in counseling and clinical 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 Doctoral Programs 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) and the CCSP Mission Statement. 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, fourth and fifth 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, 2002).

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, 2002).

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 Doctoral Programs encourage and reinforce 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 Doctoral Programs are 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 and are printed in the Appendix of the UCSB General Catalog.

Because it is our intention that graduates of the CCSP Doctoral Programs 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. If 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 subject of complaint, 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.

Student Circumstances Warranting Potential Remediation or Disciplinary Action

- **Impairment** is defined as an interference in professional functioning that is reflected in one or more of the following ways:
 - Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
 - Inability to acquire professional skills and performance at an accepted level of competency; or
 - Inability to appropriately manage personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.
- **Incompetence** is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.
- **Ethical Misconduct** occurs when the APA Principles for Professional Ethics are not adhered. This code is intended to provide both the general principles and the specific guidelines to cover most situations encountered by counseling and clinical psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom counseling and clinical psychologists work. It is the individual responsibility of each counseling and clinical psychologist to aspire to the highest possible standards of conduct.
- **Problematic Behaviors** refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse lifestyles and ethnic backgrounds, and lack

of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status.

Procedures for Remediation Planning and Implementation

When a potential concern warranting remediation or dismissal is brought to the attention of the CCSP Graduate Advisor or the Director of Clinical Training, the Director of Clinical Training will inform all members of the Counseling and Clinical Psychology faculty and the issue will be discussed at the next faculty meeting unless the faculty determines a special meeting should convene. It should be emphasized that strict confidentiality in these matters must be maintained. Areas to be reviewed and discussed at this meeting should include the nature, severity, and consequences (real or potential) of the situation. The following questions, among others, may be considered at this stage (adapted from Lamb, Cochran, & Jackson [1991]. *Professional Psychology: Research and Practice*, 22, 291-296):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the program?
2. How and in what settings have these behaviors manifested?
3. What were the negative consequences of the problematic behavior(s) for the training program, fieldwork site, or others (e.g., clients, other students)?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
6. What was the frequency of this behavior?
7. Has the student been made aware of this behavior before the meeting, and if so, what was the response?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment of the circumstances and relevant facts, the following factors may indicate that the problem is more serious and may represent an impairment rather than a problematic behavior:

1. The student does not acknowledge, understand, or address the problematic behavior when it is identified.
2. The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
3. The quality of service delivered by the person suffers.
4. The problematic behavior is not restricted to one area of professional functioning.
5. The behavior has the potential for ethical or legal ramifications if not addressed.

6. A disproportionate amount of attention by training personnel is required.
7. Behavior that does not change as a function of feedback.
8. Behavior negatively affects public image of the fieldwork site, of the Counseling and Clinical Psychology program, or of UCSB.

Typically students will first meet with their advisor to discuss remediation steps needs. As needed they will also meet with a committee of the Directors of Clinical Training and Graduate Advisor. After this meeting with the student, the faculty will meet to determine next steps. If the faculty determines that further steps are required in response to the situation, they will develop a written plan for remediation or some other appropriate course of action (in rare cases, termination from the program) and will schedule a meeting to discuss this concern with the student within four weeks of their initial meeting with the student. Students may submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be in writing and documented by the student's advisor. The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. Examples of actions that may be included in the remediation plan include – but are not limited to – additional or repeated coursework, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advising, or leave of absence. Progress for the initial remediation plan will be monitored at each faculty meeting for one academic quarter (or a period specified by the faculty). After the specified period, the faculty will determine if the student has successfully addressed all components of the remediation plan. Progress during the remediation plan must be reviewed at least once every quarter for the Fall, Winter, and Spring quarters for one year. Additional reviews may be scheduled as necessary. If progress is viewed by the faculty as insufficient, they may recommend either further in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described below.

Procedures for Appeal or Rebuttal of Remediation or Disciplinary Actions

The student will be given the opportunity to accept the remediation plan, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the program faculty will consider any new or exculpatory information presented by the student and will provide written documentation of their decision within two weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, they may contact the CCSP Graduate Advisor or the CCSP Department Chair.

CCSP SOCIAL MEDIA POLICY

CCSP recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook,

LinkedIn, Instagram, Twitter, blogs, and wikis. A student is advised to use appropriate professional and ethical judgment when using social media.

All students must adhere to the national standards of practice associated with HIPPA and FERPA. Under HIPPA no individual associated with CCSP may disclose any client or research participant identifying information. Any information about clients, supervisees, or research participants (this includes any demographic descriptor, such as age, sex, race, etc.) including pictures of them, their work, or your work related to them (e.g., case notes, testing forms, emails, etc.) should not be shared online under any circumstances. In accordance with the standards of this policy, no CCSP student may do any of the following:

- Disclose the name, age, race/ethnicity or any identifying information regarding a client, supervisee, or research participant
- Disclose the contact information of a client
- Disclose statements or information shared by a client outside of session beyond supervision or consultation
- Take pictures of a client and/or share pictures of a client online
- Disclose the diagnosis of a client or research participant
- Share pictures or verbal descriptions of a client's treatment plan, progress notes, research or assessment results

Under ethical and legal (FERPA) guidelines, students' educational records should be treated confidentially. Information related to students, including identifying information, grades, performance on exams, etc., should not be disseminated online. Therefore, in accordance with FERPA, no CCSP student may do the following:

- Disclose a student's identifying information (name, year, etc.)
- Disclose parts of a student's academic record (exam scores, essays, GPA, etc.)
- Disclose the disciplinary status of a student (suspension, demerit, etc.)
- Disclose whether a student is disabled and/or in need of accommodations

Failure to adhere to these national standards will be considered grounds for discipline, up to and including dismissal from the program. A former student in withdrawn or dismissed status may not claim to be an active student of CCSP or UCSB on any social networking site.

The following points act as suggestions for social media users within the CCSP program. While failure to adhere to these suggests may not result in disciplinary action, individuals who choose not to implement these suggestions must accept external risks (failure to acquire jobs, risking libel and defamation suits, having clients

and students access private information, etc.) at their own discretion. The institution does not assume any liability or risk for a student's blogging or posting online.

