



School Psychology Program
University of California, Santa Barbara

A Handbook for M.Ed. Students and Faculty

Department of Counseling, Clinical, and School
Psychology

Gevirtz Graduate School of Education
University of California, Santa Barbara
Santa Barbara, CA 93106-9490

For Students Entering Fall 2025 and Subsequent Years

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Preface

This document provides a description of the requirements for completing a Master of Education (M.Ed.) program in School Psychology, including courses, examinations, and fieldwork. It is intended to be used by students in school psychology to plan and complete their graduate

program. Students are expected to regularly consult this handbook throughout their course of study.

Materials within this Student and Faculty handbook were assembled from various sources for the convenience of present and prospective graduate students in the School Psychology M.Ed. program. This handbook is not an official publication of the University of California, Santa Barbara (UCSB) and is superseded in cases of conflict by the UCSB Graduate Division Policies and Procedures (<https://www.graddiv.ucsb.edu/academic-services/policy-procedure>). In keeping with the standards of the profession, certain program requirements are more stringent than those of the Graduate Division. Policies are considered binding only within the School Psychology M.Ed. program and can be revised by program faculty. The remaining policies are those of the Gevirtz Graduate School of Education (GGSE) and are taken from various official University publications. A student is governed by the regulations operative on the date of entry into the program. Revisions to the Plan of Study and schedule of courses may be introduced at the beginning of an academic year.

Faculty in the School Psychology M.Ed. program adhere to the Family Educational Rights and Privacy Act (FERPA) of 1974 when managing student issues. As such, faculty members may share pertinent student information among relevant program and university faculty/staff to develop intervention plans.

Core Program Faculty

ERIN DOWDY

Ph.D., The University of Georgia

Professor

Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Nationally Certified School Psychologist

Office: 2139 Education Building (805-893-2703) e-mail:

edowdy@education.ucsb.edu

Interest areas: Prevention and early intervention, social-emotional and behavioral assessment, universal screening for mental health risk and strengths, culturally responsive practices, school-based mental health.

JON W. GOODWIN

Ph.D., University of Iowa

Associate Professor of Teaching

Director of Clinical Training and School Psychology Credential Coordinator

Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Licensed Psychologist, State of Iowa; Nationally Certified School Psychologist

Office: 2119 Education Building (805-893-8136) e-mail:

jongoodwin@ucsb.edu

Interest areas: Assessment of learning differences, psychoeducational services for students with advanced intellectual ability, scholastic functioning of children and adolescents with craniofacial disorders (e.g., clefts of the lip and/or palate).

SHANE R. JIMERSON

Ph.D., University of Minnesota-Twin Cities

Professor

Director, Academic Program Development

Credentialed School Psychologist, State of California; Nationally Certified School Psychologist

Office: 2121 Education Building (805-893-3366) e-mail:

jimerson@ucsb.edu

Interest areas: Early intervention and prevention, school violence and safety, dropouts, reading education, safety education, educational psychology and measurement, elementary education, behavioral and social development.

JANINE M. JONES

Ph.D., University of Texas at Austin

Professor

Associate Vice Chancellor for Graduate Affairs

Anne and Michael Towbes Dean of the Graduate Division

Licensed Psychologist, State of Washington; Nationally Certified School Psychologist

Office: 3117 Cheadle Hall (805-893-2277) e-mail:

janinejones@ucsb.edu

Interest areas: Culturally responsive adaptations to mental health interventions, translational research in school psychology, school engagement and sense of belonging for students of color.

ARLENE ORTIZ

Ph.D., Pennsylvania State University

Assistant Professor of Teaching

Licensed Psychologist, State of California; Credentialed School Psychologist, State of California; Nationally Certified School Psychologist

Office: 2129 Education Building (805-893-3483)

e-mail: arleneortiz@ucsb.edu

Interest areas: Bilingual assessment of culturally and linguistically diverse students, training and supervision of pre-service bilingual school psychologists.

MATTHEW QUIRK

Ph.D., University of Georgia

Professor

Director, International Center for School-Based Youth Development

Graduate Advisor, Department of Counseling, Clinical, and School Psychology

Office: 2145 Education Building (805-893-5914) e-mail:

mquirk@education.ucsb.edu

Interest areas: School readiness, academic assessment and intervention, academic motivation and engagement, early literacy and language development, emergent multilingual learners.

JILL SHARKEY

Ph.D., University of California, Santa Barbara

Professor

Interim Dean, Gevirtz Graduate School of Education

Credentialed School Psychologist, State of California; Nationally Certified School Psychologist

Office: 2133 Education Building (805-893-3441) e-mail:

jsharkey@education.ucsb.edu

Interest areas: Antisocial behavior, juvenile delinquency, emotional and behavioral disorders, developmental psychopathology, risk and resilience, school violence, student engagement, assessment and measurement.

MIRIAM EADY THOMPSON

Ph.D., University of Arizona

Associate Professor of Teaching

Director, UCSB Mind and Behavior Assessment Clinic

Undergraduate Advisor, Department of Counseling, Clinical, and School Psychology

Licensed Psychologist, State of California; Licensed Psychologist, State of Massachusetts; Nationally Certified School Psychologist

Office: 2123 Education Building e-mail:

miriameadyt@ucsb.edu

Interest areas: Training and professional issues in psychology, psychological assessment, recruitment and retention of junior faculty of color, psychology graduate student training, pedagogy in psychology.

Program Overview

Program Description and Philosophy

The Master of Education (M.Ed.) in School Psychology program provides specialist-level training in school psychology. The M.Ed. in School Psychology program requires all of M.Ed. and Pupil Personnel Services (PPS) coursework and is a full-time program. The program aims to meet the standards of the National Association of School Psychologists (NASP) and implements a “science-to-practice” model. The program faculty are committed to highlighting the implications of research findings in psychology and education for psychological services in school settings. In turn, the program emphasizes the analysis of problems encountered in school settings from a scientific/evaluative/research point of view. The faculty recognize the need for school psychologists to utilize research-based skills and evidence-supported strategies to assist all students to learn and maximize their human potential. In addition to core content courses, this scientific/evaluative/research perspective is complemented by ongoing fieldwork experiences in local schools and agencies. Practicum experiences are closely supervised by both university and field supervisors.

