



School Psychology Program
University of California, Santa Barbara

A Handbook for Ph.D. 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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Table of Contents

Preface.....	4
.....	
Core Program Faculty.....	5
.....	
Department of Counseling, Clinical and School Psychology Overview.....	7
.....	
<i>Counseling, Clinical, and School Psychology Program History.....</i>	<i>7</i>
.....	
<i>Department Mission.....</i>	<i>7</i>
.....	
<i>Department Faculty.....</i>	<i>7</i>
.....	
<i>Accreditation.....</i>	<i>7</i>
.....	
<i>The Gevirtz School Vision and Mission.....</i>	<i>8</i>
.....	
Program Overview.....	8
.....	
<i>Program Description.....</i>	<i>8</i>
.....	
<i>Program Philosophy and Goals.....</i>	<i>9</i>
.....	
<i>Doctoral Program APA Competencies.....</i>	<i>11</i>
.....	
<i>Licensure and Credentialing.....</i>	<i>13</i>
.....	
<i>Faculty and Students.....</i>	<i>14</i>
.....	
<i>Student Organizations and Facilities.....</i>	<i>15</i>
.....	

<i>Communication</i>	15
<i>Coursework</i>	16
<i>Fieldwork Training Opportunities / Practicum</i>	16
<i>Research Training Structure</i>	17
<i>California Pupil Personnel Services Credential in School Psychology</i>	18
<i>Evaluations</i>	19
<i>Student Evaluation Timelines</i>	19
<i>UCSB and Gevirtz School Libraries</i>	22
<i>Financial Assistance</i>	22
Plan of Study	23
<i>Advising</i>	23
<i>Typical Course Load and Sequence</i>	24
Bilingual Specialization	25
<i>General Information</i>	25
<i>Program Mission</i>	26
<i>Bilingual Courses</i>	26
<i>Bilingual Practicum and Internship</i>	26
<i>Language Proficiency</i>	27
<i>Cultural Responsiveness</i>	27
Portfolio Review and Praxis Exam Requirements	27
<i>Portfolio Review and Oral Comprehensive Examination</i>	27
<i>Signature Assignments</i>	27

<i>Praxis Exam</i>	28
Pre-Dissertation Research Project Guidelines	28
Qualifying Exam Guidelines and Procedures	29
<i>Policies and Procedures for Failure (Partial or Full) of Qualifying Exams</i>	29
Dissertation Guidelines and Procedures	31
<i>Composition of Dissertation Committee</i>	31
<i>Student Responsibilities</i>	31
Internship Guidelines and Procedures	32
<i>Student Qualifications</i>	33
<i>School-based Internship Credential</i>	34
<i>General Range of Activities and Time Allocation</i>	34
<i>Internship Course Registration</i>	35
<i>Appropriate Internship Settings</i>	35
<i>Approval by University</i>	36
<i>Specifications and Contracting of Internship Experience</i>	36
<i>Site Supervision of Internship</i>	36
<i>University Supervision of Internship</i>	36
<i>Internship Evaluation</i>	37
<i>Appeal Process</i>	37
Leave of Absence Procedures	37
Complaint and Grievances Procedures	37
Guidelines for Evaluation of Students	38

Ethical and Professional Conduct.....	38
.....	
<i>Student Academic, Behavioral, or Ethical Deficiencies and Misconduct.....</i>	<i>39</i>
.....	
<i>Student Circumstances Warranting Potential Remediation or Disciplinary Action.....</i>	<i>39</i>
.....	
<i>Procedures for Remediation Planning and Implementation.....</i>	<i>39</i>
.....	
<i>Procedures for Appeal or Rebuttal of Remediation or Disciplinary Actions.....</i>	<i>41</i>
.....	
<i>Professional Behavior in Fieldwork.....</i>	<i>41</i>
.....	
<i>Social Network Sites.....</i>	<i>42</i>
.....	
<i>Intellectual Content of Courses.....</i>	<i>42</i>
.....	

Preface

This document provides a description of the requirements for completing a Doctor of Philosophy (Ph.D.) 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 Ph.D. 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 Ph.D. 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 Ph.D. 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: Juvenile delinquency, risk and resilience, school violence, student engagement, child welfare, behavioral wellness, gangs, human trafficking, trauma-informed practices.

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.

Department of Counseling, Clinical and School Psychology Overview

Counseling, Clinical, and School Psychology 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 16. 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 through the entering class in 2021, the degree awarded by the University of California for successful completion of this combined program was in “Counseling, Clinical, & School Psychology” (CCSP). One of the three program specialties (counseling, clinical, or school) was also designated on each student’s official University transcript. In 2006, the Department of Counseling, Clinical, and School Psychology was established within the Gevirtz Graduate School of Education. As of Fall 2022, the CCSP Department has two doctoral specializations: Ph.D. in Counseling and Clinical Psychology and a Ph.D. in School Psychology. 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.

