



Santa Clara
Education and
Counseling Psychology

GRADUATE BULLETIN

2025-2026

Santa Clara University
School of Education and Counseling Psychology
Graduate Bulletin 2025-2026

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Academic Calendar 2025 – 2026

FALL QUARTER 2025		
Jul 7-11	M-F	Fall registration period for returning students
Jul 21	M	Open enrollment
Aug 1	F	If no prior registration, a Prepayment Hold will be placed on your Workday account preventing registration. Students are required to pay before enrolling in class.
Aug 21	Th	Payment deadline for Fall 2025
Sep-1	M	Labor Day; academic and administrative holiday
Sept 15	M	Late registration; \$100 fee if no previous enrollment
Sep -22	M	Classes begin
Sep - 26	F	Last day to withdraw from classes with a 100% tuition refund, less fees; and Last Day to Add a Class
Oct 3	F	Petition for graduate degrees to be conferred in December 2025 due
Oct 10	F	Last day to withdraw from classes with 50% tuition refund, less fees
Oct 10	F	Last day to submit incomplete Spring 2025 and Summer 2025 with to faculty or request extension
Oct 10	F	Last day to withdraw from classes with 25% tuition refund, less fees- No tuition refund after this date
Oct 13	M	Indigenous People's Day; administrative and academic holiday
Oct 17	F	Last Day to Drop Classes without a W (no tuition refund)
Oct 17	F	Last day to remove Spring 2025 & Summer 2025 incompletes (faculty) or request extension
Nov 10	M	Last day to drop with a W (no tuition refund)
Nov 3-7	M-F	Winter registration appointment begins for winter quarter (current students only)
Nov 17	M	Open enrollment begins
Nov. 24-28	M-F	Academic Holiday
Nov 27-28	Th-F	Thanksgiving; administrative and academic holiday
Dec 5	F	Classes end
Dec 8-12	M-F	Fall quarter final exams
Dec 15	M	Fall grades are due (faculty)
Dec 21	Su	Payment deadline for Winter 2026
Dec 24-25	W-Th	Christmas recess; administrative holidays
Dec 29	M	Late registration; \$100 fee if no previous enrollment
Dec 31-Jan 1	W-Th	New Year's recess; administrative holidays
WINTER QUARTER 2026		

Nov 10-14	M-F	Winter 2026 Registration Period
Nov 24	M	Open Enrollment Period begins
Dec 1	S	If no prior registration, a Prepayment Hold will be placed on your Workday account preventing registration. Students are required to pay before enrolling in class.
Dec 21	Su	Payment deadline for Winter 2026
Dec 29	M	Late registration; \$100 fee if no previous enrollment
Jan 5	M	Classes begin
Jan 9	F	Last day to withdraw from classes with 100% tuition refund (less fees); and Last Day to Add a Class
Jan 9	F	Last Day to Add a Class
Jan 16	F	Last day to withdraw from classes with 50% tuition (less fees)
Jan 19	M	Martin Luther King Day; academic and administrative holiday
Jan 23	F	Last day to submit incomplete work to faculty for Fall 2025 work to faculty
Jan 23	F	Last day to withdraw from classes with 25% tuition refund, less fees
Jan 23	F	Petition for graduate degrees to be conferred in March 2026 due
Jan 30	F	Last day for faculty to remove Fall 2025 incompletes (faculty)
Feb 2	M	Last day to drop classes without a W (no tuition refund)
Feb 16	M	Presidents' Day; academic and administrative holiday
Feb 17-20	M-F	Spring registration period for returning students
Feb 20	F	Petition for graduate degrees to be conferred in June 2026 due
Feb 23	M	Open enrollment period begins for spring quarter
Feb 23	M	Last day to drop classes with a W (no tuition refund)
Mar 2	M	Deadline to enroll in classes for Spring 2026 to avoid prepayment hold
Mar 13	F	Classes end
Mar 16-20	M-F	Winter quarter final examinations
Mar 21	Sa	Payment Deadline for Spring 2026
Mar 23	M	Last day to drop classes with a W (no tuition refund)
Mar 25	W	Winter quarter grades due (faculty)
SPRING QUARTER 2026		
Feb 17-20	M-F	Spring registration appointment period for returning students
Feb 20	F	Petition for graduate degrees to be conferred in 2026 due
Mar 2	M	Open enrollment begins for Spring
Mar 21	Sa	Payment Deadline for Spring 2026
Mar 23	M	Late registration; \$100 fee if no previous enrollment
Mar 30	M	Classes begin
Apr 3	F	Good Friday; administrative and academic holiday
Apr 6	M	Last day to withdraw from classes with a 100% tuition refund (less fees); and Last

		Day to Add a Class
Apr 6-10	M-F	Summer registration appointment period (current students)
Apr 13	M	Last day to drop classes with a 50% tuition refund, less fees
Apr 17	F	Last day to submit incomplete work to faculty for Winter 2026
Apr 20	M	Open enrollment begins for Summer 2026
Apr 20	M	Last day to withdraw from classes with 25% tuition refund, less fees No tuition refunds after this date
Apr 24	F	Petition for graduate degrees to be conferred in September 2026 due
Apr 24	F	Last day for faculty to remove Winter 2025 incompletes (faculty)
Apr 27	M	Last day to drop classes without a W (no tuition refund)
May 18	M	Last day to drop classes with a W (no tuition refund)
May 21	Th	Payment Deadline for Summer 2026
May 25	M	Memorial Day; academic and administrative holiday
Jun 5	F	Classes end
Jun 8-11	M-Th	Spring quarter final examinations
Jun 13	Sa	Graduate Receptions and Commencement (degree seekers only)
Jun 16	T	Spring quarter grades due (faculty)
SUMMER QUARTER 2026		
SUMMER SESSION I		
Apr 6-10	M-F	Summer I & II registration appointment period (current students only)
Apr 20	M	Open enrollment period begins for Summer 2026
May 21	Th	Payment Deadline for Summer 2026
Jun 11	Th	Late registration; \$100 fee if no previous enrollment and Drop/Swap \$50 fee
Jun 15	M	SUMMER SESSION I: Classes begin for EDUC and CPSY programs
(MATTC Summer I begins 6/22)		
Jun 15-19	M-F	MATTC Pre-Session
Jun 15	M	Last day to drop classes without a W (no tuition refund)
Jun 22	M	MATTC Summer I classes begin
Jul 4	Sa	Independence Day; academic & administrative holiday
Jul 17	F	Summer Session I ends (CPSY)
Jul 20-24	M-F	Summer Session I final examinations (CPSY)
Jul 24	F	Summer Session I: Classes end for EDUC
Jul 29	W	Summer Session I grades are due
SUMMER SESSION II		
Jul 27	M	Summer Session II: Classes begin for EDUC and CPSY program
Aug 28	F	Session II: Classes end for CPSY and EDUC programs
Aug 31-	M-F	Session II: final examinations

Sept 4		
Sep 7	M	Labor Day; administrative holiday
Sep 9	W	Summer Session II grades are due

IMPORTANT SUMMER DEADLINES:

Last day to add classes - End of 2nd scheduled class meeting

Last day to drop classes with 100% tuition refund (less fees) for the dropped units – End of 2nd scheduled class meeting

Last day to drop classes with 50% tuition refund (less fees) – End of 3rd scheduled class meeting

No tuition refunds after the third class meeting

***June 19 & July 4 are administrative holidays but not academic holidays; offices will be closed, but classes still meet.**

IMPORTANT DROP POLICY FOR PRE-SESSION:

By dropping a course or withdrawing from the program after the end of the day (11:59 PM) of the 3rd scheduled class meeting, a \$450 administrative fee will incur, and be charged to your student account, along with the standard \$100 drop fee.

All dates are inclusive. Registration dates are subject to change.

Registration holds must be cleared with the appropriate office by 12 noon on Friday when a Workday deadline to add or drop a class that falls on a Sunday.

See Bursar website for Fall, Winter, Spring, Summer Session Refund Policies: <https://www.scu.edu/bursar/refund/>

See Bursar website for tuition and fees: <https://www.scu.edu/bursar/tuition/>

Preface

The Graduate Bulletin contains the academic and administrative policies and regulations that govern the enrollment of graduate students in the School of Education and Counseling Psychology of Santa Clara University. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies described herein and otherwise published by the University. Failure to understand these policies does not relieve a student of his or her responsibility for adhering to policies and regulations.

Students are governed by the applicable degree requirements in the academic bulletin of their enrollment in the School of Education and Counseling Psychology. All students must fulfill the department and program degree requirements in effect when they complete their program of study.

Santa Clara University and the School of Education and Counseling Psychology reserve the right to make changes to degree requirements, academic and administrative policies and regulations, and courses published in the Graduate Bulletin at any time without prior notice. The University strives to assure the accuracy of the information in the Graduate Bulletin at the time of publication. However, the University reserves the right to make corrections as necessary to the Bulletin.

The 2025-2026 School of Education and Counseling Psychology Graduate Bulletin is available and covers policies and regulations in effect as of that date. The Bulletin and other information about Santa Clara University can be found on the University's website.

When a University policy and a school policy do not agree, the University policy applies. When a school policy and a department policy do not agree, the school policy applies.