The UCSB M.Ed. in School Psychology training model emphasizes the integration of theory, research methodology, professional role development, and practice/skills, with a focus on developing strong research and data analysis skills, assessment, consultation, evaluation of programs and services, and legal/ethical issues. Research methodology includes coursework in research, evaluation, and quantitative analysis. Professional role development involves the engagement of students in reading and active discussion about the changing role of the school psychologist in the schools. Field-based practice and skill development is accompanied by university-based supervision designed to integrate the areas of theory, research, and role development with what the students are experiencing in the field. Effective scholarship and provision of support services also requires awareness, knowledge, and skill development in working with diverse populations. Therefore, there is an emphasis on how existing knowledge and skills can be applied and adapted to serve every child, and identifying further opportunities for future scholarship to inform practice. Particular attention is given to scholarship that facilitates the learning of children from historically marginalized and underserved communities.

The Gevirtz School Vision and Mission

Vision: The Gevirtz School of Education (GGSE) will be a leader in addressing pressing social justice issues through interdisciplinary collaborations grounded in educational and applied psychological research, teaching, and service.

Mission: (1) To conduct scholarly inquiry into education and applied psychology, especially into community responses to the opportunities and challenges posed by individual, economic, linguistic, and cultural diversity in our multicultural society; (2) To educate scholar researchers and scholar practitioners to address educational opportunities and challenges arising from diversity; and (3) To develop and maintain exemplary programs that serve as models for teaching, research, and service.

Accreditation and Credentialing

The California Commission on Teacher Credentialing (CCTC) accredits units that offer statelevel credentials for practice in the schools. The M.Ed. program at UCSB has been accredited by the CCTC since 1991. Graduates of the program earn the Pupil Personnel Services (PPS) credential for school psychology practice in the State of California. Graduates may also apply for distinction as a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP). In 2023, the M.Ed. program was formally conferred “candidacy status” for accreditation by [NASP](#).

Faculty and Students

Given that the field of school psychology is constantly evolving to meet the needs of students and their families, students and faculty in the M.Ed. program represent a variety of diverse backgrounds and interests. The program is designed to encourage innovation in the delivery of psychological services in schools and other settings that serve children and their families. Collaboration occurs with other faculty within the Counseling, Clinical, and School Psychology (CCSP) department and the Gevirtz School. Please see Appendix P for a list of key faculty students should be familiar with during their graduate studies.

Members of the UCSB School Psychology faculty are expert practitioners and/or researchers. In addition to their duties as faculty members, they collectively maintain responsibility for aspects of the program’s administrative functioning. All members of the faculty are actively involved in various regional, state, national and international professional organizations that include NASP, the California Association of School Psychologists (CASP), the International School Psychology Association (ISPA), and the American Psychological Association (APA).

The School Psychology M.Ed. program admits a limited number of students each year to ensure high-quality training and a close working relationship between faculty. Only students who aspire to, and are qualified for, a specialist program are admitted. Students are selected for admission in keeping with their potential for advanced graduate study as well as the training resources available. All applications are screened by program faculty and a subset of applicants are selected for interviews. A rubric is used as part of the selection process. Both students with a bachelor’s and master’s degree may be admitted to the program.

Upon completion of the program, graduates will be prepared to obtain positions as school-based providers of school psychology services. Graduates may also use their knowledge and skills to pursue employment in other relevant settings. Please see Appendix R for a list of program alumni.

Student Organizations and Facilities

Student organizations within the Gevirtz School foster a sense of community and allow opportunities for student voice development. In addition to the student organizations listed below, the university provides various student services (Appendix Q).

- 1) The School Psychology Student Association (SPSA) provides a means for students within the school psychology M.Ed. and Ph.D. programs to communicate with faculty, express any concerns that may emerge, and address program issues. One to two student

representatives are chosen by the student body to attend faculty meetings. Meeting notes are prepared and shared with the school psychology listserv.

- 2) The Graduate Student Association (GSA) is the elected student government for the UCSB graduate students. The GSA articulates graduate student concern to the campus administration and campus-wide committees that address a wide range of issues. Additionally, the GSA provides graduate students with information pertinent to student life and hosts various social events throughout the year. The GSA is located in MC 6052 of the University Center. More information about the GSA can be found at <https://gsa.ucsb.edu/get-involved>.
- 3) There is a break room in ED 2151 that has an oven and refrigerator that CCSP graduate students can use. Additionally, shared student mailboxes are also located in ED 2151.

Communication

Communications and announcements are primarily sent through the School Psychology student listserv. Therefore, the program requires that each student obtain and utilize their university email account. Information regarding email accounts can be obtained at from the GGSE Information Technology Group (ITG), which is located in ED 4203 (help@education.ucsb.edu / 805-893-8031). Students are assigned and expected to use a “ucsb.edu” email account to communicate with faculty and fieldwork personnel, and to receive university correspondence.

Coursework

It is assumed that students enter the school psychology program with adequate academic preparation to undertake graduate studies. The UCSB School Psychology M.Ed. program is a full-time, 99-credit unit, specialist-level program that prepares graduates for careers as school psychologists. This includes 52 units for the M.Ed. (which is awarded by UCSB) and an additional 47 units for the PPS credential (awarded by The California Department of Education – Commission on Teaching Credentialing – Pupil Personnel Services Credential). The School Psychology Course Planning Guide (Appendix A) outlines the sequence in which courses are taken.