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.

Department Faculty

There are currently [16 faculty members in the CCSP Department](#). These faculty members represent a breadth of interests and their formal training is dispersed among the three traditional specialties of applied psychology. The faculty’s full-time schedule is based on the 9-month academic year. The summer months, approximately June 15 through September 15, are devoted to writing and research projects. Faculty members are generally unavailable for student qualifying exam or dissertation meetings during these months, but some do work with students on research, teach courses, or supervise fieldwork in the schools. 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.

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. The CCSP department does not meet unique requirements of all state and provincial credentialing entities, 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 (APA) is deemed necessary by the department.

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 of 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 a Counseling and Clinical Psychology Program.

The California Commission on Teacher Credentialing accredits units that offer state-level credentials for practice in the schools. The School Psychology Specialization offers a pupil personnel services credential in school psychology.

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.

Program Overview

Program Description

The UCSB School Psychology program is a leading Ph.D. School Psychology program in the Department of Counseling, Clinical, and School Psychology (CCSP). Program graduates are eligible to apply for California Pupil Personnel Services (PPS) Credential with advanced specialization in School Psychology. The school psychology program is a five-year, full-time plan of study with structured research and fieldwork experiences. The program espouses a scientist-practitioner model for training in health service psychology. The practicum experiences of 450 hours during the second year are primarily in a public school setting. Students also engage in advanced doctoral fieldwork in public schools during their third year, with the option to engage in additional fieldwork experiences within community mental health agencies or specialty training clinics. The final year of the doctoral program is dedicated to internship (typically Year 5 or 6) and is for a minimum of 1,500 clock hours.

The M.Ed. Degree, which is optional, is awarded after 52 units of required courses are successfully completed. Students with prior graduate coursework can opt to waive some of the required courses (only 8 units, i.e., 2 classes of required courses can be waived to be able to earn the M.Ed. degree). To earn the Ph.D. degree, any number of courses can be waived based on completion of prior graduate-level coursework, as long as the ultimate course plan meets the approval of the student's faculty advisor, the school psychology faculty, and the faculty of the Department of CCSP.

The School Psychology training program is intensive and requires a full-time commitment. Many of the courses are offered during the day. A basic principle of the program is that learning does not take place only in the context of formal course work. The program seeks to develop a true community of learners who participate in the learning process and make a firm commitment to be involved in the continued improvement of the program.

The PPS Credential is a central part of the school psychology doctoral training in the Department of Counseling, Clinical, and School Psychology. All students in the program are required to meet state (California Commission on Teacher Credentialing) and national (National Association of School Psychologists) standard requirements as a fundamental core of their training. Doctoral study in the CCSP Department also emphasizes American Psychological Association competencies and in-depth study in research, professional issues in psychology, advanced practicum experiences, and advanced study in other areas (e.g., statistics and methodology). The credential has been accredited by CCTC since 1991 and approved by NASP since 1998. The school psychology faculty are currently seeking separate APA accreditation for the Ph.D. in School Psychology; this process is expected to run smoothly as the program is exactly the same as it was when offered in the combined Ph.D.

Program Philosophy and Goals

The School Psychology program is committed to a model of training with an emphasis on developing the skills needed to conduct basic and applied research that informs school psychology best practices. In addition, students learn how to effectively communicate evidence-supported practices to schools by directly engaging in the role of school psychologists and developing the skills needed to be a highly qualified practitioner as defined by state (CCTC) and national (NASP) standards and also as leaders/innovators in comprehensive support services to schools. The core training is designed to not only meet but also exceed state and national standards, which are detailed and cross-referenced in Appendix O. The School Psychology program within CCSP is accredited by CCTC and APA and nationally recognized by NASP. The faculty work diligently to ensure that each student receives in-depth training that reflects current scholarship in the field. Students in the program are expected to be curious, dedicated, and to take initiative to exceed basic requirements. Furthermore, students and faculty are expected to engage in respectful relationships and work hard to maintain the program's excellence. Through the joint efforts of students and faculty, graduates of the program will be prepared to become leaders and innovators in the field of school psychology. Additional areas of program focus are detailed below.