For 110 years, Santa Clara was an all-male school. In the fall of 1961, women were accepted as undergraduates, and Santa Clara became the first coeducational Catholic university in California. The decision resulted in an admission explosion---from 1,500 students to more than 5,000. The size of the faculty tripled, and the University began the largest building program in school history, erecting eight residence halls, a student union, and an athletic stadium. In 1985, the University adopted "Santa Clara University" as its official name.

Chapter 1: Santa Clara University

Located in the heart of California's Silicon Valley, Santa Clara University is a comprehensive Jesuit, Catholic university with more than 8,800 students. Founded in 1851 by the Society of Jesus, California's oldest operating higher education institution offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus nationally recognized graduate and professional programs in business, law, engineering, education, counseling psychology, pastoral ministries, and theology. The University boasts a diverse community of scholars offering a values-oriented curriculum characterized by small class sizes and a dedication to educating students for competence, conscience, and compassion. The traditions of Jesuit education---educating the whole person for a life of service---run deep in all of its curricular and co-curricular programs.

Santa Clara University is perennially ranked among the top comprehensive universities by U.S. News & World Report and has one of the highest graduation rates for undergraduate students among all comprehensive universities. The University has a national reputation for its undergraduate program that features a distinctive core curriculum, an integrated learning environment, and research opportunities for undergraduate students.

The University was established as Santa Clara College on the site of Mission Santa Clara de Asís, the eighth of the original 21 California missions. The college originally operated as a preparatory school and did not offer collegiate courses until 1853. Following the Civil War, enrollment increased, and by 1875 the size of the student body was 275. One-third of the students were enrolled in the collegiate division; the remainder attended the college's preparatory and high school departments.

Santa Clara experienced slow and steady growth during its first 60 years, becoming the University of Santa Clara in 1912 when the schools of engineering and law were added. In 1925, the high school was separated from the University and took the name of Bellarmine College Preparatory in 1928. The Leavey School of Business opened in 1926, and within a decade, became one of the first business schools in the country to receive national accreditation. For 110 years, Santa Clara was an all-male school. In the fall of 1961, women were accepted as undergraduates, and Santa Clara became the first coeducational Catholic university in California. The decision resulted in an admission explosion---from 1,500 students to more than 5,000. The size of the faculty tripled, and the University began the largest building program in school history, erecting eight residence halls, a student union, and an athletic stadium. In 1985, the University adopted "Santa Clara University" as its official name.

UNIVERSITY VISION, MISSION, AND FUNDAMENTAL VALUES

Santa Clara University has adopted three directional statements to describe the kind of university it aspires to become (Strategic Vision), its core purpose and the constituencies it serves (University Mission), and the beliefs that guide its actions (Fundamental Values).

Strategic Vision

Santa Clara University will educate citizens and leaders of competence, conscience, and compassion, and cultivate knowledge and faith to build a more humane, just, and sustainable world.

University Mission

The University pursues its vision by creating an academic community that educates the whole person within the Jesuit, Catholic tradition, making student learning our central focus, continuously improving our curriculum and co-curriculum, strengthening our scholarship and creative work, and serving the communities of which we are a part in Silicon Valley and around the world.

Student learning takes place at the undergraduate and graduate level in an educational environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world.

As an academic community, we expand the boundaries of knowledge and insight through teaching, research, artistic expression, and other forms of scholarship. It is primarily through discovering, communicating, and applying knowledge that we exercise our institutional responsibility as a voice of reason and conscience in society. We offer challenging academic programs and demonstrate a commitment to the development of:

Undergraduate students who seek an education with a strong humanistic orientation in a primarily residential setting
Graduate students, many of them working professionals in Silicon Valley, who seek advanced degree programs that prepare them to make significant contributions to their fields
In addition to these core programs, we also provide a variety of continuing education and professional development opportunities for non-matriculated students.

Fundamental Values

The University is committed to these core values, which guide us in carrying out our mission and realizing our vision:

Academic Excellence.

We seek an uncompromising standard of excellence in teaching, learning, creativity, and scholarship within and across disciplines.

Search for Truth, Goodness, and Beauty.

We prize scholarship and creative work that advance human understanding, improve teaching and learning, and add to the betterment of society by illuminating the most significant problems of the day and exploring the enduring mysteries of life. In this search, our commitment to academic freedom is unwavering.

Engaged Learning. We strive to integrate academic reflection and direct experience in the classroom and the community, especially to understand and improve the lives of those with the least education, power, and wealth.

Commitment to Students. As teachers and scholars, mentors and facilitators, we endeavor to educate the whole person. We nurture and challenge students---intellectually, spiritually, aesthetically, morally, socially, and physically---preparing them for leadership and service to the common good in their professional, civic, and personal lives.

Service to Others.

We promote throughout the University a culture of service---service not only to those who study and work at Santa Clara but also to a society in general and to its most disadvantaged members as we work with and for others to build a more humane, just, faith-filled, and sustainable world.

Community and Diversity.

We cherish our diverse and inclusive community of students, faculty, staff, administrators, and alumni, a community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by open communication, and caring and just toward others.

Jesuit Distinctiveness.

We treasure our Jesuit heritage and tradition, which incorporates all of these core values. This tradition gives expression to our Jesuit educational mission and Catholic identity while also welcoming and respecting other religious and philosophical traditions, promoting the dialogue between faith and culture, and valuing opportunities to deepen religious beliefs.

Academic Programs

Santa Clara University offers undergraduate degrees leading to the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), and Bachelor of Science in Commerce. The College of Arts and Sciences offers the B.A. degree and the B.S. degree in 33 subject areas and includes the graduate program in pastoral ministries, through which it offers the Master of Arts (M.A.) degree in catechetics, pastoral liturgy, spirituality, and liturgical music. The Leavey School of Business offers the B.S. degree in commerce with majors in subject areas. The School of Engineering offers a B.S. degree with majors in seven subject areas. A variety of interdisciplinary and discipline-based minors are also offered for undergraduates.

The School of Law offers programs leading to the degrees of juris doctor (J.D.) and Master of Laws (LL.M.). J.D. students may earn certificates of specialization in high technology law, international law, and public interest and social justice law. LL.M. students may earn Master of laws in intellectual property or U.S. law. A broad curriculum also includes business and commercial law, taxation, criminal law and trial advocacy, environmental law, estate

planning, labor law, health law, legal writing and research, as well as opportunities for externships, clinical work, and professional skill development.

The Leavey School of Business offers graduate programs leading to the Master of Business Administration (MBA) degree with coursework in accounting, economics, finance, management, marketing, and operations management and information systems (OMIS). The MBA can be done part-time on campus and online. The business school also offers graduate programs leading to the Master of Science in information systems (MSIS), business analytics (MSBA), online in marketing (MSM), or finance & analytics (MSFA). We also offer a 4+1 degree aimed at seniors for our MS programs in information systems, business analytics, and finance & analytics. In conjunction with the law school, the business school also offers joint degree programs leading to a J.D./MBA and J.D./MSIS.

The School of Engineering offers graduate programs leading to the Master of Science (M.S.) degree in applied mathematics; bioengineering; civil, environmental, and sustainable engineering; computer science and engineering; electrical engineering; engineering management; mechanical engineering; software engineering; and sustainable energy; and the engineer's degree in computer science and engineering, electrical engineering, and mechanical engineering. The engineering school also offers the Doctor of Philosophy (Ph.D.) degree in computer science and engineering, electrical engineering, and mechanical engineering.

The two departments in the School of Education and Counseling Psychology offer credential and graduate programs. The Department of Education focuses on preparing teachers and administrators for public and Catholic schools. It offers programs in teacher preparation leading to credentials (e.g., California preliminary multiple-subject and single-subject teaching credentials, and California Clear credential) and the Master of Arts in teaching (MAT) degree. The department also offers an M.A. program in Educational Leadership which prepares public K-12 administrators for credentials (e.g., the Preliminary California Administrative Services credential and the California Clear Administrative Services credential), and a doctor of education in social justice leadership (EdD). The Department of Counseling Psychology offers three degree programs: M.A. in counseling psychology, M.A. in counseling and M.A. in Applied Psychology. The M.A. in counseling psychology can lead to state licensure for marriage and family therapists and/or licensed professional clinical counselors. The department includes emphasis programs in health, correctional, Latinx, LGBTQIA+ and Child and Adolescent Mental Health counseling.

The Jesuit School of Theology (JST) is one of only two Jesuit theological centers in the United States operated by the Society of Jesus, as the order of Catholic priests is known. It is one of only two Jesuit theological centers in the country that offer three ecclesiastical degrees certified by the Vatican Congregation for Catholic Education, and it also offers four advanced theological degrees certified by the Association of Theological Schools. In addition, JST offers a spiritual renewal program for clergy, religious, and lay people, and conducts an annual Instituto Hispano that offers a certificate program to advance Hispanic leadership in the pastoral life of the church.

CENTERS OF DISTINCTION

Santa Clara University has three Centers of Distinction that serve as major points of interaction between the University and local and global communities. Each center focuses on a theme that is central to Santa Clara's distinctive mission as a Jesuit university and offers an educational environment integrating rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more humane and just world. Each center engages faculty and students from different disciplines as well as experts and leaders from the community through speakers, conferences, workshops, and experiential learning opportunities.