The program involves the integration of coursework in school psychology and supervised fieldwork experiences. Upon initial enrollment, each student receives a copy of the Planned Program of Study (Appendix B) specific to their entering class. Students complete coursework to achieve professional competencies that align with the following domains of the NASP 2020 *Model for Comprehensive and Integrated School Psychological Services* (NASP Practice Model):

- Domain 1: Data-Based Decision Making
- Domain 2: Consultation and Collaboration
- Domain 3: Academic Interventions and Instructional Supports
- Domain 4: Mental and Behavioral Health Services and Interventions
- Domain 5: School-Wide Practices to Promote Learning
- Domain 6: Services to Promote Safe and Supportive Schools
- Domain 7: Family, School, and Community Collaboration
- Domain 8: Equitable Practices for Diverse Student Populations

Domain 9: Research and Evidence-Based Practice
Domain 10: Legal, Ethical, and Professional Practices

Entering students with graduate credits *may* have up to 8 units (or 2 courses) substituted in their Plan of Study if equivalent coursework is approved by all faculty members. Unless the program faculty members confirm an alternative arrangement in writing, all students must register on a full-time basis for the first two years of the program (full time is a minimum of 8 to 12 credit units per quarter).

Academic accommodations are available for students with special needs. These are arranged through the UCSB Disabled Students Program (<https://dsp.sa.ucsb.edu/>).

Fieldwork Training Opportunities / Practicum

As part of the basic program requirements, all students in the M.Ed. program are required to accumulate a minimum of 450 hours of structured fieldwork experience. Students and faculty work collaboratively to arrange placements in a variety of sites in the greater Santa Barbara community to ensure that students receive experiences related to coursework in assessment, academic, behavioral, and social-emotional intervention, and consultation with diverse clientele in accredited school settings. A school setting is defined by NASP standards as, “a setting in which the primary goal is education of P-12 students from diverse backgrounds, characteristics, abilities, and needs. The school setting has available an external or internal pupil services unit that includes at least one credentialed school psychologist and provides a full range of services (<http://www.nasponline.org/standards-and-certification>).”

Initial training in school-based service delivery begins in Year 1 with introductory fieldwork experiences as part of the first-year CNCSP 274 course sequence (A, B, and C) and includes school-based observations and working with P-12 students individually and/or in small groups. The majority of fieldwork training will take place in Year 2 during the second-year CNCSP 274 course sequence (D, E, and F). During fieldwork training, the practicum student is supervised by a University supervisor and a site supervisor. Both the site supervisor and the University supervisor must be appropriately credentialed/licensed professionals for school-based practice. Continuous evaluation of fieldwork sites and supervisors is conducted by program faculty to ensure high-quality training experiences.

All students in the M.Ed. program are required to completed a 1,200-clock-hour internship on either a year-long, full time or a two-year, half-time basis. The school psychology faculty provide extensive guidance and support in the selection of an internship site. Please see the Internship Guidelines and Procedures section of this document on page 12 for additional information.

California Pupil Personnel Services Credential in School Psychology

Students must work with the Student Affairs Office to complete all forms necessary to begin work on the school psychologist credential. These forms must be completed before any fieldwork experiences can occur. ***All students seeking the PPS school psychology credential must follow these procedures.*** There are fees associated with this process. Specifically, students in the School Psychology Credential program must **(a)** take and pass the California Basic Educational Skills Test (CBEST; for the internship credential only), **(b)** have a Certificate of

Clearance or a California Teaching or Services Credential, **(c)** obtain a TB Clearance administered by the UCSB Student Health Services, and **(d)** verify a Bachelor's Degree, or higher, in an academic subject from a regionally accredited institution. Students with baccalaureate degrees from another country must complete a transcript evaluation from a CCTC accredited agency to determine equivalency. If you have any questions regarding the degree requirements please contact the Student Affairs Office at (805) 893-2137 or sao@education.ucsb.edu.

Evaluations

Students will be evaluated on the following skills quarterly: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability.

Additionally, at the endpoint of each of the three quarters that students are enrolled in Year 2 fieldwork and internship, an evaluation of the student will be completed by the site supervisor(s). The evaluation form will be provided to the site by the UCSB program. The intern’s progress and any need for change will be clearly stated at this time. See Appendices E, F, and I for more details.

Students are asked to anonymously complete an annual evaluation (via electronic survey) of the extent to which the program is meeting its objectives. Periodically, alumni may also be anonymously surveyed regarding the extent to which the program met their needs. The alumni survey may also seek information regarding professional status, including place of employment and certification/licensure information. These data are compiled for ongoing program accreditation purposes.

BASIS OF EVALUATION	DESCRIPTION OF DATA COLLECTED AND EVALUATION
Course Grades	Students must make timely progress toward completion and satisfactorily meet the following standards of scholarship established by the University: <ul style="list-style-type: none"> • Maintain a cumulative GPA of at least 3.0. • Take sufficient courses for a letter grade to achieve the minimum cumulative GPA of 3.0. • Keep the student transcript free of unfinished coursework. • Meet all departmental degree requirements, including satisfactory performance in core courses (grade of “B” or better required).
Fieldwork Supervisor Evaluation Procedures Appendix L	During Practicum and Internship, students are evaluated with questions on a 5-point Likert scale regarding competencies aligned with the ten NASP Standards. Evaluations are shared with the student by the field supervisor. Coordinators review ratings at each period. If problems appear at this level of training, they are discussed with the candidate, field supervisor, and the University supervisor present. A contract for improvement is negotiated with the candidate that includes (a) a statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty or supervisor will do to support this remediation, and (d) a date for re-evaluation of the problem.