Science-to-Practice Philosophy

The School Psychology program is committed to highlighting the implications of research findings in psychology and education for psychological services in school settings. In turn, the

program endorses the analysis of problems encountered in school settings from a scientific/evaluative/research point of view. The program recognizes the need for school psychologists to apply research-based skills and evidence-supported strategies to assist all students to learn and maximize their human potential. This means that school psychologists work with regular education students and with students who have special learning needs. In addition to core content courses, this analytical perspective may be complemented by ongoing fieldwork experiences in local schools and agencies. These practicum experiences are closely supervised by both university and field supervisors.

The training model is based on the integration of theory, research methodology, professional role development, and practice/skills, with an emphasis on developing strong research and data analysis skills. The theoretical areas of study include strands in human development, prevention/interventions, assessment, consultation, programs and services, legal/ethical issues, as well as evaluation/research. Research methodology includes courses in research, evaluation, and quantitative analysis. All students take a research practicum and participate in formal professional research presentations. 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 trainees are experiencing in the field.

The primary training emphasis of the school psychology program at UCSB is research. Doctoral students engage in research activities throughout their studies at UCSB. It is typical for doctoral students to participate in several professional publications and presentations at professional conferences while at UCSB.

The goal of our course sequence is to ensure that the student is provided with critical "foundational" knowledge and experiences. These experiences are delivered through required coursework that remains stable from year-to-year and is provided by core faculty. Additionally, there are strands of knowledge that can be acquired from a variety of courses within the Gevirtz Graduate School of Education; therefore, students are afforded more flexibility in courses taken within these areas. Maintaining flexibility within select areas affords the students and faculty opportunities to individualize student programs to better meet their background experiences and future aspirations.

Scientifically Sound Support Services

The School Psychology program views the school psychologist as pivotal in the provision of support services for teachers, students, and parents that are informed by sound scientific research. Support services include prevention, assessment, and intervention programs for all children. A primary goal of the specialization is to train school psychology researchers who work to enhance the learning and development of all students and to assist those who are at-risk or in need of special education services. These services include, but are not limited to, implementing and supporting primary prevention programs, pre-referral interventions (both academic and behavioral), multidisciplinary assessments (including continuous progress monitoring), crisis intervention efforts (including suicide prevention and intervention), psychoeducational interventions, involvement in school safety and school improvement planning efforts, and services in special education programs.

In the view of the School Psychology program, school psychologists are leaders in the development and provision of support services in the schools. Therefore, particular emphasis is given to the development of consultation and collaboration skills that are needed to work with other school and community professionals and to facilitate group efforts in program development. Another goal is to prepare school psychologists who recognize the critical role that teachers play in the learning process and who are determined to support teachers' efforts to provide a broad-based educational program. The school psychology specialization offers a strong emphasis on counseling and interpersonal communication skills, which provides the necessary foundation to build skills of consultation, program development, and planning. This is strongly supported by the training offered to students through the resources of the CCSP Program: i.e., extensive course offerings, diverse faculty perspectives, and specialty clinics.

Effective leadership in comprehensive support services requires a solid knowledge base about how schools function as an organization. Therefore, students in the school psychology specialization are required to have a thorough background in areas such as school effectiveness, early academic interventions, safe school planning, schools as a social system, and the administration of guidance services. As schools undergo increasing decentralization of decision making, school psychologists' interpersonal relationships and negotiation skills will be valuable assets to school improvement efforts.

Emphasis on Diversity

Effective scholarship and provision of support services also requires awareness, knowledge, and skill development in working with diverse populations. Therefore, throughout course work, references, and applications 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 the scholarship to facilitate the learning of children who historically marginalized and underserved. In addition to broad-based integration of diversity issues in all courses, students are required to take a diversity course.

Doctoral Program APA 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

Licensure and Credentialing

In addition to needing to comply with the voluntary requirements of accreditation, students who graduate from a health service psychology program must have taken the requisite coursework and achieved the requisite skills needed to be eligible for licensure as a psychologist. Having graduated from a program that is Accredited* by the American Psychological Association provides initial assurance to these regulatory credentialing entities that the program quality and

clinical training are appropriate to the services that psychologists 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 competence 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. 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, an application must be submitted to BBSE and passing scores must be obtained on both a written and oral examination.

The second body is the Board of Psychology of the California Department of Consumer Affairs. 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 APA-accredited 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 the Examination for Professional Practice in Psychology (EPPP) and the California Psychology Law and Ethics Exam (CPLLE). 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.

Faculty and Students

All students apply for admission to graduate student standing in the Doctoral program. The School Psychology Ph.D. program admits a limited number of students each year to ensure

high-quality training and a close working relationship with faculty. Only students who aspire to, and are qualified for, a doctoral 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 an undergraduate or a graduate degree may be admitted to the program. If accepted, admitted students begin taking courses toward the Ph.D. in School Psychology. Students successfully completing their doctoral degree are eligible to apply for California Pupil Personnel Services (PPS) Credential with advanced specialization in School Psychology.