1. Students are advised to use pseudonyms if they are easily found online and use the most restrictive privacy settings for all social media accounts. This point is advised to protect students from being found online by their clients or students and having their private information disseminated among these groups. It is also advised to prevent against the creation of dual relationships.
2. Students are advised to create separate social media accounts for personal and professional purposes. Again, this is advised to help students avoid dual relationships and protect graduate student privacy.
3. Online postings should not include content or images that are harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, clients, faculty, staff, or administration.
4. Students are cautioned against posting images of their practicum, fieldwork, or externship sites, whether it is their office, the bathroom, or their therapy rooms, as doing so may compromise the safety of their clients in confidential spaces.
5. Students should not post images of their clients even if their faces are not visible. Although students may not recognize their client by their clothing, jewelry, hair, etc., it is possible that another individual may and this will impugn upon both the client's right to confidentiality and possibly their safety.
6. Students are advised against posting images of the curriculum being used with clients as not only could this be a copyright issue, but it may also provide others with information about client diagnoses and issues, which are confidential.
7. Students are advised against posting quotes from students' papers or quotes that delineate interactions between themselves and their students, as students may respond negatively and potentially file a complaint due to misconceptions about confidentiality.
8. Students are advised against posting images that show their students' faces. This is to protect the confidentiality of students.
9. Students should not post information related to their students' evaluations of them whether they are positive or negative, as again, students may respond negatively and potentially file a complaint.

Additionally, students may lose trust in the confidentiality of the system for filing evaluations.

In all of their online activities, students are reminded that they act as ambassadors for UCSB, CCSP, and the field as a whole. They should be thoughtful and careful about their online presence and refrain from posts that might cast doubt on the integrity of the profession of applied psychology.

CCSP DEPARTMENT FACULTY

There are currently 18 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., Associate Professor, Director of Clinical Training CLINICAL/COUNSPSY, and Parent-Child Interaction Therapy Clinic Director —
Substantive Area: Clinical

Central Michigan University, joined the faculty in 2016. Dr. Barnett is a clinical psychologist with research interest in how implementation science can address mental health service disparities for ethnic minority children and families. She is specifically focused on how Lay Health Workers (LHWs) can be mobilized to increase access to evidence-based practices for underserved communities.

Alison Cerezo, Ph.D, Associate Professor — *Substantive Area: Counseling*

University of Oregon, joined the faculty in 2018. Dr. Cerezo is a counseling psychologist, her primary line of research centers on reducing social and health disparities for sexual and gender diverse communities. Most recently, her work has focused on the links between stigma, discrimination and alcohol misuse and alcohol risk behaviors in sexual minority women. She is also interested in reducing barriers to mental health treatment for this community. Dr. Cerezo uses qualitative, quantitative and mixed methodologies and has carried out research on sexual and gender diverse communities in the U.S. and Mexico.

Andrés J. Consoli, Ph.D., Professor — *Substantive Area: Counseling*

University of California Santa Barbara (1994), joined the faculty in 2013. Dr. Consoli 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.

Erin Dowdy, Ph.D., Professor — *Substantive Area: School Psychology*

University of Georgia, joined the faculty in 2007. Dr. Dowdy is a school psychologist whose primary line of research centers on Prevention and early intervention; Social emotional and behavioral assessment; Universal screening for mental health risk and strengths; Culturally responsive practices; School-based mental health; School psychology.

Erika Felix, Ph. D., Professor and Undergraduate Advisor — *Substantive Area: Clinical*

DePaul University, joined the faculty in 2014. Dr. Felix is a clinical psychologist whose primary line of research centers on Disaster mental health; Bullying and peer victimization; Risk and protective factors; School-based mental health services; Prevention and early intervention efforts; Program evaluation; Positive youth development.

Jon Goodwin, Ph.D., Associate Teaching Professor and CCSP Director of Training SCHLPSY — *Substantive Area: School Psychology*

University of Iowa, joined the faculty in 2020. Dr. Goodwin is a licensed psychologist, his primary clinical focus is on providing diagnostic assessment services to pediatric and adult patients with neurodevelopmental disorders, such as autism spectrum disorder, attention-deficit/hyperactivity disorder, or specific learning disorders. He also delivers child and adolescent therapy services to address mood disorders, anxiety disorders, and other psychiatric conditions.

Tania Israel, Ph.D., Professor and Associate Dean for Faculty Equity — *Substantive Area: Counseling*

Arizona State University, joined the faculty in 2000. Dr. Israel is a counseling psychologist. Her 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 affiliated faculty with the Feminist Studies Department.

Shane R. Jimerson, Ph.D., Professor and Director of Academic Program Development — *Substantive Area: School*

University of Minnesota, joined the faculty in 1997. His research interests include Early intervention and prevention behavior and academic; School violence and safety; Dropouts; Reading education; Safety education; Educational psychology; Educational measurement; Elementary education; Behavior sciences: abnormal, developmental, social development

Maryam Kia-Keating, Ph.D., Professor— *Substantive Area: Clinical*

Boston University, joined the faculty in 2007. Dr. Kia-Keating is a clinical psychologist with research interests Developmental psychopathology; Empirically support treatments; Risk and protective factors; Resilience; Culture and acculturation; Immigrant and refugee youth; Exposure to violence and trauma; Post-Traumatic Stress Disorder (PTSD); Stress and coping; School-based mental health programs; Community participatory research; School, family, and community partnerships.

Nolan Krueger, Ph.D., Assistant Professor—*Substantive Area: Counseling*

University of Texas at Austin, joined the faculty in 2023. Dr. Krueger is a counseling psychologist whose research agenda includes two separate but interconnected lines of inquiry. His work examines links between race-related sources of (dis)empowerment, psychosocial underpinnings of sociopolitical engagement, and mental health among Black Americans. With emphasis on Multiracial Black Americans and a broader focus on Multiracial Americans at large, Dr. Krueger's research also explores the unique psychosocial experiences impacting mixed-race individuals, and how these experiences influence mental health.

Arlene Ortiz, Ph.D., Assistant Teaching Professor — *Substantive Area: School*

Pennsylvania State University. Joined in 2021. Dr. Ortiz's scholarly interests include assessment and early intervention practices for culturally and linguistically diverse students and their families with a focus on Spanish-speakers.

Matthew Quirk, Ph.D., Professor and CCSP Graduate Advisor —

Substantive Area: School

University of Georgia, joined the faculty in 2007. Dr. Quirk research interests include School readiness; Academic assessment and intervention; Academic motivation and engagement; Early reading development.

