

Graduate Certificate in Bilingual School Psychology

General Information

Candidates with bilingual proficiency (oral language, reading, and writing) can complete a specialization in bilingual-culturally responsive school psychology through the Graduate Certificate in Bilingual School Psychology (BSP). 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 Graduate 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 at bilingual / culturally diverse sites and receive supervision from bilingual school psychologists.

Candidates who are pursuing the Graduate 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.

Program Mission

The mission of the Graduate 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 their families.

Eligibility Criteria

Students must be proficient in a language other than English to be considered for the program. Matriculation in the M.Ed. or Ph.D. UCSB school psychology program and permission of the coordinator for the Graduate Certificate in Bilingual School Psychology is required for enrollment in the certificate program. Students are encouraged to complete the online application during the first quarter of the school psychology degree program. Once an application is received, students can anticipate that a decision will be communicated within 30 days.

Bilingual Courses

In order to meet certificate requirements, students must ensure they take the following courses as part of their program of study.

ED 381 Teaching Strategies for Bilingual / Cross-Cultural Education. 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. 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. The purpose of this course is to introduce students to issues in assessment and intervention practices with historically marginalized and underserved populations in the schools with a focus on multilingual learners. This course provides a historical and cultural perspective of critical issues in the education of multilingual learners and ethnic minority youth. Furthermore, this course will provide students with an understanding of the school psychologist's role in utilizing fair and equitable practices to assess these groups of students.

Bilingual Practicum and Internship

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.

Bilingual School Psychology Portfolio

The Bilingual School Psychology Portfolio is a presentation of artifacts that provide evidence of candidates' acquisition of knowledge and competencies in the major training domains of bilingual school psychology. The portfolio will showcase *candidate work* to serve as evidence that they have attained the domains of school psychology training and practice as set forth in the NASP standards and California Consortium for Bilingual School Psychology (CCBSP). There are different requirements and expectations at each review period (Year 1, Year 2, and post-Internship); each portfolio is cumulative in that it should include all past work building to the final post-internship product.

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
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.

Questions

If you have questions, please communicate with the Certificate in Bilingual School Psychology Program Coordinator, Dr. Arlene Ortiz arleneortiz@ucsb.edu, and Dr. Shane Jimerson jimerson@ucsb.edu