Given that the field of school psychology is constantly evolving to meet the needs of students and their families, students and faculty in the Ph.D. 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 W 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 Y 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 X).

- 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 program involves the integration of coursework in school psychology and supervised fieldwork experiences in an intensive, full-time course of study. Upon initial enrollment, each student receives a copy of the Planned Program of Study (Appendix A) specific to their entering class. Students complete coursework to achieve professional competencies that align with the aforementioned APA competencies as well as 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

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 and supportive

interventions. 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 Division will place such students on academic probation.

Entering students with graduate credits *may* have some coursework 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 four 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 Ph.D. program are required to accumulate a minimum of 750 hours of structured fieldwork experience, of which 450 are earned during their second year in the program. 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 socialemotional 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>).”

Training initially begins in the schools to gain expertise in school-based services such as working within interdisciplinary teams, data-based decision making, psychoeducational assessment, and consultation. Beginning fieldwork training will take place in Year 2 through the CNCSP 274DEF course sequence. In Year 3, students participate in advanced school-based fieldwork through the CNCSP 274GHI course sequence, with the training focused on counseling, social-emotional supports, and mental health interventions. Additional training opportunities are also available within the UCSB specialty clinics, such as the Mind and Behavior Assessment Clinic, the ParentChild Interaction Therapy Clinic, the Healing Space, and the Koegel Autism Center. 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. Continuous evaluation of fieldwork sites and supervisors is conducted by program faculty to ensure high-quality training experiences.

All students in the Ph.D. 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. At least 1,000 clock hours of the 1,200 clock hours of internship must be in an accredited school-setting as defined by NASP. 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 handbook for additional information.

Research Training Structure

The UCSB School Psychology program embraces that high-quality scholarship is critical to the future of both the science and practice of school psychology. The primary emphasis of the UCSB School Psychology doctoral program is to prepare scholars who will advance the science and knowledge related to psychological research in education and school psychology. The focus of the program is on preparing graduates who will excel in University positions and contribute to the preparation of the next generation of scholars and practitioners.

To accomplish these objectives, UCSB provides students with a carefully scaffolded and sequenced set of research training activities throughout the graduate program. A mentorship model is used, in which students work directly with faculty to develop the necessary knowledge and skills to excel as a scholar. Students begin their research training during the first quarter and become increasingly more involved in self-directed research across their graduate school careers. Two research projects are required to complete a doctorate in the program, the second-year predissertation project and the dissertation. Although each faculty member individualizes their research mentorship, the general sequence of training activities includes the following (this timeline will vary for doctoral students who have previously completed a graduate degree):

Year 1

Students begin to learn the theory and practice of research in the first year. Coursework in statistics, research methods, the research practica, and topical seminars provide an academic foundation for students' research activities. Students are assigned a temporary advisor upon admission and involved in the on-going research teams of their mentors during the first year. Students are not restricted in their selection of a permanent advisor, which typically occurs during the first year. Each school psychology faculty member leads a research team that meets regularly to discuss research-related topics and engage in activities determined by their members. First year students typically assist more advanced students with data collection, data entry, analyses, and other basic research activities. Students typically begin formulating their ideas for potential research projects during this year.

Year 2

The second year typically includes a strong emphasis on the second-year research project. Students engage in scholarship under the close mentorship of a faculty member. Students continue to be involved with ongoing projects to receive further mentoring and development of skills. Students are often involved in dissemination activities (of their project or team products) at professional meetings during this year. Students continue to take academic courses in statistics and methods during this year.

Year 3

Students continue to accrue research experience during the third year either by completing another project with their mentor or conducting pre-dissertation research. Students are encouraged to disseminate their work at professional meetings and in writing. Students take additional coursework in statistics during this year.

Year 4

Students should complete much of their dissertation work during their fourth year. Students work with their mentors to design and conduct their studies but have acquired competencies to work much more independently by this stage of their graduate careers. Students are required to complete their dissertation proposal prior to submitting for an internship. Students are encouraged to complete data collection for their dissertations during the fourth year. It is unlikely that students can complete the program in five calendar years unless they make substantive progress on the dissertation during Year 4. Students should complete the final chapters and defend their dissertations during this year.

Year 5/6

During the fifth (or sixth) year students are typically away from campus completing their internship requirements.

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 sao@education.ucsb.edu.

Evaluations

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 the program's 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 psychologists. Competence and ethical behavior as a school psychologist involves more than just obtaining satisfactory 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.