University Supervisor End of Year Review	The University advisor meets with students on a regular basis to review progress based on course grades and fieldwork ratings. During Spring Quarter, the student prepares a portfolio documenting progress toward achieving the competencies of the School Psychology Specialization. The advisor notes student progress, strengths, and potential deficiency areas with ratings (1=Pass or 0=Needs Improvement). In addition, faculty complete rating rubrics for signature assignments over the two years of fieldwork and passing ratings are required. This summary is reviewed by the students, their advisors, and their University-based fieldwork supervisor at the annual portfolio review meeting. If the evaluation
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	indicates problem areas for the student, the faculty advisor, on advice and recommendation from the faculty, will negotiate a contract for improvement with the candidate that includes the following information: (a) statement of the problem, (b) a statement of what the student will do to remedy this problem, (c) a statement of what the faculty will do to support this remediation, and (d) a date for re-evaluation of the problem. It is the intention of the program to support student learning efforts and to see them through to the successful completion of the credential program. Students may not continue in the credential portion of the program if they do not develop the basic skills competencies needed to be a school psychologist. In such instances, a student can complete the M.Ed. without the credential.
Fieldwork Plan	Students must present the University supervisor with a draft fieldwork plan at the start of any new fieldwork/internship experience. The development of the fieldwork plan is a series of outcomes the student should meet at the completion of the internship. The fieldwork plan is developed with NASP Domains of Professional Practice, which are linked with the California Commission on Teacher Credentialing standards. The student can demonstrate knowledge of each of these domains in a wide variety of ways. These domains are addressed in the plan by writing expected activities' outcomes. The University supervisor will work with each student to refine the individualized plan. A copy of the plan is filed with the university field placement coordinator.
Fieldwork Logs	Students must keep track of their hours and activities and report them via web-based survey, which organizes activities by NASP standards. Students must keep a backup of all files and forms submitted and present similar information to their fieldwork supervisors as needed. A final, comprehensive log maintained by the student will be included in the portfolio. Logs guide both fieldwork and University supervision and document hour requirements for the credential.
School Psychology PRAXIS Exam	NASP-nationally-recognized programs in school psychology require graduate students to take the PRAXIS II National School Psychology Test administered by the Educational Testing Service (ETS). A passing score is required (see NCSP requirements on the NASP Website).

M.Ed. degree	The Master of Education (M.Ed.) in School Psychology is completed over the first two years of the School Psychology Credential Program. Students submit a portfolio as part of the M.Ed. oral comprehensive exam process. The portfolio includes student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). The M.Ed. oral examination is part of the Year 2 portfolio examination and involves faculty affiliated with the School Psychology specialization.
Determination of Candidate Competence	The Spring Quarter evaluation for students completing their internship includes the recommendation for the Pupil Personnel Services (PPS) in School Psychology credential. This determination includes a final recommendation from the internship field supervisor. A credential/degree check is completed. The student's portfolio is submitted prior to final credential review. If evaluations are positive, the coordinator(s) approve the recommendation for the credential.

UCSB and Gevirtz School Libraries

- 1) The School Psychology Resource Library is an armamentarium of various assessment instruments, intervention manuals, curricula, and other resources that is available to students enrolled in the School Psychology M.Ed. and Ph.D. programs. The Library is located on the first floor of the Education Building in the Hosford Counseling and Psychological Services Clinic. The Library is secured by an electronic card-access lock and can only be accessed upon a request made to school psychology faculty. Materials checked out of the School Psychology Resource Library may only be used for programrelated training activities, such as assessment coursework and practicum. Students wishing to check out materials must agree to return items without damage, and they will be financially responsible for any damaged or missing materials.

- 2) UCSB Library (from UCSB Library website): <https://www.library.ucsb.edu/> “UC Santa Barbara Library is a member of the prestigious Association of Research Libraries (ARL)... The UCSB Library collections are interdisciplinary and support the UCSB academic programs. In addition to more than three million print volumes, the collections include manuscripts, sound recordings, cartography, and digital resources. The Library collaborates with other UC libraries to acquire and provide access to the broadest range of resources.”

Financial Assistance

The school psychology faculty are committed to facilitating access to resources among students. This includes nominating students for fellowships and teaching assistantships, 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 prohibitive resources, funding is limited. Thus, students will likely need to pursue additional resources to finance their graduate education.

Please note that out-of-state students who receive fellowships, assistantships, or grant funding must establish and confirm California residency prior to Year 2 of the school psychology program. Failure to establish residency in California prior to Year 2 will result in an account balance for which the student is responsible. For more information on how to establish California residency in accordance with the University of California Residence Policy and Guidelines, please visit this website: <https://www.ucop.edu/residency/establishing-residency.html> .

Financial aid is often available for full-time students. To seek financial aid, students are encouraged to apply to the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st of each year. Students are encouraged to visit the Financial Support section of the GGSE web site for information directly related to GGSE graduate students (<http://education.ucsb.edu/Graduate-Studies/Student-Services/prospective-students/financialaid.htm>), and Graduate Division's web site for available central and external fellowships (<http://www.graddiv.ucsb.edu>). Other major sources of funding may include teaching and research assistantships. Additional opportunities are available pending national, state, and local support.

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

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

NASP- ERT Minority Scholarship Program: NASP provides up to \$5,000 annually to support the graduate training of minority students pursuing careers in school psychology. The award is announced at the NASP Annual Convention following the scholarship deadline. Please see the following site for more information and eligibility criteria:
<https://www.nasponline.org/msp>

Plan of Study

Advising

New students will be assigned a faculty advisor upon entry into the program. The advisor is available for general advising on coursework and progress through the program. Students must meet with their advisor to articulate coursework plans for each quarter. Students entering with completed relevant graduate coursework may engage in a course substitution process as noted in the *Modification to the Plan of Study* section of this document.

All advisors are to meet with their advisees a minimum of once a quarter to discuss progress through the program. It is the student's responsibility to seek a conference before registering for the following quarter. Meetings between advisors and advisees may take place in-person or via visual teleconferencing (e.g., Zoom); other communication may occur via e-mail or phone. It is the advisor's responsibility to make sure that students are aware of all deadlines and are meeting those deadlines.