Jill Sharkey, Ph.D., Professor, Associate Dean for Research & Outreach, and Credential Coordinator— *Substantive Area: School*

University of California, Santa Barbara, joined the faculty in 2007. Dr. Sharkey is a nationally certified school psychologist. Her research interests include antisocial Behavior, Juvenile Delinquency, Emotional and Behavioral Disorders, Developmental Psychopathology, Risk and Resilience, School Violence, Student Engagement, Assessment and Measurement

shola shodiya-zeumault, Ph.D Assistant Professor, Healing Space Clinic Faculty — *Substantive Area: Counseling*

Dr. shodiya-zeumault is a counseling psychologist whose research focuses on examining the construct of resistance (e.g., sociopolitical activism) in Black womxn, and how their to intersectional oppression impacts their psychological wellbeing. She is especially interested in Black womxn's resistance to environmental racism, resistance as intervention in psychotherapy and healing spaces, and community

engagement based in activism.

Steven Smith, Ph.D., Teaching Professor, Dep. Chair, Hosford Counseling, and Psychological Services Clinic Director— *Substantive Area: Clinical*

University of Arkansas, joined the faculty in 2004. Dr. Smith 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.

Miriam Thompson, Ph.D., Associate Teaching Professor, Mind and Behavior Assessment Clinic Director, and DEI Advisor — *Substantive Area: School*

University of Arizona, joined the faculty 2020. Dr. Thompson is a Nationally Certified School Psychologist, her research interests include: internship attainment trends in APA-accredited school psychology programs; diversity, equity, and social justice in school psychology; graduate student well-being; and recruitment and retention of faculty of color in school psychology training programs. Her teaching interests include: assessment and evaluation; diversity and multiculturalism; child and adolescent psychopathology; and specific learning disorders.

Ty Vernon, Ph.D., Associate Professor, and Koegel Autism Center Assessment Clinic Director — *Substantive Area: Clinical*

University of California Santa Barbara, joined the faculty in 2013. Dr. Vernon is a clinical psychologist. 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.

Heidi Zetzer, Ph.D., Teaching Professor, Carol Ackerman Positive Psychology Clinic Director— *Substantive Area: Counseling*

University of California Santa Barbara, joined the faculty in 2006. Dr. Zetzer is a licensed psychologist and her research interests include Family Violence, cultural competence, evidence-based psychotherapy, and multicultural supervision.

In addition to faculty, the CCSP Department currently supports a Program Coordinator: Maria Sanchez Gonzalez, as well as Dyan Wirt who is the Clinic Administrator for the Hosford Clinic and Sofia Muller, Department Administrator.

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. The process for changing advisors (which happens in rare circumstances), is documented below.

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 Committee Chair at any time, although many choose to keep the same committee throughout the process. 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 re-constituted. 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.

Departmental Policy for Changing Advisors

The Department of CCSP is committed to the academic success of all its students. Changing advisors, while sometimes warranted, is a complex process only to be considered as a "last resort" process, and for serious reasons.

The reasons that a student might consider a change advisor generally fall into two categories: A) The student has a change in professional interest such that the research and applied interests of the advising faculty are no longer relevant, or B) There are severe challenges in the personal and/or professional relationship between a student and his/her advisor.

The steps below should be followed for pursuing a change in advisor:

1. The student should talk to their current advisor about their concerns. Both faculty and student should be open to working things out (much as they would have to do in any professional situation).
 - a. If the student doesn't feel safe talking with their advisor, they can talk to the grad advisor instead (*safe* is defined as a feeling that real emotional, professional, or physical harm could result from a discussion -- not simply discomfort). The graduate advisor can also help students prepare for such a conversation with their advisor.
2. Once the advisor and/or graduate advisor agree that a change is a possibility, the student can reach out to potential new advisors, with justification for why each possible new advisor might be a good match.
 - a. New advisors should ideally be in the same emphasis.
3. If a student still wants a change, he/she should complete [Advisor Change Form](#) and Plan within two weeks. (Form: <https://education.ucsb.edu/ggse-resources>)
4. The potential new advisor will schedule a meeting with current advisor to discuss the student and the change.
5. If a student is petitioning to change emphases, he/she should visit the meeting of their proposed emphasis to present their rationale for switching. This should be carefully thought out and considered as changing emphases may have professional ramifications for their career.
6. Student meets with grad committee for final approval of change.

Changing Specialization Area

Students are carefully screened and admitted into one specific specialization area (i.e., counseling, clinical, or school psychology) to work with a faculty member in that area. Given the structure of our Doctoral Programs, 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.

RECORDS

The program will retain copies of all student records including (but not limited to): annual reviews, quarterly practicum evaluations, complaints, issues, internship contracts, and other materials. These records will be held for a minimum of 15 years. Students can examine their files at any time.

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, petition for a course waiver or substitution, 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 typically 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) in all courses (*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, and relevant coursework has been taken, 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.

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 courses specifically required by the Department will be accepted toward the graduate degree. Practica courses are graded on a pass/no-pass scale. 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

All students take an initial practicum course in which they see volunteer practice clients, and doctoral students go on to see community clients in the on-site Hosford Clinic. In their second year, students in the counseling and clinical emphases spend the entire year in a practicum in the Hosford Clinic under the supervision of Department faculty. During the Hosford practicum they see a wide variety of clients for both psychotherapy and assessment purposes. Students in the school psychology emphasis 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 Behavioral Wellness, and UCSB's Counseling and Psychological Services (CAPS).

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 "CNCSP 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 1984, the clinic provides individual, group, and family counseling rooms equipped with a secure video recording system. Supervisors and students may view sessions live or at a later date. In addition to weekly supervision from faculty, student clinicians receive onsite consultation from student supervisors who are themselves supervised by the clinic director. Students receive ongoing training in legal and ethical issues, risk assessment, mandated reporting, and crisis intervention.

The clinic is also an excellent research site for faculty and students who are interested in clinical research. Numerous studies have been conducted using clinical data collected from community or recruited student clients and served as the foundation for dissertations, poster presentations, symposia, and publications.

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 the third year of study.

For School Psychology Students Only:

1. The research festival paperwork is for School Psychology emphasis student's doctoral degree milestone only, and therefore only needs their faculty advisor signature. The portfolio paperwork is needed for the M.Ed. and its turn in after the student passes the second year portfolio.

Qualifying Examination

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

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 proposed by October 1, with all revisions completed 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.

CCSP Procedures for Dissertation Meetings with Public Attendees

** All of the procedures outlined below are predicated under the assumption that the dissertation Chair has reviewed a complete draft of the final dissertation document prior to the defense meeting and believes that the dissertation is ready for the defense meeting to be held.

All dissertation meetings are considered open to the public, so it is common to have attendees at dissertation defense meetings that include people other than the committee members and student. The following provides some basic guidelines to help structure dissertation defense meetings in cases where there are members of the public present. These guidelines can be applied in defense meetings held in person or via Zoom.