The School Psychology specialization uses the core evaluation procedure established for all students in the CCSP Department. In addition to the annual evaluation by the UCSB faculty, students are evaluated on a regular basis by field supervisors. At the endpoint of each quarter that students are enrolled in 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 student’s progress and any need for change will be clearly stated at this time. See Appendices G, H, and M 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.

Student Evaluation Timelines

Year of Program	Evaluation Activity	Month
Year 1	Course Grades	December
		March
		June
Year 2	Fieldwork Plan	September
		December
		March
	Course Grades	December
		March
		June
Field Supervisor Evaluation	December	
	March	
	June	
Fieldwork Logs	Weekly	
University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)	May	
Apply for M.Ed. degree	May	
Year 3	Pass PRAXIS Examination	Summer after Year 2
Internship Year	Internship Plan	August

	Field Supervisor Evaluation	December March June
	Fieldwork Logs	Weekly
	University-Supervisor Based End-of-Year Reviews (Annual and Portfolio)	May
	Final GPA	June
	Determination of candidate competence	June

BASIS OF EVALUATION	DESCRIPTION OF DATA COLLECTED AND EVALUATION
Course Grades	<p>Students must make timely progress toward completion and satisfactorily meet the following standards of scholarship established by the University:</p> <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 M	<p>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.</p>

<p>University Supervisor End of Year Review</p>	<p>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 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.</p>
<p>Fieldwork Plan</p>	<p>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.</p>
<p>Fieldwork Logs</p>	<p>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.</p>
<p>School Psychology PRAXIS Exam</p>	<p>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).</p>

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 program.
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 Ph.D. 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 five to six years to complete, with the first three 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 fourth year, most course requirements should have been completed. The internship generally occurs in the final year of the program. In order for a student to complete the program within six years, the student should plan to take at least 12 units of credit per quarter during the first four 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 194-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 Ph.D. program’s requirements. 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 Ph.D. program; requests 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.

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)¹

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.

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.

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.

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 I for detailed information.

The Portfolio Review for the M.Ed. degree occurs as part of the second-year 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).

Pre-Dissertation Research Project Guidelines

In close collaboration with their advisor, each student is required to participate in a predissertation research project (PDRP) 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 during the third year of study. For students in the School Psychology Ph.D. program, the research festival paperwork is for students' doctoral degree milestone only, and therefore only needs their faculty advisor signature. In contrast to students in the Counseling/Clinical Ph.D. program pursuing the M.A. degree, the portfolio review (not the second-year PDRP) is needed for the M.Ed. degree and is earned after the student successfully completes their required coursework and passes the second-year portfolio review.

In preparing the PDRP, the following guidelines apply:

1. The student will work closely with their advisor to identify a project of interest; as part of CNCSP 209A, the student will receive instruction and constructive feedback in preparing a project.

2. All data-based studies with human subjects should comply with official Institutional Review Board (IRB) processes, as warranted.
3. It is recommended that project include the following components:
 - a. Introduction and background (e.g., brief literature review)
 - b. Statement of the problem
 - c. Methods (e.g., participants, measures, procedures, analysis)
 - d. Results/ findings of the study
 - e. Discussion and Conclusion
4. The PDRP must be evaluated by a committee comprised of three CCSP faculty (inclusive of the faculty advisor) and presented at the CCSP Research Festival. A successful evaluation of the PDRP must be indicated by “satisfactory” ratings on the CCSP Research Festival Evaluation Form (see Appendix N for form).
5. Although not required, it is recommended that the PDRP be submitted for publication in appropriate peer-reviewed journal and serve as preliminary study for the dissertation project.

Qualifying Exam Guidelines and Procedures

All Ph.D. students must complete the Qualifying Exam process to achieve doctoral candidacy status. The qualifying exam process involves an oral exam administered by a committee comprised of eligible Academic Senate faculty. Students are required to submit written materials to the committee at least two weeks prior to the scheduled qualifying exam. In preparation for the oral exam, the student must register for CNCSP 597 in the Spring quarter of the student’s second year in the program and the Fall quarter of the student’s third year. Advancement to candidacy should occur by the end of the Fall quarter of the student’s third year in the program. The student will choose a qualifying exam committee in consultation with their advisor; each member of the qualifying exam committee must agree to serve on the committee. The committee must be constituted as follows:

- Chair: major School Psychology advisor or alternate Academic Senate faculty (research tenure-track) from CCSP
- Additional Academic Senate faculty (research tenure-track) from CCSP
- One Academic Senate faculty from either research or teaching track.