Miller Center for Social Entrepreneurship

The mission of Miller Center for Social Entrepreneurship is to accelerate entrepreneurship to end global poverty for the next generation. We fuse the entrepreneurial spirit of Silicon Valley with the University's Jesuit heritage of service to the poor and protection of the planet, catalyzing innovative, sustainable solutions to poverty, and guided by the UN Sustainable Development Goals. Through an array of programs, including our signature Global Social Benefit Institute (GSBI[®]) accelerator program and award-winning Global Social Benefit Fellowship (GSBF), the Center engages an international network of social enterprises, investment capital, and technical resources to build the capacity of the global social entrepreneurship movement. As a Center of Distinction at Santa Clara University, we offer faculty and students real-world case studies, distinctive curricula, and unique opportunities for research, fellowships, and internships --- advancing the University's vision of creating a more just, humane, and sustainable

world with a uniquely Silicon Valley flavor. More information can be found at the Miller Center for Social Entrepreneurship website.

Ignatian Center for Jesuit Education

This Center promotes and enhances the distinctively Jesuit, Catholic tradition of education at Santa Clara University, with a view toward serving students, faculty, staff, and through them, the larger community, both local and global. The Ignatian Center achieves this mission chiefly through four signature programs:

- The Bannan Forum provides year-long thematic programs, including academic events and scholarly activities that further the Jesuit, Catholic character of the University.
- Arrupe Engagement, a community-based learning program, places over 1,200 students each year with community partners, frequently in connection with an academic course.
- Thriving Neighbors extends the community-based learning experience by engaging teaching, scholarship, and sustainable development that links Santa Clara University with the predominantly Latino Greater Washington community in San Jose, CA.
- The Immersion programs offer students, during academic breaks, the opportunity to experience local, domestic, and international communities with little access to wealth, power, and privilege.
- The Ignatian Worldview program offers experiences grounded in the Spiritual Exercises of St. Ignatius to members of the community to encounter the spiritual sources of the Jesuit tradition.

Faculty

Santa Clara University's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to students' intellectual and moral development, as they are to pursuing their own scholarship. The University's 694 full-time faculty are distinguished teachers and scholars. Examples of awards received by SCU faculty include: Fulbright, National Science Foundation, National Institutes of Health, and National Endowment for the Arts. Additionally, our faculty are acclaimed authors, scientists, and theorists in their fields.

Campus

The University is located on a 106-acre campus in the city of Santa Clara near the southern end of the San Francisco Bay in one of the world's greatest cultural centers. More than 50 buildings on campus house 15 student residences, a main library, a law library, two student centers, the de Saisset Museum, extensive performing arts and athletic facilities, and a recreation and fitness center.

Santa Clara's campus has the advantage of being located in Silicon Valley, a region known for its extraordinary visionaries, who have designed and created some of the most significant scientific and technological advances of our age. Silicon Valley is more than a location---it is a mindset, and home to more than 3 million residents and 6,600 science- and technology-related companies (not including San Francisco, which is located just an hour away).

Santa Clara's campus is well known for its beauty and mission-style architecture. Opened in 2013, the brick-paved Abby Sobrato Mall leads visitors from the University's main entrance to the heart of campus---the **Mission Santa Clara de Asís**. The roses and palm and olive trees of the Mission Gardens surround the historic **Mission Church**, which was restored in 1928. The adjacent **Adobe Lodge** is the oldest building on campus. In 1981, it was restored to its 1822 decor.

Academic facilities

Amidst all this beauty and history are modern, world-class academic facilities. Students study and thrive in places such as the Joanne E. Harrington Learning Commons, Sobrato Family Technology Center, and Orradre Library, where individuals and groups can study in an inviting, light-filled, and open environment. Notably, the library features an Automated Retrieval System, a high-density storage area where up to 900,000 books and other publications can be stored and retrieved using robotic-assisted technology.

Another example of Santa Clara's excellent academic facilities is Lucas Hall, home of the Leavey School of Business. This modern 85,000-square-foot building houses classrooms, meeting rooms, offices, study spaces, and a café. Classrooms are equipped with state-of-the-art videoconferencing equipment as well as a multiplatform system to record faculty lectures for later review by students. Vari Hall (formerly Arts & Sciences), adjacent to Lucas Hall,

is home to the Markkula Center for Applied Ethics as well as academic departments, classrooms, and a 2,200-square-foot digital television studio, regarded as among the best studios found on any campus nationwide. Located near Vari Hall is the **Schott Admission and Enrollment Services Building**, a welcome center for campus visitors and home to several University departments.

Opened in 2012, the lobby of this LEED Gold equivalent structure includes technology- infused exhibits that illustrate Santa Clara's Jesuit mission. Among other green features on campus are two solar-powered homes built in 2007 and 2009 for the U.S.

Sobrato Campus for Discovery and Innovation

This building opened in the Fall of 2021. With 270,000 square-feet, this new building is the home to the School of Engineering and many of the science departments of the College of Arts and Sciences. The building has classrooms, an Innovation Zone, teaching and research labs, engineering and science shops, faculty and staff offices, collaboration spaces, and a cafe. The Miller Center for Social Entrepreneurship and the Frugal Innovation Hub will also find their new homes in this new state-of-the-art building. The central landscaped courtyard and rooftop terraces, provide excellent places for gathering, which makes this new building a great addition to the heart of the campus.

Schott Admission and Enrollment Services Building

Located near Vari Hall is the Schott Admission and Enrollment Services Building, a welcome center for campus visitors and home to several University departments. Opened in 2012, the lobby of this LEED Gold equivalent structure includes technology- infused exhibits that illustrate Santa Clara's Jesuit mission.

Among other green features on campus are two solar-powered homes built in 2007 and 2009 for the U.S. Department of Energy's Solar Decathlon. Both homes now serve as laboratories for solar and sustainability technologies.

Lucas Hall and Vari Hall

Another example of Santa Clara's excellent academic facilities is Lucas Hall, home of the Leavey School of Business. This modern 85,000-square-foot building houses classrooms, meeting rooms, offices, study spaces, and a café. Classrooms are equipped with state-of-the-art videoconferencing equipment as well as a multiplatform system to record faculty lectures for later review by students. Vari Hall, adjacent to Lucas Hall, is home to the Markkula Center for Applied Ethics, as well as academic departments, classrooms, and a 2,200-square-foot digital television studio, regarded as among the best studios found on any campus nationwide.

University Library & Learning Commons

The Santa Clara University Library & Learning Commons is a central hub for students to study and collaborate. The Learning Commons has a mix of both individual and group seating, group study rooms, computer labs, outside patios, as well as a cafe on the first floor. Throughout the year, the University Library hosts events, art exhibits, and late-night hours. Library staff are available to support student research. You can contact library staff in person at the Library Help Desk, by making an appointment online, or through our 24/7 chat service, "Ask a Librarian." The Library's Archives & Special Collections provides access to rare books, manuscripts, historic photos, and artifacts.

Library resources, which can be accessed within the Learning Commons and remotely, include an online catalog (OSCAR), over 250 general and subject-specific databases, research guides for many subjects and classes, and interlibrary loan programs. The library's collection includes books, ebooks, magazines, newspapers and journals, streaming videos, and more.

Student Life

Santa Clara has unique undergraduate Residential Learning Communities (RLC) spread through nine on-campus residence halls; some with suite arrangements conducive to more informal living; others with traditional double rooms and large common bathrooms. Juniors and seniors can apply for townhouse-style living in the 138-unit **University Villas** across from the main campus. The most recent RLC, Cura, is located in Finn Hall and opened in the fall of 2019. **The Cura RLC** is a mini-suite style, co-ed community of first and second-year students, focused on the theme of cura personalis or care for the whole person.

The **Robert F. Benson Memorial Center** serves as a hub for campus life. The Benson Memorial Center offers dining services and houses the campus bookstore, student and administrative offices, lounges, and meeting rooms. The University's main dining hall, The Marketplace, resembles an upscale food court with numerous stations and options. For a more informal experience, The Bronco is the Center's late-night venue, serving beverages and pub-style food.

The **Paul L. Locatelli, S.J., Student Activity Center**, includes a 6,000 square-foot gathering hall with a high ceiling that can accommodate dances and concerts as well as pre-and post-game activities. Designed with environmental sensitivity, the building is energy efficient and has daytime lighting controls and motion sensors to maximize the use of natural light. For fitness-minded students, the **Pat Malley Fitness and Recreation Center** features a 9,500-square-foot weight training and cardiovascular exercise room, three basketball courts, a swimming pool, an adjacent outdoor workout area, sand volleyball, and basketball court, and other facilities to support the recreational and fitness needs of the campus community.

The main campus includes many locations for quiet reflection, such as the **St. Clare Garden**, which features plants and flowers arranged into five groups to portray the stages of the saint's life. For campus members who want a more hands-on relationship with nature, the **Forge Garden**, SCU's half-acre organic garden, serves as a campus space for course research, service learning, and sustainable food production.