The total length of dissertation defense meetings is 120 minutes, including time for committee deliberations and sharing of feedback with the student candidate. The following outlines some basic guidance on how to structure this time, allowing for some variation, as needed, by committee and/or student preferences as long as the Chair of the committee is consulted and agrees to any adjustments prior to the date of the defense meeting.

Welcome and opening after which the student and any non-committee members are excused from the room (or placed in a Zoom waiting room) while the

committee debriefs on the dissertation study and manuscript to prep for the defense meeting (5-10 minutes total).

Reconvening and time for the student to present the study (approximately 40 min) followed by time for members of the public (non-committee members) to comment and ask questions (5-10 min).

After this time all non-committee attendees are dismissed and the student meets with the committee to address questions from the committee (approximately 40 min).

Following the questions and discussion with the committee, the student is dismissed for final deliberations amongst the committee (5-10 min).

The student is invited back to receive the committee's recommendation and feedback for any revisions that are needed (5-10 min).

Following this private discussion between the committee and student, the public attendees may be readmitted for a final recognition of the defense and any related congratulations and celebration (5 min).

Planning Your Milestone Achievements

The following guidelines are intended to help students in planning the timely preparation and scheduling of academic milestones, including the 2nd year research project, qualifying exams, dissertation proposal and the dissertation defense.

Reviewing and Scheduling:

1. Faculty are on a 9-month contract for the academic year (Fall, Winter, and Spring), so students need to plan to have all drafts for any milestone reviewed within the ~September 15 to ~June 15 academic year, not the summer. Students may choose to work on milestones in the summer, but timeline expectations cannot include having faculty review drafts in the summer or having your committee meet outside of the academic year.
2. Similar restrictions apply to expectations about reading drafts and holding meetings during university breaks (e.g., winter holidays, Thanksgiving, spring break).
3. Faculty will always aim to return your drafts within two weeks of when they are received, but that is not always possible due to external factors (e.g., grant deadlines, multiple students requesting draft reviews simultaneously,

etc.). So, discuss your timeline with your advisor in advance and build in extra time, as needed.

4. A student's ability to have a milestone completed within any given quarter depends on the timing of submission and revision for all prerequisite drafts, not just when the first draft is submitted. That said, any student who wants to hold a dissertation proposal or dissertation defense meeting in a given quarter should plan to submit a full draft to their advisor by the beginning of that quarter. NO DISSERTATION PROPOSAL OR DEFENSE MEETINGS CAN BE SCHEDULED UNTIL A FULL DRAFT IS SUBMITTED AND PRELIMINARILY APPROVED BY YOUR FACULTY ADVISOR, PENDING THE DRAFT AND FEEDBACK PROCESS OUTLINED BELOW. Here is a sample schedule to illustrate this with a dissertation in spring quarter:

Activity	Date Expected
Student turns in 1 st draft of dissertation	April 1 st
Student may schedule defense with advisor's approval after review of first full draft	April 1 st -15 th
Faculty advisor returns feedback	April 15 th
Student turns in 2 nd draft of paper	April 29 th
Faculty advisor returns 2 nd draft	May 15 th
Student makes revisions and is able to defend on 3 rd draft*	May 27 th -29 th to committee
Defense scheduled	June 12-14 th

*Not all students are ready to defend on the 3rd draft, it depends on the quality of the first two drafts, if all revisions were made, etc. So, again, a first draft by April 1st does not guarantee a meeting by the end of the academic year.

5. If students want to accelerate a timeline to a deadline, they should plan to accelerate the timeline related to the response to faculty feedback, not expect the faculty to accelerate reviews of drafts.
6. All timelines assume the submission of complete drafts, not partial drafts (e.g., everything but the Discussion section)
7. The expectation is that the student's faculty advisor (e.g., committee Chair) will have reviewed two complete drafts of any document and determine that the products are ready for a defense/exam at least two weeks prior to any scheduled defense or exam meeting. No meeting can be scheduled until the faculty advisor has reviewed a full draft and feels it is reasonable to expect the document will be ready following the timeline outlined above by the end of that academic quarter.

8. Qualifying exams include the review of two or three papers depending on your program, some of which your faculty member reviews drafts with you (e.g., 2nd year research project) prior to your exam date. Students should adhere to program guidelines and timelines for the completion of each paper. All papers need to be finalized and sent to the qualifying exam committee for review at least two weeks prior to the scheduled oral defense date. Qualifying exams should be scheduled at the beginning of the quarter that the student wants to hold their oral exams. In most cases, these oral exams will be scheduled during finals week of that academic quarter.

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 and CORRECTED by **October 15th** of the academic year in which the student intends to apply for internships. 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 several years, students have obtained paid APA internship positions in the following settings:

Hawaii Psychology Internship Consortium (HI-PIC), Kealahou, HI	UCLA - Semel Institute for Neuroscience & Human Behavior, Los Angeles, CA	Illinois School Psychology Internship Consortium, Normal, IL
University of Texas Health at San Antonio, San Antonio, TX	University of California - Los Angeles, Counseling, Los Angeles, CA	University of New Mexico Health Sciences Center, Albuquerque, NM
Guilford County Schools Psychological Services, Pleasant Garden, NC	Children's Hospital Los Angeles, Los Angeles, CA	University of Pennsylvania Philadelphia, PA
University of Florida-Counseling & Wellness Center Gainesville, FL	Dallas Children's Advocacy Center, Dallas, TX	VA Los Angeles Ambulatory Care Center, Los Angeles, CA
Saint John's Child & Family Development Center, Santa Monica, CA	Arizona State University, Tempe, AZ	University of California, San Francisco/ Zuckerberg SFG, San Francisco CA
The Help Group Sherman Oaks, CA	UCSD Med VA Consortium San Diego, CA	Kaiser-Permanente San Diego San Diego, CA
Children's Hospital Colorado, Chicago, IL	University of California, Berkeley CAPS, Berkeley, CA	California State University, Northridge (CAPS) Northridge, CA
Richard J Donovan Correctional Facility, San Diego, CA	California State University-Long Beach (CAPS), Long Beach, CA	University of Washington-Psychiatry, Seattle, WA
Columbia University Irving Medical Center, New York, NY	New York University/Bellevue Hospital Center, New York, NY	Northwestern University Evanston, IL
UCLA - Counseling & Psychology Service Los Angeles, CA	Saint John's Child & Family Development Center, Santa Monica, CA	Yale University - Children Study New Haven, CT
Harvard Medical School/Cambridge Health Alliance, Cambridge, MA	UC Davis Medical Center-Clinical Child Internship Sacramento, CA	University of Hawaii at Manoa Honolulu, HI

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 Clinical Training assists doctoral students in the application process and information about internship sites is available from Program Assistants.