A committee of at least three CCSP members is required; this committee may consist entirely of School Psychology faculty. The Qualifying Exam committee may continue to serve as the dissertation committee but may be re-constituted. 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 Student Affairs Office. The full committee participates in one meeting: the Qualifying Exam meeting (Fall quarter of third year). 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.

In adherence to Graduate Division policy, the basis for passing or not passing the Qualifying Exam is the result of the oral exam, and not the written materials. The written materials for the

qualifying exam are comprised of the following papers (written in APA format) with the concomitant dates they must be submitted to advisor:

- Theories Paper – Due on the Tuesday after President’s Day weekend in Year 2 at 8am.
- Ethics Paper – Due on the Friday of final exams week in Spring quarter of Year 2 at 5pm.
- Research and Specialty Paper(s) – Due on the second Friday of October quarter in Fall at 5pm.

Additionally, the following relevant dates should be adhered to:

- Research Festival occurs near the third Monday in November
- Qualifying Exams occur during the week of final exams in Fall quarter of Year 3

Policies and Procedures for Failure (Partial or Full) of Qualifying Exams

The outcome of the Qualifying Exam may result in one of the following outcomes: Pass, Partial Pass, or No Pass. Any outcome other than “Pass” is considered a failed attempt for this milestone exam. Students in the School Psychology Ph.D. program who fail the Qualifying Exam should be aware of the CCSP Department’s policies and procedures for failed Qualifying Exams.

What does the CCSP department do if a student fails a qualifying exam on the first attempt?

1. The Graduate Division strongly urges departments to recommend [academic monitoring status](#) when a student fails a milestone exam on the first attempt. CCSP adopted this recommendation along with additional steps to offer support to students in the event that they fail all or a portion of their qualifying exam during the first attempt. This process clearly documents the outcome, expectations, and follows the established due diligence procedure in the case that the student needs to be placed on academic warning or academically disqualified. Monitoring status does not cause any immediate financial penalties to the student, and acts as a notice.
2. Steps to Provide Student Support
 - a. In cases where only minor revision or supplemental evidence is required, the Chair of the Qualifying Exam Committee can recommend a brief (e.g., 1-3 week) hold on filing of Form II until the student provides the needed evidence to acquire passing status.
 - b. When more significant gaps/issues are identified during a student’s initial Qualifying Exam, the student will need to file Form II acknowledging that they have failed all or part of their Qualifying Exam and include a supplemental summary of what steps will be needed to achieve a pass, as agreed upon by the Qualifying Exam Committee.
 - c. Any student who fails a first attempt will be referred to the ad hoc CCSP Student Support team for further support and any related referrals.
 - d. There are also campus resources that students can utilize as supports, including the [Graduate Division’s Academic Counselor](#).
3. When a student’s case is referred to the CCSP Student Support Team, the team will discuss with the student the retake policy, timeline, resources for help, etc. This should all be documented in the student’s academic progress plan. Make sure that the Staff

Graduate Advisor (in the GGSE Student Affairs Office) is also made aware and has this documentation on file.

- a. In accordance with CCSP policy, students who fail a first attempt at their qualifying exam must schedule a second attempt by the end of the subsequent academic term. For example, if a student fails the exam during fall quarter, they must schedule the second attempt by the end of winter quarter. The CCSP Student Support Team may recommend extensions to this deadline to accommodate unusual or extenuating circumstances.

What happens if a CCSP student fails a qualifying exam on the second/final attempt?

1. The CCSP Student Support Team will meet with the student to determine the best possible path forward for the student. For example, they will help to determine if there is a pathway for the student to earn a terminal master's degree?
2. If there are no options for the student to move forward, then the student will be notified of this, and given the option to voluntarily withdraw from the program (via the [Change of Degree Status Petition](#)).
3. If the student does not wish to voluntarily withdraw, the department can request [academic disqualification](#) from the Dean of the Graduate Division. The department should immediately contact the Director of Academic Services in such a situation. If the Dean agrees to disqualify the student, then the student would have the option to appeal.

Dissertation Guidelines and Procedures

Policies and procedures for dissertations are governed by the Graduate Division and described in the *Academic Senate Regulations of the Graduate Division* (<https://www.graddiv.ucsb.edu/academic-services/committees>)

Composition of Dissertation Committee

Unless the student requests an alternate arrangement, their faculty advisor from the School Psychology program will serve as the chair of their dissertation committee. The faculty advisor must be informed by the student if they wish to have a different dissertation chair. A non-CCSP faculty member can only serve as co-chair. According to Graduate Division policy, dissertation committees must consist of at least three Academic Senate members, with a tenure-track faculty member from the CCSP Department serving as chair or co-chair. At least two faculty members of dissertation committees must be tenure-track (i.e., research) graduate faculty. When a teaching faculty member is included in the committee, the teaching faculty may co-chair, but not chair the dissertation. In total, a committee must consist include a minimum of three Academic Senate faculty, two of whom must be tenure-track research faculty. Committee members must participate in two meetings: A proposal defense meeting and a defense final meeting.