Students have the option to change their advisor. There are many reasons why a student might choose to switch faculty advisors during their time in the school psychology program (e.g., shifts in faculty or student research projects and/or interests, changes in life circumstances for the faculty and/or student, differences in communication styles or expectations, etc.). Regardless of the underlying rationale, students are free to seek a change in faculty advisors at any time when such a switch will enhance the student's training experience AND when there is a CCSP faculty member who is willing to take the student on as a new advisee. In these cases, the following procedures should be followed to make this transition as smooth as possible for both the student and the faculty members involved:

1. If a student would like to explore or initiate a change in academic advisors, they should begin by discussing their interests and rationale for this change with one or more of the following faculty supports: (a) their current faculty advisor, (b) the CCSP Graduate Advisor, OR (c) the CCSP Dept Chair. Students should feel free to initiate these early conversations with the faculty support person they feel most comfortable sharing with and exploring the various options given whatever circumstances or context might be influencing their process.
2. Once both the student and the faculty support person agree that it is in the best interest of the student to seek a change in advisors, the student should discuss their interests with potential new CCSP faculty advisors and explore if these new potential advisors are willing to take them on as new advisees. It is always best if the new faculty advisor is associated with the school psychology program; however, there are cases when a CCSP faculty member outside of the program may be the best fit.
3. Once a new potential advisor has agreed to the possibility of taking on the student as a new advisee, the student should work with faculty support person(s) (e.g., CCSP Graduate Advisor and/or Department Chair) to communicate about the change with the student's current faculty advisor. If possible, it is always best for the student, with consultation from the faculty support person(s), to lead these communications with their current advisor to provide direct explanations as to why the switch will benefit their training. In some circumstances the student, along with the CCSP Graduate Advisor or Chair, might determine that it is best for the faculty support person(s) to initiate these communications with sufficient support and information from the student regarding the rationale for the switch.
4. Once a new advisor is identified and a plan to communicate the rationale for the switch to the current faculty advisor has been solidified, the student should complete and the GGSE Chang of Advisor Form and secure the necessary signature from the new faculty advisor. This signed and completed form should be submitted to the GGSE Student Affairs Office to formalize the change.
5. Once both faculty members have been made aware of the switch and underlying rationale, the new faculty advisor can seek consultation (optional) with the former faculty advisor to gather information (e.g., upcoming milestones or other relevant academic information) that would benefit the student and allow for a smooth transition.

Typical Course Load and Sequence

Students entering the M.Ed. program will receive a list of required courses and an anticipated course sequence (Course Planning Guide, Appendix A). This full-time program is intended to

take a total of three years to complete, with the first two years comprising of foundational coursework related to methodological and theoretical foundations of practice, psychological assessment and interventions, consultation, and practicum (i.e., school-based fieldwork). At the end of the second year, all course requirements should have been completed. The internship generally occurs in the third (i.e., final) year of the program. In order for a student to complete the program within three years, the student should plan to take at least 12 units of credit per quarter during the first two academic years.

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. In order for course requirements to be considered satisfactory, faculty may require additional work beyond what is stated in the syllabus. 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.

Modifications to the Plan of Study

Students follow the Plan of Study in effect at the time of their entrance into the program. The program requires completion of 99-units. In general, modifications to the plan of study cannot be made. Entering students can petition the faculty for a course substitution if they have completed graduate coursework that might fulfill some of the M.Ed. program’s requirements. **No more than 2 courses (8 credit units max) can be substituted for the M.Ed. program.** In this situation, the student and their advisor carefully review syllabi and transcripts related to the courses taken and the advisor presents the proposed substitution to the faculty. Review of the student’s previous graduate coursework and approval of substitutions to the plan of study must be completed by the fifth week of their first quarter in the M.Ed. program; request for course substitutions after the week 5 will not be considered. It is the students’ responsibility to ensure that all necessary documents are submitted to their advisor in a timely manner.

M.Ed. Degree

A minimum of 52-credit units is required for the M.Ed. degree: at which 44 must be earned at UCSB with a minimum cumulative 3.0 GPA. Coursework required for the M.Ed. degree is included in M.Ed. School Psychology Degree Sheet (Appendix C) as well as the School Psychology Credential Course Work Sheet (Appendix D). Additionally, students in master’s programs must register for a minimum of three quarters at UCSB. No single course in which a candidate receives a grade below "B" will be counted as credit toward the degree. Please refer to the [Graduate Division](#) website for additional information.

School Psychology Credentialing

The PPS School Psychology Credential requires completion of a minimum of an additional 47 units beyond the courses completed for the M.Ed. degree with a minimum cumulative 3.0 GPA. No single course in which the candidate receives a grade below “B” will be counted toward meeting credential requirements. These additional courses are required to be recommended for the PPS School Psychology credential. Coursework required for the PPS credential is included in the Course Sequence document (Appendix A) as well as the School Psychology Credential Course Work Sheet (Appendix C).

Bilingual Specialization

General Information

Candidates with bilingual proficiency (oral language, reading, and writing) can complete a specialization in bilingual-culturally responsive school psychology through the Certificate in Bilingual School Psychology. Students who elect to complete the Bilingual Specialization receive training that enables them to provide school psychological services to children in both monolingual and bilingual settings. Additional coursework focuses more intensively on the theory and practice of bilingual/multicultural education and methods of providing psychological services in the target language. The Certificate in Bilingual School Psychology requires students to complete all requirements for the PPS credential program, and one additional course (4 credits) emphasizing bilingual and multicultural education.

Candidates are also required to attend quarterly Bilingual Roundtable meetings and complete their practicum and internship in bilingual / culturally diverse sites and receive supervision from bilingual school psychologists. Candidates who are pursuing the Certificate in Bilingual School Psychology will need to demonstrate discipline specific language proficiency in both English and a second language as well as proficiency in culturally responsive school psychology practice. Candidates must demonstrate meeting bilingual school psychology competencies as evidenced by passing scores on their annual portfolio reviews. The evaluations would be through the evaluation of the Bilingual Faculty supervisor (for more information see Cultural Responsiveness sections below).

Matriculation in the M.Ed. or Ph.D. UCSB school psychology program and permission of the coordinator for the Certificate in Bilingual School Psychology is required for enrollment in the certificate program.

Program Mission

The mission of the Certificate in Bilingual School Psychology program is to *support and promote the professional preparation of bilingual school psychologists to meet the needs of multilingual children and families.*

Bilingual Courses

In order to meet certificate requirements, students must complete all requirements for the PPS credential and one additional TEP course (ED 381). Some PPS course requirements may be satisfied by more than one course option; however, to obtain a Certificate in Bilingual School Psychology, students must take CNCSP 226 and CNCSP 253 as part of their program of study.