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 credential. 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

Voice 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. Conduct the annual election for student representation on committees. Elections will be held once a year (May). Each term is 13 months.

Clinic Training and Competency Committee

Addresses issues impacting the clinics housed within the CCSP (e.g., Hosford, PCIT, MBAC, Healing Space). Addresses clinical training issues, such as adequate experiences for students to gain competencies across a variety of domains.

Graduate Curriculum and Competencies 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.

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
#16 School Psychology
#17 Counseling Psychology
#29 Psychotherapy

#35 Psychology of Women
#43 Family Psychology
#44 Gay and Lesbian Issues
#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 of limited 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 <https://education.ucsb.edu/index.php/quick-links/current-students>, and Graduate Division's web site for available central and external fellowships (<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 Department Chair and Department Administrator 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 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 (Matthew Quirk) – and the GGSE Student Affairs Office 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](tel:(202)336-5979) / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Revised {08-9-24}

APPENDIX

Counseling and Clinical Psychology Qualifying Examination Procedures

The Qualifying Exam Process serves as a key program milestone that allows our doctoral students to advance to candidacy and propose their dissertation. The exam focuses on three core areas of applied psychology – research, theories, and ethics. The exam serves an important gatekeeping purpose and ensures that students have the necessary professional competencies (as scientist-practitioners and psychologists-in-training) to move on to more independent roles as researchers and clinicians. The proposed plan consists of both written and oral exam components.

The following plan as developed and approved in Spring 2023 has increased consistency across the counseling and clinical emphases. However, some final details regarding timing remain to be finalized in the 2023-2024 academic year. Please check with your advisor for comprehensive instructions at the beginning of your second year of study if you are entering into the program in the 2023-2024 academic year.

Written Component: Students will be required to write two papers.

- **Research:** A research manuscript based on their pre-dissertation project (~20-40 pages)
- **Theories:** A summary of their theoretical orientation and its application to a clinical case (Up to 15 pages)

Oral Component: Students will sit for a two-hour qualifying exam meeting with a committee of three CCSP Faculty Members. Committee members will ask a standard list of questions in each content area (research, theories, and ethics), as well as any additional questions of the committee's choosing related to the broader field of applied psychology. The ethics discussion will primarily focus on hypothetical clinical cases and ethical decision-making processes

Suggested Timeline: The proposed timeline ensures that students have enough practical experience, supervision, and mentorship to adequately understand the qualifying exam content areas and write high-quality papers, while also ensuring that they advance to candidacy in time to be eligible for continuing student fellowships and propose their dissertation well in advance of internship application deadlines.

- **Spring Quarter Second Year (Clinical) TBD (Counseling):** Theories Paper
- **Fall Quarter Third Year:** Research Paper
- **Winter Quarter Third Year:** Oral Exam

Paper & Oral Exam Requirements:

	CL/CN QUALS
Research	<p>PAPER: One paper that is a manuscript prepared to submit to a research journal based on the pre-dissertation/second year project or other research project conducted during the CCSP doctoral program (the advisor can provide guidance on the development of this paper).</p> <p>ORALS: Questions pertaining to (a) research design, methodology, validity, (b) reflection on their research and approach/philosophy of science, and c) racial, ethnic, and cultural considerations, including antiblack racism, and how it may have influenced all stages of the research project.</p>
Practice/Theories	<p>PAPER: One paper of up to 15 pages that (a) describes their primary theoretical orientation and (b) applies this orientation to a case-write-up.</p> <ul style="list-style-type: none"> ● Part I is a description of their primary theoretical orientation and should include its core ideas/tenets, its origin and historical context, current empirical support, and identified strengths and limitations. ● Part II is a description of a clinical case example and includes a description of a conceptualization of the client's presenting issues and therapeutic approach using the identified theoretical orientation. As part of this case example, students should discuss how their awareness and training on issues of human diversity influence their case conceptualization and approach. <p>ORALS: Discussion of the student's theoretical orientation and case example, as well as a standard set of questions pertaining to psychological theories and human diversity</p>
Ethics	<p>PAPER: No paper.</p> <p>ORALS: Discussion of ethics vignettes(s), covering APA Ethics Code standards that may pertain to informed consent, privacy/confidentiality, training and scope of competence, dual relationships, and resolving ethical issues. Also includes a brief discussion of the ethics related to the research paper.</p>

CCSP Qualifying Exam Study Sample Questions

Research

- What is science? How is applied psychology part of social science, part of health science, and/or part of humanities?
- What is your understanding of the philosophical foundations of science?
- What is the difference between science and pseudoscience? What is considered evidence in traditional science and what are the challenges raised by contemporary sciences? What is the role of racism in traditional definitions of science and the commonly referred expression of "the scientific method"?
- What is the scientific method?
- What are the multiple forms of scientific inquiry?
- What is internal validity?
- What are all the threats to internal validity? How do we safeguard or protect against these threats?
- What is external validity?
- What are the threats to external validity? How do we safeguard against these threats?
- Explain correlation vs causation in research
- In an intervention research study, explain how single subject designs strengthen claims of interval validity. Who is the control?

- In an intervention research study, explain how group designs (randomized clinical trials) strengthen claims of interval validity. Who is the control?
- What is statistical power and why is it important?
- Explain statistical significance vs clinical significance. Can you have one without the other?
- In assessment research, what is test validity and reliability? Why is this an important consideration in selecting a research assessment tool or outcome measure?
- With regards to assessment measures, what is construct validity? What is content validity? Face validity? Criterion validity?
- In an observational study, what is interobserver reliability? How is it calculated? Why is it important?
- What is the primary goal of a pilot study?
- Describe the core components of community-based participatory research
- What is the primary goal of quantitative research?
- What is the primary goal of qualitative research?
- What is mixed method research?
- What are the advantages of conducting mixed method research?
- What is the difference between a systematic review and a meta-analysis?
- What are alternate ways of knowing and how do they challenge the supremacist assumptions implicit in the dominant discourse that characterizes expressions such as “the scientific method”?