Student Responsibilities

1. Once a student has completed all required coursework on the Plan of Study, and with approval from their advisor, they must register for a cumulative total of 12 units of dissertation research credits (CNCSP 599) across three quarters. Students may register for additional dissertation credits until completion.
2. Setting up the Committee

- a. The student is responsible for asking appropriate faculty members if they would be amenable to serving on the dissertation committee. In some instances, the dissertation committee may consist of the same qualifying exam committee. However, this is neither required nor guaranteed.
 - b. Faculty members must be informed of the dissertation topic, and they must be provided with a tentative timeline for when the student plans to have the proposal meeting and the dissertation defense.
 - c. The dissertation proposal defense meeting must occur by October 1, with all final revisions approved by committee members no later than October 15 of the year a student plans to apply for internship.
3. Monitoring deadlines and submission conventions
 - a. Then Graduate Division has a listing of deadlines germane to the dissertation
 - b. The UCSB Library provides open access to previous student's dissertations which may serve as a model (<https://www.library.ucsb.edu/scholarlycommunication/open-access-dissertations>).
 - c. The Graduate Division provides details for formatting and submission (<https://www.graddiv.ucsb.edu/filing/filing-your-thesis-dissertation-or-dmasupporting-document>).
4. Setting up the Proposal Defense Meeting
 - a. The student is expected to have the introduction, review of literature, and methods portions of the dissertation written and approved by their advisor before scheduling a dissertation proposal defense meeting.
 - b. Each committee member must be given the proposed dissertation in either paper or digital format to read at least two weeks before the scheduled meeting.
 - c. Written feedback from the proposal defense meeting will be recorded by the committee chair and shared with the student. Approval of the proposal essentially serves as the student's contract with their committee for how to move forward with the dissertation project.
 - d. Upon completion of a successful proposal defense, the committee completes the Qualifying Exam and Dissertation form (See Appendix Q).
5. Working on the Dissertation
 - a. After approval of the dissertation proposal has been granted by the dissertation committee, the student is responsible for carrying out the project and completing the dissertation with the assistance of the chair or co-chairs of their committee.
 - b. The student should be aware that other committee members may be willing to review drafts of the dissertation and offer feedback before it is complete.
 - c. A student must register every quarter until the successful dissertation defense and submission of the dissertation to the Graduate Division. Failure to register will require reinstatement (<https://www.graddiv.ucsb.edu/registration-expectations>).
6. Arranging the Dissertation Defense
 - a. A final dissertation defense should not be scheduled without the approval of the chair or co-chairs.
 - b. The student must complete all necessary forms; there are available through the Student Affairs Office (SAO). The Ph.D. defense dates must be officially declared to the SAO at least two weeks prior to the scheduled defense and established

Graduate Division deadlines (see <https://www.graddiv.ucsb.edu/policyprocedure/academic-deadlines>)

- c. The committee members must be given either a paper or electronic copy of the dissertation to read at least two weeks before the scheduled defense date.
7. Preparing the final copy of the dissertation
- a. The chair will note any recommendations from the committee and will support the student to incorporate any required changes. In some instances, the committee may request the final document before signing the approval form.
 - b. Upon completion of a successful final dissertation defense, the committee completes the Qualifying Exam and Dissertation form (See Appendix Q).
 - c. The student may access the electronic filing resources from the UCSB Graduate Division website (<https://www.graddiv.ucsb.edu/filing/filing-your-thesisdissertation-or-dma-supporting-document>)
 - d. The student must file the final, approved document with the Graduate Division in accordance with published deadlines.

Internship Guidelines and Procedures

The internship is an essential component of the Ph.D. program in school psychology. The internship is the culminating training experience to prepare advanced trainees to function as independent health service psychologists within the school psychology specialty. 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 a calendar year (or two years half time) in an internship setting approved by the School Psychology faculty. To qualify for the PPS in School Psychology, the internship experience must include at least 1,000 clock hours of training in an accredited school setting. The program requires that appropriate internships meet the standards for internships as developed by APA and the Council of Directors of School Psychology Programs (CDSPP). Students are expected to select an APA-accredited or APPIC-approved internship, or an approved experience within a setting with a substantive school-based component that clearly meets the rigorous standards set forth by the profession and summarized in the *Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures* (<https://irp.cdn-website.com/a14f9462/files/uploaded/standards-of-accreditation-062023.pdf>)

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 required course work.
2. Successfully completed all required fieldwork experiences and submitted appropriate documentation of these experiences.
3. Successfully completed the qualifying exam with a satisfactory outcome and achieved doctoral candidacy status.