Athletics and the Arts

The importance of athletics to the University is evident everywhere on campus. Santa Clara's athletics facilities include the **Stephen Schott Stadium**, home field for the men's baseball team, and the state-of-the-art **Stevens Soccer Training Center**, funded by a gift from Mary and Mark Stevens. The gift also allowed Santa Clara to upgrade the stands in **Stevens Stadium** (formerly Buck Shaw Stadium), home to the men's and women's soccer programs, and build a plaza to celebrate Bronco sports---its past, present, and future. The plaza celebrates the history of Santa Clara University football as well as the legacy and future of men's and women's soccer at SCU. Bellomy Field, eight acres of well-lit and grassy playing fields, provides space for club and intramural sports, such as rugby and field hockey. Adjacent to **Bellomy Field** is the well-appointed women's softball field. **The Leavey Event Center** houses the University's premier basketball facility. Over the years, the Leavey Event Center has hosted nine West Coast Conference Basketball Championships.

The University recognizes the arts as a central part of life at Santa Clara University. The **Edward M. Dowd Art and Art History Building**, houses an integrated art history and fine arts program that is a center for inspiration, innovation, and engagement in the arts and art history in Silicon Valley. An important arts destination in the Bay Area, the Department of Art and Art History's gallery exhibits artwork from a diverse group of established and emerging artists, and provides a dynamic teaching and learning resource for faculty, staff, students and the community. The **de Saisset Museum**, the University's accredited museum of art and history, presents changing art exhibitions throughout the year and serves as the caretaker of the University's California History Collection, which includes artifacts from the Native American, Mission, and early Santa Clara College periods.

SCU•Presents represents the University's commitment to the performing arts on campus, which includes performances at venues such as the **Louis B. Mayer Theatre**, the **Fess Parker Studio Theatre**, and the **Music Recital Hall**. The Mayer Theatre is Santa Clara University's premier theatrical venue, housing 500 intimate seats in either a flexible proscenium or thrust-stage setting. The Fess Parker Studio Theatre has no fixed stage or seating. Its black box design, complete with movable catwalks, provides flexibility in an experimental setting. The 250-seat Music Recital Hall provides a contemporary setting where students, faculty, and guest artists offer a variety of performances.

Chapter 2: The School of Education and Counseling Psychology

VISION

Our vision imagines a region and a world in which everyone has access to an inspiring education and is provided the psychological tools and support needed to propel them toward flourishing lives of meaning, purpose, and connection.

MISSION

To embody that vision, our mission is to prepare outstanding therapists, educators, and advocates, grounded in the Jesuit values of a deep respect for all and a focus on social justice. Our mission is to develop professionals who will serve and positively transform schools, communities, and the greater society through their work.

PURPOSE

Our purpose is to change the world – one client, one student, one family, and one school at a time.

CORE VALUES

Cura Personalis

The Jesuit construct of “cura personalis,” or “attention to the whole person,” is a core value. Cura personalis entails respect for the human dignity of each individual, encapsulated in empathy and deep listening -- to each other and to our students. It also involves the cultivation of deep listening in our students in their later professional work. This entails engaging in continual self-reflection to ensure that we are approaching our work with humility and compassion.

Transformative Education

We aim to be transformative in our educational programs. This aim manifests itself in our work with students; we endeavor to assist them in transforming themselves into agents of healing and change. As a faculty, we do not merely transmit “facts,” but rather help our students transform and grow in ways that will enable them, in their work, to help others change and grow. Transformation ripples outward to inspire and empower others – from ourselves to our students, clients, schools, and our communities.

Excellence / Magis

Excellence is central to the work we do. Excellence means that we demand excellence of ourselves in teaching and scholarship, and this means that we stay on the cutting edge of knowledge and ensure that our work is never stale. Preparing students to do excellent work is always a central focus of our attention. Excellence means we are always pushing ourselves to maximize human flourishing, that we face fears of the unknown, and that we are constantly renewing ourselves and our thinking.

This attention to excellence is based in an orientation to do the “more” that is encapsulated in the Jesuit construct of Magis. Our work is a calling, and we demonstrate our commitment to that calling every day.

Diversity

We recognize and celebrate the power of an inclusive community that is strengthened by different voices and perspectives. There are many kinds of diversity. We place particular value on maintaining and deepening our racial, ethnic, gender, gender expression, sexual orientation, economic, and disability-based diversity as a community, as it is only through acknowledging, understanding, and representing different experiences that we can support the human flourishing of all.

Social Justice

In all of our work, we are driven by a vision of a world guided by principles of social justice – a concern for all members of our society, and especially the most vulnerable. Our efforts are guided by a desire to support human flourishing and development, and thus are always mindful of attending to issues of social justice in our efforts.

Respect

We place a high value on respectful relationships -- with each other, with our students, among our students, and with our community. To us, this means being open to new ideas and listening deeply to each other.

Critical Thinking

We value the cultivation of critical thinking in our work. This means encouraging students to discern fact from opinion, engaging in logical analysis, and developing the capacity for evaluating competing points of view. At the same time, critical thinking is an evolving capacity, and involves an emphasis on meaning-making, synthesizing information, and developing wisdom. Critical thinking grows best in an environment that fosters trust and intellectual risk-taking.

LOCATIONS

Consistent with our core values, in addition to classes taught on the SCU main campus, the School of Education and Counseling Psychology offers classes on an East San Jose campus, creating a presence in the Latinx community in that area.

Chapter 3: Admissions

Applications for admission and related deadlines are available on the School of Education and Counseling Psychology's website at www.scu.edu/ecp/admissions/.

APPLICATION REQUIREMENTS

Master of Arts in Counseling, Master of Arts in Applied Psychology, or Master of Arts in Counseling Psychology

1. Online application
2. Statement of Purpose

Your statement of purpose must be a clear and legible draft focusing on the specific guidelines of the program and the chosen emphasis you are applying for at the School of Education and Counseling Psychology. Your statement must include evidence of your commitment to Social Justice, Multiculturalism, and Diversity. Please limit your statement to two pages – typed and double-spaced. You must not receive any assistance writing or editing the personal statement; it must be your own original work.

- Explain your reasons for entering the mental health profession, highlight related experiences, and any unique reasons for selecting Santa Clara University. Please provide all relevant background information about the context of the specific work you have done, as well as a description of the aspects of the work you find most engaging and/or meaningful.

3. Current Resume/CV

All applicants are required to submit a resumé or curriculum vitae to provide information about relevant job experience and education. Your resumé should include educational background and relevant experiences, including jobs, internships, community service, activities, languages (if applicable), and research projects. Writing a resumé for a graduate school application follows the same principles as writing a resumé for a job. Please include dates of attendance for education, job titles, and years of employment, and explain any gaps in employment exceeding 6 months.

4. One copy of official transcripts from all post-secondary institutions attended

You must send one official transcript from each post-secondary institution that contributed to your Bachelor's degree. Transcripts can be delivered by postal mail in a sealed envelope, or electronically by the school or other third-party service.

- Transcripts delivered electronically must be delivered to the ECP Admissions Office at ecpadmissions@scu.edu.
- Transcripts delivered by postal mail must be sent to:

Attn: Guadalupe Hall - ECP Admissions
Santa Clara University
500 Camino Real
Santa Clara, CA. 95053

- Applicants with a Bachelor's degree from outside of the United States are required to have their official transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES). Our preferred member is the WES, ICAP version. We require a course-by-course, cumulative GPA, and U.S. degree equivalency evaluation.

- If your Bachelor's degree has not been conferred by the application deadline, you must submit a final official transcript demonstrating the conferral of your degree to the Student Services department prior to enrolling in classes.

5. Three recommendations from references:

For all Counseling Psychology (CPSY) program applicants, you must submit 3 references. Please ensure the following guidelines are met:

1. References should come from individuals who have served in a supervisory or evaluative role, such as professors, instructors, managers, job or clinical supervisors, or volunteer coordinators.
2. References should **not** be from personal friends, family members, or personal therapists.
3. If a reference does not meet these criteria, please provide an explanation. The reference should still be able to comment on your professional abilities.
4. For CPSY program applicants, it is recommended that at least one reference comes from someone in the human services or mental health field. If not possible, a current manager or supervisor who can attest to your ability to work with diverse individuals and groups is required.

6. A minimum GPA of 3.0, undergraduate grade point average (GPA) is required.

7. Submit a \$50 non-refundable application fee

Master of Arts in Teaching and Teaching Credential (MATTC)

Many of the expectations and prerequisites for admission to our Master of Arts in Teaching and Teaching Credential (MATTC) Program have been established by the California Commission on Teacher Credentialing. Satisfying these prerequisites may take future teachers between three and twelve months. We recommend that prospective MATTC students allow themselves sufficient time to meet all the prerequisites prior to the credential program application deadline.

1. Online application

2. Statement of Purpose

Your statement of purpose must be a clear and legible draft focusing on the specific guidelines of the program and the chosen emphasis you are applying for at the School of Education and Counseling Psychology. Your statement must include evidence of your commitment to Social Justice, Multiculturalism, and Diversity. Please limit your statement to two pages – typed and double-spaced. You must not receive any assistance writing or editing the personal statement; it must be your own original work.

Recall an experience you had working with children or youth in a formal, organized setting in the United States within the past 3 years. Provide a description of the experience (e.g., context, students, program, grade) and explain what aspects of this experience you found most engaging and/or meaningful. Additionally, explain how this experience aligns with the mission of the department of education "...to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities."

3. Current Resume/CV

All applicants are required to submit a resumé or curriculum vitae to provide information about relevant job experience and education. Your resumé should include educational background and relevant experiences, including jobs, internships, community service, activities, languages (if applicable), and research projects. Writing a resumé for a graduate school application follows the same principles as writing a resumé for a job. Please include dates of attendance for education, job titles and years of employment and explain any gaps in employment exceeding 6 months.