Theories

- What is a scientific theory? What makes a “good” or “bad” theory?
- What is a theory of human development?
- What is a theory of psychotherapy?
- Explain the theory you selected. How does it influence your clinical work?
- Why do we rely on theories rather than just doing whatever we feel like in a therapy session?
- How does your theory explain why unhealthy, unhelpful, or harmful behaviors, thoughts, and relationships develop and sustain over time?
- According to your theory, why do people continue to engage in behaviors that clearly harm themselves and their relationships?
- How does your theory explain the mechanism of change to help people with these problems?
- What are the strengths of your theory? What is the scientific evidence supporting your theory? What does it explain well?
- What are the weaknesses of your theory? What are its limitations?
- Does your theory apply to young children? Adults with limited cognitive or language skills? Individuals with significant trauma histories?
- How does your theory explain the unique experiences, struggles, and characteristics of individuals with diverse backgrounds and identities?
- How does it potentially fail to consider or explain the unique experiences, struggles, and characteristics of individuals with diverse backgrounds and identities?
- What is a case example that highlights the usefulness of your theory?
- How does your theory tie into or relate to other theories?

- In an effort to move away from “each psychologist has their own theory,” please describe your current understanding of the psychological principles that characterize human development, psychopathology, and change.
- What is the role of racism and cultural supremacy in the dominant principles that govern much of Western psychology?
- What are alternate cultural paradigms in applied psychology?
- Explain the construct of radical healing.

Ethics

- What is the ethical decision-making model?
- What is the main idea of the Principle of Beneficence and Nonmaleficence?
- What is the main idea of the Principle of Fidelity and Responsibility?
- What is the main idea of the Principle of Integrity?
- What is the main idea of the Principle of Justice?
- What is the main idea of the Principle of Respect for People’s Rights and Dignity?
- Explain mandated reporter requirements. Under what circumstances do we need to report or not report a concern?
- To what extent do we investigate a concern of potential abuse or neglect?
- Do we report emotional abuse?
- Under what circumstances would we tell or not tell a parent that we are reporting their actions as suspected child abuse?
- If an adult client tells us about abuse that happened to them as a child, what should we do?
- When must you report when a minor is engaging in sexual activity?
- Under what circumstances do we need to report dependent adult abuse? What about if the person is not a dependent adult (they can make their own legal decisions) but they still have some cognitive and decision-making challenges?
- If someone has suicidal thoughts in your therapy session, what should you do?
- Explain Tarasoff vs UC Regents and how that changed standards of confidentiality and its limits.
- What is informed consent and why is it important in both clinical practice and research?
- What are some ethical considerations when conducting therapy?
- What are some ethical considerations when conducting psychological assessments?
- Should you look up your clients on social media? Can you be friends with them?
- What are the ethical considerations around texting or sharing your phone number with clients?
- What is a dual relationship in psychotherapy and what are the potential problems with having one?
- Can we accept gifts from clients? What are the potential benefits and drawbacks?
- What are boundaries of competence?
- Why do we need human subjects approval?
- What are some risks to human participants?
- When can human subjects withdraw from research?
- What is a conflict of interest? What are some examples of conflicts of interest?
- What is the role of consultation in ethical dilemmas?
- What are the critiques articulated by the ethnic-acknowledging psychological associations in the US (e.g., NLPA, SIP) concerning APA’s General Principles and Code of Conduct for Psychologists (i.e., APA’s Ethics Code)?

- Please describe your understanding of the Universal Declaration of Ethical Principles for psychologists and how it differs from APA's Ethics Code.
- What are the ways in which APA's Ethics Code perpetuates supremacist ideals and capitalist discourse?
- Explain the constructs of cultural competence, cultural humility, and cultural responsiveness.

Qualitative Exams and Dissertation Evaluation Form
(To be filled out by Committee Members at event)

3 = Pass – Consistently good quality, meets expectations

2 = Revise – Inconsistent quality, shows evidence of ability to meet expectations

1 = No Pass– Consistently poor quality, shows evidence of need for remedial training to gain additional skills

NA = Not applicable for this program requirement

Milestone to be Evaluated (circle one):

Qualifying Exams Dissertation Proposal Dissertation Defense

Date of Event: _____

If Dissertation, Title of Dissertation:

Specific Performance Domains (please rate each area considering listed aspects):

1. Editorial quality of the written document (e.g., APA style, clarity of expression, organization, free of typos) _____

2. Scholarly/Scientific quality of the written document (e.g. depth, breadth, integration, analytic techniques) _____

3. Quality of the presentation and response to questions (e.g., slides, oral communication, time management) (This includes content in history and systems of psychology in Qualifying Exams; knowledge of research theory, application and construction and adequate recognition and accounting for diversity issues in research and clinical work and clinical theory in both Qualifying Exams and Dissertation). _____

Comments to support rankings on above and other areas of strength or areas for improvement:

Remediation Necessary? Y or N

Overall Evaluation

1. Global rating of performance on specified program requirement: _____

Doctoral Chair _____

(print name) (signature)
Committee Members

(print name/signature) _____

(print name/signature) _____

(print name/signature) _____

(Student print name)

Student signature * _____ Date _____

- My signature on this form indicates only that these results have been shared with me

California license requirements

<u>California license requirements</u>	<u>Where Counseling/Clinical students receive this training</u>	<u>Where School students receive this training</u>
Human Sexuality (10 hours)	CNCSP294 (required for Counseling only)	CNCSP294 (not required)
Suicide Risk Assessment and Intervention (6 hours)	CNCSP260B (required)	CNCSP260B (required); CNCSP274D (required; provides 3 hours only)
Child Abuse Assessment and Reporting (7 hours)	CNCSP291C (not required)	CNCSP291C (required); CNCSP274D (required)
Spousal or Partner Abuse (15 hours)	CNCSP291C (not required)	CNCSP291C (required)
Detection and Treatment of Alcohol and Other Chemical Substance Dependence (15 hours or one quarter)	CNCSP291B (not required)	CNCSP291B (not required)
Aging and Long-Term Care (10 hours)	CNCSP220 (required)	CNCSP220 (required)

Student Name: _____

Perm: _____

Ph.D. – Counseling and Clinical Psychology:
COUNSELING PSYCHOLOGY SPECIALIZATION – 2024-25

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the "Graduate Education" section of the UCSB General Catalog.
 Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.*