ED 381 Teaching Strategies for Bilingual / Cross-Cultural Education (4 units)'

Intensive examination of effective teaching methods for bilingual Spanish-English classroom with particular emphasis on language arts. Students explore curriculum materials and applications and also learn instructional strategies for teaching in bilingual settings. Please note this course is taught in Spanish.

CNCSP 226 Understanding Diversity, Advancing Equity and Social Justice (4 units) This course focuses on understanding historical and contemporary patterns in the relationship between human service institutions (e.g., schools) and various diverse groups in the United States, and ways to advance equity and social justice practices.

CNCSP 253 School-Based Assessment and Intervention for Culturally & Linguistically Diverse Students (4 units)

The purpose of this course is to introduce students to issues in assessment and intervention practices with historically marginalized and underserved populations in the schools with a focus on multilingual learners. This course provides a historical and cultural perspective of critical issues in the education of multilingual learners and ethnic minority youth. Furthermore, this course will provide students with an understanding of the school psychologist's role in utilizing fair and equitable practices to assess these groups of students.

Bilingual Practicum and Internship

The following additional requirements apply to candidates completing the Certificate in Bilingual School Psychology. In addition to meeting the practicum and internship requirements described in the respective program handbook, bilingual candidates are expected to work in both English and their target language. **Practicum and internship hours must be partially completed at an approved bilingual/multicultural setting.** Field-based supervisors of bilingual interns must be fluent in the same target language as the intern, employed by the agency in which they supervise the intern, and demonstrate knowledge of best practices in working with culturally and linguistically diverse students.

¹ ED 381 is relevant only for bilingual, Spanish-speaking students. Bilingual students of other languages will work with the Certificate in Bilingual School Psychology Coordinator to identify an alternative course.

Language Proficiency

Bilingual candidates must demonstrate proficiency in the target language, including discipline specific language proficiency. Students must demonstrate proficiency in the target language by satisfying the requirements below:

1. Internship supervisor student ratings at the Advanced Level on the Rubric for Assessment of Language Competence (Appendix N)
2. Passing score on the Portfolio Signature Assignment, Bilingual Psychoeducational Report.
3. One of the following options:
 - a. Grade B or higher for ED381 and Ratings at the Advanced Level range on the Assessment of Language Competence from ED 381
 - b. Passing score on the PASEO Spanish for Mental Health Competency Assessment
 - c. Grade B or higher on an approved advanced language course in the target language taken while enrolled in the certificate program.

Cultural Responsiveness

Bilingual candidates must demonstrate cultural responsiveness by satisfying the requirements below:

1. Internship supervisor ratings demonstrating cultural responsiveness (rating of 3 or higher) on the Internship Supervisory Survey Items:
 - a. Knowledge of Diversity Issues and Practices with Cultural Competence (H)
 - b. Collaborated effectively with families with cultural competence (LL)
 - c. Demonstrated skills needed to work with diverse students (WW)
2. Passing score on the Portfolio Signature Assignment, Bilingual Case Consultation.
3. Demonstration of satisfactory growth on the School Psychology Multicultural Competence Scale from Year 1, Year 2, and Internship Year.

Portfolio Review and Praxis Exam Requirements

Portfolio Review and Oral Comprehensive Examination

Students must complete a comprehensive portfolio of experiences to meet CCTC and NASP standards at the end of Years 1 and 2, and one final time after they have completed their internship. The student portfolio documents student products produced as part of coursework, fieldwork experiences, and other creative products (e.g., publications and conference presentations). An electronic version is mandatory. The Year 1, Year 2, and Internship portfolio reviews are regularly scheduled for Week 10 of Spring Quarter. See Appendix E for detailed information.

The M.Ed. oral examination occurs as part of the Year 2 portfolio examination and involves faculty affiliated with the school psychology program. The oral exam typically takes place in the Spring of Year 2.

Signature Assignments

There are three signature assignments that students must complete in their fieldwork training to demonstrate competency as a school psychologist. These are intensive opportunities to implement best practices and receive feedback on implementation from both the University Supervisor and another School Psychology faculty member.

The goal of these assignments is to reflect the breadth and diversity of student skills, including assessment, consultation. Thus, students may not use the same case/student/family for multiple signature assignments. Graduate students must also select students who are quite different from each other (e.g., language, race, age, disability).

Given as assignments in second-year fieldwork and Internship, these three products will be the core of the final portfolio. By the end of the Internship experience, students must complete and receive passing scores on all three Signature Assignments.

Praxis Exam

Students are required to sit for and pass the Praxis in School Psychology national examination prior to beginning internship during Year 3. The current exam (Exam #5402), with a qualifying score of 147, will be available until August 31, 2023. The new exam (Exam #5403), with a qualifying score of 155, will be available starting September 1, 2022. Students may choose to take either version of the exam that is available, but they must obtain a passing score before they

may begin internship. More information of the Praxis exam may be found on the ETS website (www.ets.or/praxis).

Internship Guidelines and Procedures

The internship is an essential component of the M.Ed. program in school psychology. The internship is the culminating training experience to prepare advanced trainees to function as independent school-based professionals. An internship provides students with the opportunity to take substantial responsibility for carrying out professional functions as school psychologists in the context of appropriately qualified supervision. The primary focus of the internship year is on providing the trainee with high-quality experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of domains of school psychology. Furthermore, the internship facilitates the further development and integration of knowledge and skills gained from didactic instruction and fieldwork.

Although there may be exceptions, ***the internship occurs primarily apart from the training program and is administered primarily by the internship setting.*** The internship must consist of supervised experiences that will increase the student's knowledge and skill level, and also provide opportunities for new experiences. Intern supervision is the joint responsibility of the University and internship supervisors.

The internship is further defined by its length and placement in the overall training sequence. Students spend an academic year (or two years half time) at a school-based internship setting approved by the School Psychology faculty. Students may seek to complete their internship with a school district or agency that is outside of the state of California. The school psychology faculty and student will collaborate on locating and securing an appropriate internship placement; however, it is primarily the student's responsibility to obtain an internship placement. Several factors may be taken into consideration when seeking an internship, including interests in professional training opportunities offered by prospective sites and geographic location. Typically, interns are considered employees and are offered monetary compensation; however, this varies by site.