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

1. Successfully proposed a dissertation topic as indicated by committee approval of the proposal document inclusive of the background literature review and proposed methods sections.
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).

Students intending to apply for internship must notify the Director of Clinical Training/ Internship Coordinator of their intent to apply for internship by May 30 of the Spring Quarter prior to the internship application process. A review of progress toward the dissertation proposal and completion of required coursework and fieldwork will be conducted before approval to apply for internship is provided. Students are strongly encouraged to select an APA-accredited or APPIC-approved internship or an approved experience within a school setting. Many academic and clinical positions required applicants to have completed an APA-accredited internship.

School-based 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 Ph.D. School Psychology Program Credential Checklist (Appendix J) 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 a school-based internship outside of California, they do not need to obtain an internship credential through CCTC. For students considering a school-based 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 their families and teachers. Additional activities may include research, supervision, administrative functions, outreach, and educational/didactic experiences. Students who complete APA-accredited/APPIC-approved internships will fulfill an appropriate range of activities through their participation in structured rotations, specific training activities, and supervision arrangements that have been defined as part of the internship site's accreditation.

Students who do not secure APA-accredited/APPIC-approved internship sites, the internship experience should carefully follow the following range of activity and time allocation guidelines. These guidelines are partially based on the CDSPP 2017 *Doctoral Internship Guidelines* (<http://www.cdspp.net/files>) and the National Register of Health Service Psychologist's *Guidelines for Defining an Internship or Organized Health Service Training Program in Psychology* (<https://www.nationalregister.org/apply/credentialing-requirements/guidelinesdefining-internship/>):

1. At least 25% (approximately 375 hours) of the intern's time should be spent in providing direct (face-to-face) psychological services to clients, patients, or consultees, such as teachers or other mental health service providers.
2. A minimum of *two hours each week* must be dedicated to regularly scheduled formal, face-to-face *individual* supervision of the intern by a doctoral-level psychologist licensed for independent practice. The supervisor must directly observe the intern's delivery of psychological services (via live observation or audio-visual recording) to provide formative and summative feedback to the interns and the university program.
3. Additionally, a minimum of *two hours each week* must be dedicated to regularly scheduled, formal *group* supervision by an appropriately credentialed health service provider (e.g., doctoral-level psychologist, credentialed school psychologist). This should incorporate structured learning activities, such as:
 - a. Case conferences
 - b. Seminars dealing with professional issues
 - c. In-service training
 - d. Observation of other agency units in delivery of services
 - e. Meetings with professionals other than psychologists (e.g., individuals from other disciplines and agencies)
 - f. Professional conventions

If the internship does not have a minimum of two interns at the internship level training during the applicant's training period, arrangements can be made by interns from two different sites to meet for seminars related to professional issues.

4. Full-time internships must be completed in no less than 10 months, while part-time internships may be extended no more than 24 months. Whether full-time or part-time, a minimum of 1,500 clock hours should accumulate during the internship.

Internship Course Registration

Full-time interns register for 8 credits each quarter (Fall, Winter, and Spring) of CNCSP 279 ABC: *Internship in Professional Psychology*, for a total of 24 credits for the internship year. Additionally, full-time interns also register for 4 credits each quarter (Fall, Winter, and Spring) of CNCSP 275: *School Psychology Internship*, for a total of 12 credits for the internship year. Students in the Ph.D. program who are on internship receive in absentia status, which provides an 85% reduction in their tuition and registration fees while maintain full-time student status (<https://www.graddiv.ucsb.edu/forms/absentia#:~:text=In%20Absentia%20policy%20allows%20students,Service%20Fee%2C%20and%20Campus%20Fees>).

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 "psychology intern," "resident," 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 doctoral-level psychologist who is licensed as a psychologist by the state Board of Psychology. Field supervision may be shared with other appropriately credentialed personnel in the internship setting, but the licensed 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 psychologist providing psychological services to children, adolescents, or young adults, 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.

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 Ph.D. students is on Appendix M.

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 below).

Leave of Absence Procedures

Graduate students enrolled in the Ph.D. 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 Ph.D. 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 [APA Ethical Principles of Psychologists and Code of Conduct](#) and [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 *APA Ethical Principles of Psychologists and Code of Conduct* 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 *APA Ethical Principles of Psychologists and Code of Conduct* and 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.