COURSE REQUIREMENTS			
COURSE #	COURSE NAME	UNITS	GRADE
BREADTH OF SCIENTIFIC PSYCHOLOGY (ALL COURSES REQUIRED)			
CNCSP 210	Neuroanatomy and Psychopharmacology	4.0	
CNCSP 217	Social Cognitive and Affective Bases of Behavior	4.0	
		4.0	
CNCSP 216	Historical and Philosophical Foundations of Professional Psychology	4.0	
RESEARCH METHODOLOGY & DATA ANALYSIS (ALL COURSES REQUIRED)			
CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
CNCSP 209A	Research Practica (9 quarters required) - Includes pre-dissertation research project that is presented at the Research Festival in year 3	36.0	
CNCSP 597	Individual Study for Qualifying Examinations (2 quarters minimum)	8.0	
CNCSP 599	Dissertation Research (2 quarters minimum)	8.0	
ED 214A	Introductory Statistics	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
Courses in RESEARCH AND DATA ANALYSIS (one course required)			
ED 201D	Single-Subject Research Design	4.0	
ED 215B	Psychometrics	4.0	
ED 216A	Advanced Multivariate Statistics	4.0	
ED 216B	Factor Analysis	4.0	
ED 216C	Hierarchical Linear Models	4.0	
ED 216E	Nonparametric Statistics	4.0	
ED 216F	Structural Equation Models	4.0	
CNCSP 202	Qualitative Research Methods in Applied Psychology	4.0	
CNCSP 204	Innovations in Health Equity Research: Community Based Participatory Action Research and Communities	4.0	
SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE (ALL COURSES REQUIRED)			
CNCSP 220	Human Development	4.0	
CNCSP 223B	Developmental Psychopathology	4.0	
CNCSP 224A	Professional Organizations	1.0	

CNCSP 225	Ethical and Legal Standards in Professional Psychology	4.0	
CNCSP 293	Pedagogy in Applied Psychology	4.0	

PSYCHOLOGICAL ASSESSMENT AND INTERVENTION (ALL COURSES REQUIRED)			
CNCSP 250	Cognitive Assessment in Professional Psychology	4.0	
CNCSP 251	Personality and Emotional Assessment	4.0	
CNCSP 260A	Counseling Theories	4.0	
CNCSP 264A	Supervision and Consultation	4.0	
CULTURAL AND INDIVIDUAL DIVERSITY (ALL COURSES REQUIRED)			
CNCSP 227	Social and Cultural Bases of Diversity	4.0	
CNCSP 294	Sex, Gender and Related Constructs in Applied Psychology	4.0	
CNCSP 268C	Racial/Ethnic Minority Counseling Interventions	4.0	
FIELDWORK CORE (ALL COURSES REQUIRED)			
CNCSP 260B	Basic Practicum I	4.0	
CNCSP 260C	Basic Practicum II	4.0	
CNCSP 270	Advanced Fieldwork: General (3 quarters)	12.0	
CNCSP 279ABC	Internship in Professional Psychology (1500 minimum hours)	24.0	

SUBSTANTIVE AREA REQUIREMENTS-COUNSELING			
INTERVENTION / APPLICATIONS – COUNSELING (all courses required)			
CNCSP 261	Counseling Psychology Seminars (2 courses)	8.0	
CNCSP 261A	Career Theories and Research	4.0	
CNCSP 263A	Advanced Psychotherapy	4.0	
FIELDWORK - COUNSELING			
CNCSP 272	Advanced Fieldwork: Counseling	12.0	

COURSES THAT MAY NOT BE SUBSTITUTED			
CNCSP 224A: <i>Professional Organizations</i> CNCSP 270: <i>Advanced Fieldwork General</i> CNCSP 272 <i>Advanced Fieldwork Counseling</i> CNCSP 209A* <i>Research Practicum</i> (*If you already have a Masters, please discuss with your advisor, you may only need 2 years)			

PRE-ADVANCEMENT REQUIREMENT	
Each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student's qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.	
Research festival paper written and presented	

Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY

The Ph.D. qualifying exams consist of at least two written papers (e.g., theories and research) of publishable quality and an oral examination that covers clinical theories, research, and ethics.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student's research. The written examination must be completed before the oral examination, which is typically held at the end of the Fall quarter of Year 3. Students complete the requirements to Advance to Candidacy by the end of Year 4 (Year 3 if entering the program with a previous, relevant MA).

Ph.D. Qualifying Oral Examination passed on (date): _____

Advanced to Candidacy: _____ (Qtr/year)

PREDOCTORAL INTERNSHIP REQUIREMENTS

Students must complete a pre-doctoral internship that meets the course requirements for 279ABC. Students are encouraged to apply to an APA-accredited internship. Students are responsible for locating and applying to an acceptable internship. If a student is accepted to a non-APA approved internship, the CCSP Director of Clinical Training will negotiate an internship agreement with the site.

Applied for predoctoral internship

Accepted predoctoral internship placement

Internship completed

DISSERTATION REQUIREMENTS

Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student's doctoral committee will require an oral hearing prior to approving the proposal. The final dissertation proposal is filed in the Graduate Program office.

Doctoral Committee: Chair: _____

Member: _____

Member: _____

Member: _____

Approved Dissertation Proposal completed: _____ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: _____(date)

Doctoral Oral Defense passed on: _____(date)

Dissertation filed on: _____ (date)

Student Name: _____ Perm: _____

**Ph.D. – Counseling and Clinical Psychology:
 CLINICAL PSYCHOLOGY SPECIALIZATION – 2024-25**

*In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the "Graduate Education" section of the UCSB General Catalog.
 Time-to-degree: 4 years to advance; 6 years to complete the Ph.D.*

COURSE REQUIREMENTS			
COURSE #	COURSE NAME	UNITS	GRADE
BREADTH OF SCIENTIFIC PSYCHOLOGY (FOUR COURSES REQUIRED)			
CNCSP 210	Neuroanatomy and Psychopharmacology	4.0	
CNCSP 217	Social Cognitive and Affective Bases of Behavior	4.0	
		4.0	
CNCSP 216	Historical and Philosophical Foundations of Professional Psychology	4.0	
RESEARCH METHODOLOGY & DATA ANALYSIS (ALL COURSES REQUIRED)			
CNCSP 200	Research Design and Methods in Professional Psychology	4.0	
CNCSP 209A	Research Practica (6 quarters required) - Includes pre-dissertation research project that is presented at the Research Festival in year 3	24.0	
CNCSP 597	Individual Study for Qualifying Examinations (2 quarters minimum)	8.0	
CNCSP 599	Dissertation Research (2 quarters minimum)	8.0	
ED 214A	Introductory Statistics	4.0	
ED 214B	Inferential Statistics	4.0	
ED 214C	Linear Models for Data Analysis	4.0	
<i>Elective courses in research and data analysis</i>			
ED 201D	Single-Subject Research Design	4.0	
ED 215B	Psychometrics	4.0	
ED 216A	Advanced Multivariate Statistics	4.0	
ED 216B	Factor Analysis	4.0	
ED 216C	Hierarchical Linear Models	4.0	
ED 216E	Nonparametric Statistics	4.0	
ED 216F	Structural Equation Models	4.0	
CNCSP 202	Qualitative Research Methods in Applied Psychology	4.0	
CNCSP 204	Innovations in Health Equity Research: Community Based Participatory Action Research and Communities	4.0	
SCIENTIFIC, METHODOLOGICAL, AND THEORETICAL FOUNDATIONS OF PRACTICE (ALL COURSES REQUIRED)			