Student Qualifications

In order to *apply* for internship, the student must have:

1. Successfully completed all course work.
2. Successfully completed all fieldwork experiences and submitted appropriate documentation of these experiences.

In order to *begin* internship, the student must have:

1. Successfully completed the Year 2 comprehensive portfolio review.
2. Make sure that all necessary contracting (e.g., CCTC internship credential) and approval for the prospective internship experience has been completed (please see below).

Internship Credential

An internship credential is required for all students seeking a paid school-based internship in the state of California. This credential is issued by the Credential Advising Office based on approval from the CCTC. This credential allows a school district in California to hire a school psychology

interns (all employees of school districts in California must have a valid credential). The internship credential is limited to cover the time period during which the student will receive supervised internship experience within the district, but not longer than two years. The internship credential is valid only for the school district that will hire the student for an internship position. Should a student complete more than one internship (e.g., part-time positions in two districts or half time positions during different school years), a separate internship credential agreement will be required for each district. Students complete the forms needed to formally obtain the internship credential and should consult the M.Ed. School Psychology Program Credential Checklist (Appendix F) to ensure all requirements are met. Although the formal application for the credential should be completed no later than the end of the Spring Quarter prior to the internship year, other requirements necessary for the credential should be obtained as early as Year 1.

If a student does their internship outside of California, they do not need to obtain an internship credential through CCTC. For students considering an internship outside of California, please note that other states may also require the acquisition of a temporary internship credential or provisional license/certificate through their state educational agency prior to the start of the internship experience and it is the student's responsibility to become informed of such requirements.

General Range of Activities and Time Allocation

The internship should provide experience in a range of assessment, direct intervention (academic, behavioral, and social-emotional), and consultation activities conducted with and for children, adolescents, and/or their families and teachers. Additional activities may include administrative functions, outreach, and educational/didactic experiences.

Internship Course Registration

Full-time interns register for 6 credits each quarter (Fall, Winter, and Spring) into CNCSP 275: School Psychology Internship, for a total of 18 credits for the internship year. Students in the M.Ed. program who are on internship receive part-time registration, which provides a 50% reduction in their registration fees. For students to receive *in absentia* status from UCSB Graduate Division, which will permit an 80% reduction in tuition, students are advised to enroll into 8 units of CNCSP 275 (<https://www.graddiv.ucsb.edu/forms/part-time-tuition-status>).

Appropriate Internship Settings

The internship setting is one in which psychological and educational services are provided primarily to children from 3 to 21 years of age. The internship experience should total a minimum of 1,200 hours in a school setting, which aligns with NASP standards. Virtual schools are not, by themselves, considered suitable training environments. An appropriate internship site provides opportunities for a range of school psychological services consistent with NASP *Standards for Graduate Preparation of School Psychologists* (2020) and NASP *Model for Comprehensive and Integrated School Psychological Services* (2020). Students on internship must use the title of "school psychology intern" or a similar designation of trainee status.

Approval by University

Internship site approval is based on an evaluation of the written internship plan that specifies the range of activities offered to the intern and the availability of qualified supervision. The Training Director/Credential Coordinator reviews written internship plans that are submitted by students.

These plans must be approved prior to any formal or contractual agreement between the intern and the site.

Specifications and Contracting of Internship Experience

The program requires that the internship is a paid experience. The internship agency and intern prepare the written internship plan that explains the objectives and activities of the internship. This plan should include:

- 1) Clearly stated expectations for the experiences offered by the internship site.
- 2) Clearly stated expectations for the quality and quantity of work by the intern, including prospective caseload and timelines for completion of clinical documentation.
- 3) Specification of supervisory responsibilities of the internship setting.
- 4) An outline of specific planned experiences for the intern that takes into consideration the intern's educational background, experiences, and professional goals.
- 5) Specification of salary, reimbursable travel, holidays, paid time off, and other benefits.

For students who seek to complete an internship within the state of California, the school psychology Program Director/Credential Coordinator must ensure that an active Memorandum of Understanding (MOU) is established with the school-based internship setting before clinical work can begin.

Site Supervision of Internship

Internship supervision within the internship agency is the primary responsibility of the field supervisor, who acts as the liaison between the intern and the UCSB program.

Professional field supervision of each intern is provided by a credentialed school psychologist. Field supervision may be shared with other appropriately credentialed personnel in the internship setting, but the credentialed school psychologist provides the preponderance of direct supervision and assumes full responsibility for the supervision provided. The intern field supervisor has at least 3 years of full-time experience as a credentialed school psychologist and is employed as a regular employee by the district or agency.

University Supervision of Internship

Intern supervision is the joint responsibility of the UCSB school psychology training program and professional staff of the internship agency. To ensure that there is an adequate connection between the training program, the internship setting, and the needs of the intern, communication with field supervisors and other relevant staff at the internship site should occur on a continuous basis.

The UCSB program will assign each intern a faculty supervisor who will maintain regular communication with the intern through telephone or videoconferencing; email; or if geographically feasible, face-to-face meetings and/or visits to the internship site. Additionally, as a component of enrollment in the CNCSP 275 course, interns are required to participate in monthly seminars on campus with the Program Director as interns make progress toward internship requirements.

Internship Evaluation

At the endpoint of each of the three quarters that an intern is enrolled for internship academic credit (Fall, Winter, and Spring), an evaluation of the intern will be completed by the site supervisor(s). The evaluation form will be provided to the site by the UCSB program. The intern's progress and any need for change will be clearly stated at this time. The Spring evaluation form will serve as the final evaluation that will be completed during the final month of the internship and sent to the UCSB Credential Coordinator. The UCSB School Psychology Internship Evaluation form for M.Ed. students is on Appendix L.

Appeal Process

In the event that a student wishes to appeal an evaluation that has been given by the intern supervisor(s), procedure for appeal should be followed in the internship setting first. The intern should also inform the university supervisor of the decision to appeal an evaluation. When there is disagreement over a grade submitted by the University supervisor, procedures for student grievances at the University of California Santa Barbara should be followed (Please see the Complaint and Grievances Procedures section of this document on page 19).