4. One copy of official transcripts from all post-secondary institutions attended

You must send one official transcript from each post-secondary institution that contributed to your Bachelor's degree. Transcripts can be delivered by postal mail in a sealed envelope, or electronically by the school or other third-party service.

- Transcripts delivered electronically must be delivered to the ECP Admissions Office at ecpadmissions@scu.edu.
- Transcripts delivered by postal mail must be sent to:

Attn: Guadalupe Hall - ECP Admissions
Santa Clara University
500 Camino Real
Santa Clara, CA. 95053
- Applicants with a Bachelor's degree from outside of the United States are required to have their official transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES). Our preferred member is the WES, ICAP version. We require a course-by-course, cumulative GPA, and U.S. degree equivalency evaluation.
- If your Bachelor's degree has not been conferred by the application deadline, you must submit a final official transcript demonstrating the conferral of your degree to the Student Services department prior to enrolling in classes.

5. Two Letters of Recommendation

Letters of recommendation should be from individuals who have served in supervisory or evaluative roles with you. This may include professors, instructors, managers, job supervisors, clinical supervisors, volunteer coordinators, supervisors of volunteer work, or similar. Letters of recommendation should not be from personal friends, family members, or personal therapists. We realize that letters from such individuals may not be possible for some applicants. If you will be requesting a letter from someone that does not fit these guidelines, please briefly explain why; the expectation is that the people writing letters for you should still be able to comment on your professional capacity as a practitioner and as a potential teacher.

Please note, MATTC applicants must have at least one letter of recommendation from a direct supervisor in a setting where they have worked with groups of youth.

6. Minimum of 30 hours working with groups of youth

MATTC applicants must demonstrate possession of recent (within the past 3 years), formal paid or unpaid experience working with groups of children or youth of the same age range as their intended area of teaching. Individuals pursuing a multiple-subject preliminary teaching credential must possess at least 30 hours of experience working with youth between the ages of 5-14 years old.

Individuals pursuing a single-subject preliminary teaching credential must possess at least 30 hours of experience working with youth between the ages of 12-18 years old.

The following activities will NOT satisfy the expectations for admission to the MATTC program:

- Teaching music, art, or dance lessons;
- Working as a babysitter, nanny, or daycare provider;
- Working with your own children, their friends, or members of your family;
- Providing one-on-one tutoring in any academic or nonacademic subject area.

7. Minimum 3.0 Undergraduate GPA

- Applicants not meeting this requirement must submit an explanation providing the reasons and circumstances that led to not meeting a 3.0 cumulative undergraduate GPA.

8. Basic Skills and Subject-Matter Competence Requirements

- Individuals applying for the Summer term (1-year MATTC program or the 2-year Intern track), must submit passing CBEST and CSET (multiple-subject or single-subject) scores, or [evidence of course equivalence](#), prior to April 1st. Those who are unable to submit passing scores by the deadline will have the option to defer their admission to the Fall term and enroll in the two-year MATTC program.
- As of Summer 2024, students who complete a bachelor's degree at an accredited US institution will meet the Basic Skills requirement. An official transcript with the listed degree conferral is required to satisfy this requirement. MATTC applicants can upload CBEST test scores in PDF format through their online application portal. CSET test scores must be emailed in PDF format to the ECP Admissions office at ecpadminisitions@scu.edu.

9. Submit a \$50 non-refundable application fee

Combined MATTC and Bilingual Authorization (B-MATTC) or Bilingual Authorization

The Pre-Service B-MATTC pathway requires that candidates complete the MATTC course load plus three additional courses designed specifically for B-MATTC candidates. B-MATTC courses are taught in Spanish.

The In-Service pathway is designed for those who already hold a valid teaching credential and would like to add a Spanish Bilingual Authorization. The In-Service Bilingual Authorization consists of four courses that are taught in Spanish.

Individuals interested in pursuing a Bilingual Authorization must also pass the CSET LOTE 3 (Spanish) exam. B-MATTC Pre-Service candidates who do not pass the CSET LOTE 3 are still eligible to join the MATTC program and may add the Bilingual Authorization at a later time.

ExCEL (Excellence in Catholic Education and Leadership)

1. Complete and submit the MATTC Online Application.

2. Complete and submit an additional Statement of Purpose to ecpadminisitions@scu.edu.

The ExCEL Statement of Purpose must include:

- Why do you want to be considered for the ExCEL Program?
- Why do you want to be a Catholic school teacher?
- Describe your vision of “living in community” with your teaching peers?
- Describe the impact of Catholic education and your commitment to anti-racism and social justice.

Master of Arts in Teaching and Teaching Credential for Catholic School Teachers (CatMAT)

Applicants with no prior Catholic school teaching experience must compose a statement focused on their reasons for becoming a Catholic school teacher and their experiences that have prepared them for a Catholic school teaching career (especially their work with children or youth). Applicants must conclude by discussing their goals as a learner in this program.

Applicants who have already been working as Catholic school teachers (including teachers pursuing the preliminary credential via the abbreviated route) must compose a statement focused on their recent Catholic school teaching experiences. The statement must be the original work of the applicant. Applicants should include:

- Relevant background information about the context and the specific work they do at the school
- A description of the aspects of the experience they find most engaging and/or meaningful
- A thoughtful discussion of the impact of their work experiences on their personal and professional learning goals for the teaching credential program
- A description of their commitment to social justice, multiculturalism, and anti-racism
- Applicants to CatMAT are required to submit a form for admission to the Preliminary MS/SS Credential program. The form can be found on the Admissions website or can be downloaded at www.scu.edu/ecp/admissions/.

- Applicants must fill in their names as specified on the form and arrange for their principal to complete and sign the form. It is the applicant's responsibility to ensure that the SECP Graduate Admissions Office has received the fully completed form prior to the application deadline.

Abbreviated Preliminary Teaching Program for Catholic School Teachers

Santa Clara University's abbreviated route to the preliminary multiple or single subject teaching credential is an option available to Catholic school teachers who have completed six or more years of full-time teaching in an academic content area authorized by the CTC. In addition to the general requirements above, applicants must:

- Submit verification of employment letter that documents their completion of six or more years of full-time teaching experience in an academic content area credentialed by the CTC at a regionally accredited Catholic school.

This letter, which will be submitted to the CTC with the applicant's credential application, must be printed on the original official letterhead of the school or Diocese where she or he is employed and signed by the director of personnel.

Master of Arts in Educational Leadership, Doctor of Education in Social Justice Leadership, and Preliminary Administrative Services Credential

1. Online application

2. Statement of Purpose

Your statement of purpose must be a clear and legible draft focusing on the specific guidelines of the program and the chosen emphasis you are applying for at the School of Education and Counseling Psychology. Your statement must include evidence of your commitment to Social Justice, Multiculturalism, and Diversity. Please limit your statement to two pages – typed and double-spaced. You must not receive any assistance writing or editing the personal statement; it must be your own original work.

Educational Leadership (without the Preliminary Administrative Services Credential)

- Explain how your personal and/or academic experiences have contributed to your desire to pursue an M.A. in Educational Leadership at SCU. Describe how your personal and professional goals align with the program and what you hope to gain as a result of completing this degree.

Preliminary Administrative Services Credential (with or without M.A.)

- Please write a statement focused on your recent experiences as a teacher, school counselor, or as another certificated position in a school or district office, including:
- Relevant background information about the context and the specific work you do
- A description of the aspects of the work you find most engaging and/or meaningful
- A thoughtful discussion of the impact of your experiences on your personal and professional learning goals for the administrative services credential program, the Master of Arts in Educational Leadership degree program, or the SCU certificate in Catholic School Leadership.

3. Current Resume/CV

- All applicants are required to submit a resumé or curriculum vitae to provide information about relevant job experience and education. Your resumé should include educational background and relevant experiences, including jobs, internships, community service, activities, languages (if applicable), and research projects. Writing a resumé for a graduate school application follows the same principles as writing a resumé for a job. Please include dates of attendance for education, job titles, and years of employment, and explain any gaps in employment exceeding 6 months.

4. One copy of official transcripts from all post-secondary institutions attended:

- You must send one official transcript from each post-secondary institution that contributed to your Bachelor's degree. Transcripts can be delivered by postal mail in a sealed envelope, or electronically by the school or other third-party service.
- Transcripts delivered electronically must be delivered to the ECP Admissions Office at ecp admissions@scu.edu.
- Transcripts delivered by postal mail must be sent to:

Attn: Guadalupe Hall - ECP Admissions
Santa Clara University
500 El Camino Real
Santa Clara, CA. 95053

- Applicants with a Bachelor's degree from outside of the United States are required to have their official transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES). Our preferred member is the WES, ICAP version. We require a course-by-course, cumulative GPA, and U.S. degree equivalency evaluation.
- If your Bachelor's degree has not been conferred by the application deadline, you must submit a final official transcript demonstrating the conferral of your degree to the Student Services department prior to enrolling in classes.

5. Submit a \$50 non-refundable application fee

Doctor of Education in Social Justice Leadership

1. Online application

2. Statement of Purpose

- In 750-1,000 words, respond to the following: Explain how your personal and/or academic experiences have contributed to your desire to pursue a Doctorate in Social Justice Leadership at SCU. Also, include what you hope to gain as a result of completing this degree.
- Be sure to identify which of the three areas of specialization you will enroll in: 1) PreK-12 Leadership, 2) Social Impact Leadership 3) Higher Education Leadership.