CNCSP 220	Human Development	4.0	
CNCSP 223B	Developmental Psychopathology	4.0	
CNCSP 224A	Professional Organizations	1.0	
CNCSP 225	Ethical and Legal Standards in Professional Psychology	4.0	
CNCSP 293	Pedagogy in Applied Psychology	4.0	
PSYCHOLOGICAL ASSESSMENT AND INTERVENTION (ALL COURSES REQUIRED)			
CNCSP 250	Cognitive Assessment in Professional Psychology	4.0	
CNCSP 260A	Counseling Theories	4.0	
CNCSP 264A	Supervision and Consultation	4.0	
CULTURAL AND INDIVIDUAL DIVERSITY			
CNCSP 227	Social and Cultural Bases of Diversity	4.0	
FIELDWORK CORE (all required with exception of CNCSP 271A, 271B, and 277)			
CNCSP 260B	Basic Practicum I	4.0	
CNCSP 260C	Basic Practicum II	4.0	
CNCSP 270	Advanced Fieldwork: General (3 quarters)	12.0	
CNCSP 271A	Hosford Clinic Practicum	Opt	
CNCSP 271B	Advanced Practicum: Optional Hosford Clinic Assessment Practicum	Opt	
CNCSP 279ABC	Internship in Professional Psychology (1500 minimum hours)	24.0	
CNCSP 277	Autism Center Clinical Practicum	Opt	

SUBSTANTIVE AREA REQUIREMENTS - CLINICAL			
INTERVENTION / APPLICATIONS (one course required)			
CNCSP 263A	Advanced Psychotherapy OR	4.0	
CNCSP 262C	Counseling Children and Families	4.0	
ASSESSMENT- CLINICAL (1 course required)			
CNCSP 256	Behavioral Assessment & Intervention for Children & Adolescents OR	4.0	
CNCSP 251	Personality and Emotional Assessment	4.0	
FIELDWORK - CLINICAL			
CNCSP 273	Advanced Fieldwork: Clinical (12 sequential units)	12.0	

COURSES THAT MAY NOT BE SUBSTITUTED			
CNCSP 224A: Professional Organizations CNCSP 270: Advanced Fieldwork General CNCSP 273 Advanced Fieldwork Clinical CNCSP 209A* Research Practicum			

PRE-ADVANCEMENT REQUIREMENT			
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Each student must write and present a semi-independent research paper that is of publishable quality. This paper is typically completed by the Fall quarter of Year 3 and is included as one of the written products for the student's qualifying exam. In addition, the results of this research must be presented at the annual CCSP Research Festival the fall quarter of the year that the student aims to complete the qualifying exam.

Research festival paper written and presented	
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Ph.D. QUALIFYING EXAMS/ ADVANCEMENT TO CANDIDACY

The Ph.D. qualifying exams consist of at least two written papers (e.g., theories and research) of publishable quality and an oral examination that covers clinical theories, research, and ethics.

The purpose of the qualifying examination is to demonstrate that a student has mastered the practical, ethical, and research skills related to their general area in addition to more extensive knowledge on a specialty topic that is often the focus of the student's research. The written examination must be completed before the oral examination, which is typically held at the end of the Fall quarter of Year 3. Students complete the requirements to Advance to Candidacy by the end of Year 4 (Year 3 if entering the program with a previous, relevant MA).

Ph.D. Qualifying Oral Examination passed on (date): _____

Advanced to Candidacy: _____ (Qtr/year)

PREDOCTORAL INTERNSHIP REQUIREMENTS

Students must complete a pre-doctoral internship that meets the course requirements for 279ABC. Students are encouraged to apply to an APA-accredited internship. Students are responsible for locating and applying to an acceptable internship. If a student is accepted to a non-APA approved internship, the CCSP Director of Clinical Training will negotiate an internship agreement with the site.

Applied for predoctoral internship	
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Accepted predoctoral internship placement	
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Internship completed	
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DISSERTATION REQUIREMENTS

Within three quarters of advancing to candidacy, students will prepare a final dissertation proposal to be presented and approved by the doctoral committee. The student's doctoral committee will require an oral hearing prior to approving the proposal that must be completed before approval to apply for internship. The final dissertation proposal is filed in the Graduate Program office.

Doctoral Committee: Chair: _____

Member: _____

Member: _____

Member: _____

Approved Dissertation Proposal completed: _____ (date)

Students are required to complete a public dissertation lecture, pass the doctoral oral defense, and complete an acceptable doctoral dissertation.

Public Dissertation Lecture completed: _____ (date)

Doctoral Oral Defense passed on: _____ (date)

Dissertation filed on: _____ (date)

SUBSTITUTION/WAIVER FORM

Name: _____ Department: _____

Directions: Consult with your faculty advisor in regard to your request to substitute or waive a required course. Upon your faculty advisor's approval (indicated by his/her signature on this form), contact the instructor of the required course for final approval (indicated by signature). Please return this form to the Student Affairs Office, room 4109 of the Education Building, to be included in your official GGSE file.

IMPORTANT: All seminar courses used as a substitute will require a copy of the course syllabi accompanied with this form.

WAIVER - A waiver means the student is deemed to already have the required knowledge the course offered. The waiver "waives" his/her requirement to retake that content but not his/her need for units.

SUBSTITUTION - Substitution means that a student can use one course instead of another in order to gain the required content which s/he needs to have.

REQUIRED COURSE/SECTION	FOR SUBSTITUTIONS	REQUIRED SIGNATURES
0 Waiver or 0 Substitution	Course# & Title	Faculty Advisor:
	Institution	Course Instructor:
<i>Required course/section</i>		
0 Waiver or 0 Substitution	Course# & Title	Faculty Advisor:
	Institution	Course Instructor:
<i>Required course/section</i>		
0 Waiver or 0 Substitution	Course# & Title	Faculty Advisor:
	Institution	Course Instructor:
<i>Required course/section</i>		
0 Waiver or 0 Substitution	Course# & Title	Faculty Advisor:
	Institution	Course Instructor:
<i>Required course/section</i>		

Revised 9/27/2012_kt