Leave of Absence Procedures

Graduate students enrolled in the M.Ed. program are required to maintain continuous registration until all degree requirements are completed, although a leave of absence may be considered for personal reasons. Requests for personal leave can be made for any personal reason that may limit a student's capacity to enroll and make progress towards their degree. Students are eligible for 3 quarters of personal leave, and they must submit a Leave of Absence request form to the UCSB Graduate Division after signed approval has been provided by either the CCSP Graduate Advisor or Department Chair. No additional documentation is required in support of the leave request, unless the student is requesting additional leave beyond the 3 quarters. In situations where additional leave is requested, a maximum of 3 additional quarters of leave (i.e., 6 quarters total) may be granted, upon the approval of the Graduate Dean. The Leave of Absence form and additional information regarding relevant policies for personal leave can be found here: <https://www.graddiv.ucsb.edu/forms/leave-absence>.

Complaint and Grievances Procedures

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 alleged offender, or as a front-line option for students who believe that the foregoing (within Department) procedure will jeopardize their standing among the faculty. This procedure will follow the guidelines provided in the [Student Handbook](#), the [University of California Faculty Handbook](#), or by staff policy. In the case of students, complaints may be lodged directly with the Gevirtz Graduate School of Education Dean, and in the case of faculty and staff, to the Chair of the Department of Counseling, Clinical, and School Psychology.

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

Guidelines for 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 Department meet the educational requirements for professional credentialing and licensure, faculty members bear a responsibility for ensuring that graduates are competent, ethical school psychologists. Competence and ethical behavior as a school 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 program faculty may recommend to Graduate Division that the student may be terminated from the program immediately.

Ethical and Professional Conduct

The purpose of this policy is to clarify and identify areas of professionalism, academic performance, and ethical conduct expected of the students in the School Psychology M.Ed. program at UCSB, and to describe the procedures for addressing issues related to impairment, ethical misconduct, problematic behavior, academic performance concerns, and competence. The

School Psychology program has a responsibility to protect clients, students, faculty, and the public from harm. The program also has a responsibility to protect students' rights. The program is governed by the [NASP Principles for Professional Ethics](#).

Student Academic, Behavioral, or Ethical Deficiencies and Misconduct

Instances of academic, behavioral, or ethical violations are taken seriously by the School Psychology faculty, the CCSP department, and the University. Such concerns may be identified in a variety of ways, and by a variety of relevant people, including but not limited to students, faculty, supervisors, clients, and/or members of the public. Egregious violations of the [UCSB Student Code of Conduct](#) may warrant referral to the Office of Student Conduct, and can result in immediate dismissal from the program. Whenever concerns arise regarding possible student misconduct, strict confidentiality must be maintained by the faculty.

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 *NASP 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 school psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom school psychologists work. It is the individual responsibility of each school 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 School 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 School Psychology program, or of UCSB.

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. If not, the student may be placed onto a second remediation plan, which is considered a formal disciplinary action by the School Psychology Program. Progress during the disciplinary action period 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. After each review, a copy of the current Remediation Plan, including student comments and faculty signatures must be filed in the student's portfolio. If progress is viewed by the faculty as insufficient during either the initial remediation plan or disciplinary action periods, 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.

Professional Behavior in Fieldwork

Student participation in fieldwork requires adherence to established standards of professional behavior as well as stable mental and physical health, which includes appropriate appearance. All students are expected to adhere to the *NASP Principles for Professional Ethics* and pertinent California laws of practice. Students must wear professional clothing and shoes. Students will be evaluated on the following skills quarterly: respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative and dependability. If at any time a concern regarding professional behavior comes up through an evaluation or is brought up by a field supervisor, a written remediation plan will be put into place. If the concern persists and/or the student cannot be placed with a field supervisor due to professional behavior or health concerns, the student will be unable to satisfactorily complete the fieldwork course.

It is important that students adhere to ethical and legal guidelines regarding confidentiality. For training purposes, students may disclose relevant information to best service children and families to their instructors, supervisors, and peers during relevant course sections. In such cases, identifying information should be limited and only disclosed as it may impact the recommended course of action. Additionally, students must not discuss confidential information outside of the allocated class time with other students.

Additional aspects of professional behavior for students include their focus and participation in class. It is critical that students engage with peer presentations and respect each other's supervision needs. Thus, multi-tasking on one's computer or texting on their phone is inappropriate.

Professional behavior requires that students advocate for their needs in a proactive positive manner. If an individual student identifies concerns with their training at any point, they are encouraged to address them promptly. If a problem emerges at a fieldwork site, practicum

students should convene with their school-based supervisor to devise a solution. If concerns arise about graduate school training, students should meet with their academic advisor immediately to discuss. The UCSB school psychology are always open to constructive feedback and want to make the training experience as helpful and supportive to students' career goals as possible.

Social Network Sites

School psychology trainees are entering a professional role as a representative of the University of California and the school psychology profession, which relies on adherence to ethical standards such as confidentiality. This means students need to carefully consider their use of social media regarding both professional and personal behavior. Students are encouraged to understand their social media privacy settings and, if warranted, amend their online presence. Students should also avoid posting unhealthy or offensive behavior online, as these posts may potentially be accessed by future employers, colleagues, or clients. **Importantly, all students are prohibited from posting anything at all about their fieldwork and practice in the schools, which is grounds for expulsion from the program.**

APA has established policies about social media and forums, which should be carefully review (<http://www.apa.org/about/social-media-policy.aspx>)

Intellectual Content of Courses

All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code. The UC Policy 102.23 expressly prohibits students (and all other persons) from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor (See <http://policy.ucop.edu/doc/2710530/PACAOS-100>).

Students are permitted to make notes solely for their own private educational use. Exceptions to accommodate students with disabilities may be granted with appropriate documentation. To be clear, in all classes, students are forbidden from completing study guides and selling them to any person or organization.