3. Current Resume/CV

- All applicants are required to submit a resumé or curriculum vitae to provide information about relevant job experience and education. Your resumé should include educational background and relevant experiences, including jobs, internships, community service, activities, languages (if applicable), and research projects. Writing a resumé for a graduate school application follows the same principles as writing a resumé for a job. Please include dates of attendance for education, job titles, and years of employment, and explain any gaps in employment exceeding 6 months.

4. Two Letters of Recommendation- 1 academic, 1 workplace

5. One copy of official transcripts from all post-secondary institutions attended

- You must send one official transcript from each post-secondary institution that contributed to your Bachelor's degree. Transcripts can be delivered by postal mail in a sealed envelope, or electronically by the school or other third-party service.

- Transcripts delivered electronically must be delivered to the ECP Admissions Office at ecpadmissions@scu.edu.
- Transcripts delivered by postal mail must be sent to:
Attn: Guadalupe Hall - ECP Admissions
Santa Clara University
500 Camino Real
Santa Clara, CA. 95053

6. Students must possess an MA in a related field - Students without an MA will be considered on a case-by-case basis but will be generally required to complete an additional year of course work unless they have extensive prior

7. Students must have a minimum 3.5 GPA in their graduate coursework

- Applicants with a Bachelor's degree from outside of the United States are required to have their official transcripts evaluated by a member of the National Association of Credential Evaluation Services (NACES). Our preferred member is the WES, ICAP version. We require a course-by-course, cumulative GPA, and U.S. degree equivalency evaluation.
- If your Bachelor's degree has not been conferred by the application deadline, you must submit a final official transcript demonstrating the conferral of your degree to the Student Services department prior to enrolling in classes.

8. An interview by the faculty admissions committee is required.

9. Submit a \$50 non-refundable application fee

International Students

The School of Education and Counseling Psychology welcomes applicants from around the world. In addition to the General Requirements, an international applicant must also fulfill the specific requirements stated below.

English Proficiency Exam

International applicants are required to submit proof of English proficiency. English proficiency can be demonstrated by having earned a degree in Australia, Anglophone Canada, Ireland, New Zealand, the United Kingdom, or the United States within the last 4 years where the sole language of instruction was in English or by submitting an acceptable English proficiency score.

The university [English Proficiency Requirement website](#) outlines the English proficiency tests and scores that are accepted.

International Education Evaluation

Transcript evaluations are required by one of the approved NACES agencies. Applicants to the Master of Arts in Teaching + Teaching Credential (MATTC) program should have their transcripts evaluated by one of the agencies approved by the CTC. Please note, that transcript evaluations must include the degree equivalency and U.S. GPA equivalency. We recommend the course-by-course evaluation report.

Proof of Funds for F-1 Students

United States visa regulations require proof that sufficient funds are available to finance your travel, living expenses, and program study. Please refer to the [International Student and Scholars website](#) for an up-to-date estimate of the cost associated with a full year of academic study in the ECP and the I-20 request process.

International students for the MATTC program are eligible to apply only in regular Fall and Winter quarters.

Mandatory Health Insurance

F-1 visa students will be automatically enrolled into the university insurance plan ([SHIP](#)) and can waive enrollment only if the student is a dependent on a spouse/parent/partner's U.S. based employer-offered, Affordable Care Act-compliant plan.

Admissions Deferrals

Any student who has been admitted to a degree program and wishes to defer that admission must submit a request, in writing, to the SECP Graduate Admissions office at ecp admissions@scu.edu. Admitted students may defer their admission up to one academic year. Students should refer to their admission letter to find the deadline to submit a deferral request.

Reapplication, Readmission, and Reactivation

Reapplication

Students admitted to the program who cease registering for classes and do not apply for a leave of absence, or who never register or take a leave of absence for longer than 4 consecutive quarters, must formally re-apply for admission. If the original application is on file, re-application requires only a completed application form, any transcripts from recent coursework, an updated resume, and paid the application fee. If the original application is no longer on file, a new application is required.

Readmission

Readmission is not guaranteed. Applicants must meet the admissions criteria and requirements of the curriculum in effect at the time of readmission. Readmission is only valid for the respective quarter. Credit is not guaranteed for previously completed coursework. Deferrals to a future term are not permitted.

Reactivation

Reactivation is granted upon a student's return from a leave of absence within the approved leave time frame. To begin this process, students must contact the Student Services Office in writing to request reactivation. Requests may be sent to ecpservices@scu.edu. Reactivation is not guaranteed and will be based on the curriculum and programs in place at the time of reactivation.

Chapter 4: Academic and University Policies and Procedures

STUDENT RESPONSIBILITY

OBLIGATION TO READ EMAIL

All official communication from the university, school, and departments is sent to the student's Santa Clara University email address. University and school officials will assume all emails sent to the Santa Clara University address will have been received and read by the student.

Email sent by a student using their Santa Clara University email address will be considered a formal communication. The use of this password-protected account will constitute an electronic signature by the student.

COMPLIANCE WITH UNIVERSITY, SCHOOL, AND DEPARTMENT POLICIES

Students are personally responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the university. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the university. Failure to understand the policies and regulations does not relieve students of their responsibility for adhering to the policies and regulations.

Students must refer to the latest individual program handbooks, available online and in each department office, for the specific requirements of each academic program. Critical information about required courses, performance expectations, and guiding principles are found in each handbook. No policy in any handbook may supersede those set forth in this bulletin.

DEGREE REQUIREMENTS

ACADEMIC PROGRAM AND GRADUATION REQUIREMENTS

Students are responsible for meeting, in a timely fashion and in the appropriate sequence, the requirements set forth in this bulletin, the respective departmental handbook, and by licensing agencies (including, but not limited to: mastery of basic skills, subject matter competence and satisfactory completion of clinical and practicum experiences) throughout their program of study. Each student is responsible for understanding their enrollment requirements and ensuring satisfactory progress toward the degree or certificate. Students should direct any questions about requirements, policies, or procedures to the appropriate person in the Office of Student Services prior to the related deadlines.

Candidates for a master's degree must submit a Petition to Graduate, which can be found on the School's website by the deadlines set forth on the academic calendar. Students are required to have confirmed that the program they are completing is the program listed on their official Workday Account before they submit a petition to graduate. Students must look up their program of study via their online account. No program and/or plan changes will be made to a student's academic record once a petition to graduate has been submitted to the Office of Student Services.

If a student wishes to participate in the Commencement ceremony, held each June, but will not have completed all the requirements for the program, the student must submit a Petition to Graduate for Summer quarter. Petitioners must have completed all but two of the academic program's course requirements (two courses /6 quarter units). Summer petitions must be submitted with the Spring quarter deadline.

Candidates who fail to meet all requirements for graduation in the term specified in a Petition to Graduate must file a new Petition to Graduate Form, including any required documentation, by the due date in their final quarter.

Candidates applying for credentials with the California Commission on Teacher Credentialing (CTC) must submit a [Petition for Credential](#) to the Credential Analyst via email to credentials@scu.edu once all degree and credential requirements have been met.

PUBLICATION OF DOCTORAL DISSERTATIONS

Santa Clara University (SCU) requires that all doctoral dissertations that are submitted in partial fulfillment of the requirements of the doctoral degree be published in electronic form through 1) SCU's Institutional Repository, Scholar Commons and, 2) ProQuest Dissertations & Theses Global. Doing so serves both to document the basis upon which individual students' degrees have been awarded and to share the results with the scholarly community and the public.

The presumption is that all doctoral dissertations will be published and made publicly available immediately once SCU has formally "accepted" (approved) the student's submitted manuscript. There are, however, circumstances under which a student may wish to request a *temporary embargo*. Such circumstances might include:

- a pending patent application
- a pending publication of the dissertation

An embargo provides a temporary, delayed public release of the work. Embargo periods of six (6) months, one (1) year, or two (2) years are available. While embargoes are not intended to be permanent, renewals of the original embargo period are permissible. Requests for and extensions of temporary embargoes should go to ecpservices@scu.edu and must be received *at least one (1) month prior* to the expiration of the current embargo to ensure sufficient time to process the request. A request for an embargo submitted to the Graduate School of Education and Counseling Psychology affects only the publication of the dissertation in ProQuest and Scholar Commons. It is the graduate student's responsibility to request an extension.

The embargo request must be made at the time the dissertation is submitted and must be supported by a letter from the student's advisor.

Under some circumstances, an extension of an embargo beyond two years might be granted, but the responsibility for justifying the extension will rest with the student. Such requests must be made one month before the expiration of any previously granted embargo and must be addressed in writing to the Dean of the Graduate School of Education and Counseling Psychology, accompanied by a letter of support from the student's academic advisor. The decision whether or not to grant such an extension will rest with the Dean.

Requests to embargo a dissertation that has already been publicly available will not generally be approved.

While there is no limit to the number of times a student can request an embargo extension, embargoes that have been allowed to expire without a request for an extension will result in the dissertation being made publicly available.

The embargo period will be calculated beginning at the date on which the dissertation/thesis enters the library catalog.

Students are permitted to request a *permanent embargo* of their dissertation for the following potential reasons:

- There is a need to prevent disclosure of government information about persons, institutions, technologies, etc. that is contained in the work

- To keep anonymity of the publication due to concerns about potential personal or professional repercussions

Students should be aware that permanent embargoes are rare and not part of the standard process for doctoral studies. The decision whether or not to grant a permanent embargo will be made by the Dean, after consultation with the Vice Provost of Academic Affairs.

PROCEDURE

The student must request this permission with the Graduate Student Thesis/Dissertation Publication Agreement Form. Santa Clara University will accept the dissertation—thereby completing all degree requirements—only if the student signs this release form. Likewise, Santa Clara University will only entertain requests for an embargo on the publication of the dissertation through submission of this same form along with a signed letter from the student’s academic advisor.

To ensure that embargoed work is restricted, students must take two (2) steps after receiving the appropriate signatures before graduation.

- First, the student must submit the Graduate Student Thesis/Dissertation Publication Agreement Form to the department. If an embargo has been approved, this form will ensure that the work is temporarily or permanently restricted in Scholar Commons
- Second, during the electronic submission process to ProQuest, the student must select the embargo option under the publishing restrictions section. If an embargo has been approved, this step will ensure that public view of the work is temporarily restricted in the ProQuest Dissertations database. See the related documents section below for more information.

Dissertation defenses are open to the public. In the event that an embargo is deemed necessary for a dissertation, the committee should consider holding an additional question period for the defense that is closed to the public. Any sensitive data may be discussed in the closed session.

ACADEMIC ADVISING

Students are assigned an academic advisor by the 2nd week of their first quarter. Students are encouraged to arrange a meeting with their advisor in their first quarter to review program requirements and develop an academic program plan.

It is up to the student to meet regularly with his/her advisor. Critical periods to meet with an advisor include registration for courses, Declaration of Track, Declaration of Emphasis, and Petition for Graduation. Students are invited to meet with any full-time faculty member during office or walk-in hours if his/her advisor is unavailable. A student’s advisor may change if he/she declares an emphasis.

REGISTRATION POLICIES AND REGULATIONS

Registration constitutes a commitment by the student to abide by the University, school, and department policies, rules, requirements, and regulations. These include, but are not limited to: registration, academic performance and progress, student conduct, health and safety, housing, use of the libraries and computing resources, operation of vehicles on campus, facilities, and the payment of fees. Some of these are set forth in this bulletin; others may be found in the respective university offices.

Students must enroll in courses for all non-summer terms of the academic year from the admit term until the conferral of the degree or certificate. The only exception is for an authorized leave of absence; please see the leave

of absence section in this bulletin for details. Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal immigration status in the United States; therefore, they must contact the Global Engagement Office prior to requesting a leave of absence.

Satisfactory completion of at least one course during each required enrollment term is necessary to make satisfactory progress toward a degree/certificate. Students are responsible for complying with enrollment requirements associated with scholarships, loans, and loan deferments.

In addition, students are to be registered during the following: in each term when any official department or school requirement is fulfilled, including comprehensive exams and work on Teaching Performance Assessments; in any term when financial support is awarded; in any term when university facilities are used; and, for international students, in any term of the academic year (summer may be excluded, except for the summer before the first academic year term) during non-immigrant visa status (i.e. an F-1 or J-1 visa status).

Students who choose not to enroll in a term must inform the Office of Student Services prior to the term beginning. To restart their academic program, students must meet with their academic advisor to review their academic transcript, current program requirements, and then request reactivation by the Office of Student Services. Students who fail to enroll by the deadline or who are not approved for a leave of absence by the start of a term will be withdrawn from their academic program and required to reapply. Students who are withdrawn from their academic program for more than one calendar year will be required to reapply to their former program of study.

WORKDAY REGISTRATION

Each quarter has a registration period in which students must enroll in their next quarter of courses. Currently, enrolled students are assigned appointment times in the Workday system during the designated registration period. Registration appointments are visible in Workday.

Appointment times are assigned based on the number of units a student has accumulated at the time appointments are posted. Students must register for their courses during their assigned registration window to ensure they have secured a seat in their upcoming classes. Students should refer to the current [academic calendar](#) for registration windows and then check their individual Workday accounts for their specified appointment times.

Failure to register during the assigned enrollment window may jeopardize a student's enrollment in necessary courses and completing their academic program in their original timeframe. Students who fail to register during their enrollment window, or during the open enrollment, will have a pre-payment hold issued by the Bursar's Office. In order to register after a pre-payment hold is added to a student's account, the student will be required to pay for all anticipated courses in full before the hold is removed.

To avoid ADD/DROP/SWAP fees, students are encouraged to review the [academic calendar](#) to ensure schedule changes are made prior to those deadlines. Students assume all fees associated with schedule changes once those deadlines are in effect. Please see the Academic Calendar for dates.

Prior to registering for courses, a student must resolve any holds placed on his/her account. To resolve a hold, the appropriate office(s) must be contacted. Students are responsible for contacting the office that placed the hold, which is indicated in the "hold message" found on their Workday account.

Office of Accessible Education

The [Office of Accessible Education](#) has been designated by the University to ensure access for all undergraduate and graduate students with disabilities to all academic programs and campus resources. The goal is to support students with medical, physical, psychological, attention deficit, and learning disabilities to participate fully in campus life, its programs, and activities. Emphasis is on growth and individual achievement through the provision of academic accommodations, support services, self-advocacy skill training, and disability related educational programming for the campus community. Reasonable accommodations are provided to minimize the effects of a student's disability and to maximize the potential for success. A student may voluntarily register with the Office of Accessible Education by completing the online registration form and providing documentation of his or her disability, after

which proper accommodations will be determined and implemented by the University. The form can be found here: <https://www.scu.edu/oae/>

ACADEMIC STANDING AND STUDENT CLASSIFICATION

Enrollment Status

There are five categories:

1. Active – Matriculated and making satisfactory progress in an academic program(s).
2. On Leave – On an approved leave for a specific amount of time.
3. Withdrawal – Voluntary and student-initiated removal from the academic program. The individual is eligible for readmission to the department and school.
4. Discontinued – Failure to register for a required academic term or obtain an approved leave of absence or failure to return from an approved leave of absence will result in removal from the academic program(s). The individual is eligible for readmission to the department and school.
5. Dismissed – Permanent termination of active student status in the department and school in addition to the loss of all pertinent rights and privileges. The individual is prohibited from readmission to any program or department in the School.

Full-Time Status Unit Requirement

A full-time student must enroll and satisfactorily complete a minimum of 9 units per academic term (Fall, Winter, and Spring quarters). Students are not required to enroll in the summer quarter in order to meet program requirements, (with the exception of MATTC students who intend to complete the MATTC degree in one year). Full-time status in summer is 6 units.

COURSE LOAD BY DEPARTMENT

Department of Education

Quarterly academic course load varies by program and plan. Students are provided with the appropriate course sequence and should follow the courses outlined to ensure the timely completion of their academic studies.

Department of Counseling Psychology

A course load of 3 courses per quarter (9 units) is considered full-time status. A student may take a maximum of 10.5 units per quarter. Students who wish to take up to 12 units (4 classes) may do so, no more than one term per year with special (written) permission from her/his advisor or the chair and submit the Authorization for Course Overload form to the Office of Student Services.

During Summer, students may not register for more than 2 classes (6 units) in one day. Students may not register for more than 10.5 units during Summer Sessions I and II, and no more than 2 classes in either session.

ACADEMIC PERFORMANCE AND ACADEMIC PROBATION

If a student's quarterly GPA or cumulative GPA falls below 3.0, the student will then be placed on academic probation.

Students will be placed on academic probation for any of the following scenarios:

- Failing to maintain a quarterly GPA of 3.0 ("B" grade)
- Failing to maintain a cumulative (overall) GPA of 3.0 ("B" grade)
- Receiving a grade of "F or NP" in any course

[Note: A grade of C- is considered a minimum passing grade in each course.]

Any student who falls below one (or more) of the standards listed above will be placed on academic probation.

Students failing to maintain the required grade point average (either quarterly or cumulative) will be notified by the Office of Student Services once final grades have been posted. The student will be placed on academic probation and referred to his/her academic advisor, department Chair, the Associate Dean and the Assistant Dean of Student Services in the School of Education and Counseling Psychology.

Students on academic probation will be required to meet with their advisor and the Associate Dean of Student Services to discuss the situation, and develop a plan for improving their academic performance. In instances where international students are placed on academic probation, the Office of Global Engagement (International Student Services) will be notified. Students are cautioned to consider a Leave of Absence (LOA) if the circumstances leading to a low GPA remain in order to avoid being dismissed from the program.

A summary of the discussion is to be written and submitted to the Office of Student Services. This record will be placed in the student's academic file. This process must be completed by the specified deadline to add courses for the specific quarter.

Any student failing to achieve a 3.0 GPA in the subsequent quarter or raise his or her cumulative GPA to 3.0 or above will be dismissed from the program (including students who are on academic probation 3 times). In extraordinary circumstances (e.g. if the student achieved high grades during the quarter but the GPA was previously so low that one quarter does not allow the GPA to rise above 3.0) a student may petition for an opportunity to remain in the program. This petition must be submitted to the Associate Dean.

BEHAVIORAL PERFORMANCE AND ACADEMIC PROBATION

By virtue of the special nature of clinical courses in psychology and education, students will be held to clinical and professional standards in addition to academic standards. For each department, the relevant processes are outlined below.

DEPARTMENT OF EDUCATION (EDUC)

THE FOLLOWING INFORMATION APPLIES TO STUDENTS IN ALL EDUCATION PROGRAMS

Education Professional Review (EPR) Process

All students enrolled in the Education department get a copy of the Education Professional Review (EPR) form upon matriculation. Candidates are notified here of the following review process.

Candidates in any of the Education Department's programs are expected to consistently display conduct befitting the profession in their classes at SCU as well as in their placement sites. For the purposes of our program, this includes, but is not limited to, meeting all university and program requirements and deadlines; adapting to institutional and/or professional expectations and policies; relating appropriately to fellow candidates, faculty, staff, master teachers, and field supervisors; demonstrating sensitivity to the social, cultural, economic, and linguistic context of the placement site; refraining from the use of drugs or alcohol while in class or at a placement site; and adhering to professional expectations for dress, appearance, and personal hygiene as a classroom teacher. Candidates whose professional behavior or academic standing does not meet these minimum standards may be referred to the EPR process.

Please note that any Education student/candidate who demonstrates an egregious breach of professional conduct may be dismissed from the program immediately by the Office of the Dean. If necessary, appropriate legal action will be taken. Egregious breaches of professional conduct include, but are not limited to: rough or inappropriate physical conduct or hostile, threatening, or demeaning speech or behavior toward a member of the Education faculty, students or community or a student at a placement site; inappropriate social/interpersonal interactions with a student, master teacher, or field supervisor in a placement site; disclosure of confidential information about a fellow

student in a placement site; and misrepresenting his/her qualifications, preparation, or status in all Education programs.

Multi-Tiered Intervention and Support Process: Education Professional (EPR)

The Education Department has a multi-tiered intervention process in place to assist candidates whose feedback received from their instructors and/or field supervisors gives evidence of concern.

Tier One (1) Intervention: Conversation

When a student is experiencing difficulty in a course, a conversation between the student and the course instructor is usually the first step in addressing the issue. Likewise, when a student is experiencing difficulty in a placement site, a conversation between the student, the cooperating teacher, field supervisor, and/or the Coordinator of Field Experience is the first step. Most candidates are able to resolve difficulties at this level of intervention.

Tier Two (2) Intervention: Meeting and EPR Form Filed

If an informal conversation does not resolve the professional conduct of the student, a formal meeting with the instructor and/or field supervisor, and the student's advisor is arranged. The purpose of this meeting is to review the EPR Form with the student, invite the student's perspective, and ask the student for his or her thoughts on the best ways to address the issue or issues in the EPR Form. During the meeting, the EPR Form is signed by both the student and the faculty member and/or field supervisor to acknowledge that the EPR Form has been received. A copy of the signed form is given to the student; the original is returned to the Program Director and the School of Education and Counseling Psychology (SECP), Assistant Dean of Student Services and the Dean of Students at SCU for inclusion in the student's record. The Assistant Dean of Student Services will send an email to the student, Field Supervisor Coordinators, and Advisor acknowledging that the signed EPR Form has been placed in the student's file.

Tier Three (3) Intervention and/or Dismissal from the MATTC or EDL program.

The possible options for this remediation plan may include a leave of absence from the program, a recommendation to engage in personal therapy, and/or customized plans based on the student's particular behaviors. In such cases where a student's behavior is deemed inappropriate for the MATTC or EDL programs, an alternative option to complete the degree may be considered.

In the most egregious cases, the student may be recommended for dismissal from the School of Education and Counseling Psychology. The Education Department Chair meets with the SECP Dean and presents all evidence from Tier One (1) and Tier (2) intervention efforts. The Dean reviews all documents and sets up a meeting to communicate the decision to the student. This information will be placed in the student's file.

The student will have the right to appeal any level of intervention by submitting a letter to the Dean of the school within 30 days. The Dean shall consider the appeal and respond to the candidate in writing. The Dean's decision will be final.

(EPR Form is located in the Appendix)

DEPARTMENT OF COUNSELING PSYCHOLOGY (CPSY)

THE FOLLOWING INFORMATION APPLIES TO STUDENTS IN ALL COUNSELING PROGRAMS

CPSY KEY PROFESSIONAL STANDARDS

Student Review Committee (SRC) Process

Counseling program leaders, core faculty members, and relevant affiliated program personnel have a professional and ethical obligation to assess professional competency that includes, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development, and personal fitness for clinical practice; such an assessment can help ensure that students who complete are competent to manage future professional relationships

(e.g., with clients, colleagues, supervisors, the public, etc.) effectively and appropriately. Preparation for becoming a licensed therapist requires more than knowledge and skills – it also requires the cultivation of professional dispositions or “ways of being” that enable one to engage as a medical professional engaged in care for the public. Adequate development professional behavior that meets these key professional standards is required to assess students’ readiness to engage as a therapist with clients, and hence his or her readiness for the Clinical Practicum portion of the program.

The Key Professional Standards (KPSs) provide students guidance on expectations of behavior and dispositions towards others on four dimensions: Professionalism, Positive Communication and Conflict Resolution, Respect for Cultural Diversity and Inclusion, and Self-Awareness/Self-Reflection and Insight. Examples and additional information about the expectations for students in these areas will be reviewed during students’ orientation and included in relevant course syllabi. In the Counseling Psychology department, faculty have developed a process for the professional obligation to assess students’ developing capacities in these areas that is strength-based, sensitive to students’ needs, and sensitive to issues that may need remediation before students complete their degree. In key courses where these professional dispositions are most directly relevant, the KPS’s are evaluated by the course instructor at the end of the term. Ratings 1 (below expectations for an emerging trainee) or 2 (meets expectations for a developing trainee). Students’ whose behavior is below the standards of an emerging trainee will be invited to have a conversation with the instructor about his or her concerns. The assumption is that with feedback, the student will adapt his or her actions to meet the professional standards of the field in the relevant area. However, if there are still concerns by the end of the class, this will be noted in the Key Professional Standards and forwarded to the Student Review Committee.

Students who engage in more severe conduct violations or professional competence breaches, as determined by the Department Chair, remediation will begin with a full SRC committee hearing that includes a member of the Dean’s Office. When the conduct at issue may constitute a violation of the Student Code of Conduct, the matter also may be referred to the University’s Office of Student Life. Reports of conduct that may violate other University policies, such as the policies prohibiting discrimination and harassment, will be referred for resolution in a manner consistent with those policies.

Multi-Tiered Intervention and Support Process: Student Review Committee (SRC)

The Counseling Psychology program has a multi-tiered intervention process in place to assist students whose feedback received from their instructors and/or practicum supervisors give evidence of concern. When a student is experiencing difficulty in a course, a conversation between the student and the course instructor is usually the first step in addressing the issue. Likewise, when a student is experiencing difficulty in a practicum placement, a conversation between the student, the supervisor, and/or the program practicum coordinator is usually the first step. Most students are able to resolve difficulties at this level of intervention. Below outlines the KPS process in detail.

Step 1: Faculty will discuss concerns directly with students; the intent is to facilitate change. The hope is that most issues will be resolved at this level, in the process of instruction and feedback. If KPS issues are not resolved informally, the process will move on to Step 2.

Step 2: Coaching session—The Student Review Committee will review all students with a 1 rating. All students receiving a 1 will meet with two SRC members (neither will be the faculty member who completed the initial KPS evaluation). The purpose of this meeting is to enhance student learning.

This session will aim to understand the student’s perspective, brainstorm possible solutions, and provide the student with a specific plan for corrective actions they can take. Recommendations may include, but are not limited to, specific reflective or learning activities designed to increase student’s awareness and insight. Students are allowed to ask another faculty member or other advocate to attend this meeting with them. In this meeting, the faculty committee members will engage with the student in a learning process to better understand why the specific KPS is important, how their behavior fell short, and the consequences of failing to change their behavior.

Step 3: Committee Review—When a student presents consistent challenges in meeting the KPS expectations, the issue will move to the SRC committee for a Hearing with 3 of the members. Included in the hearing will be a member of the Dean’s Office. The hearing committee will assess the student’s conduct, hear the student’s concerns and make recommendations to the Department Chair for additional remediation and discipline. After meeting with the student to discuss their recommendations, and in consultation with the Department chair, the SRC will provide written notification to the student about expectations for change via a formal Student Remediation Plan. Student Remediation Plans will identify performance objectives and strategies to solve problems and identify expected outcomes. The Remediation Plan will include:

1. A description of specific violations or concerns
2. Goals and objectives of corrective actions to be achieved
3. Requirements and recommendations for improvement
4. Program personnel who monitor and to whom requirements are sent
5. Resources available to make improvements
6. Deadlines for the achievement of requirements
7. Consequences for failing to fulfill requirements of the Remediation Plan within the stipulated timeline
8. Information on an appeal process

Following the end of the remediation plan timeline, the SRC will review the student’s progress and consult with program faculty members, supervisors, and other program personnel as appropriate. The remediation plan may be ended satisfactorily (if all concerns have been adequately resolved), renewed or extended for a specific time, or modified as appropriate. The SRC will make reports at core faculty meetings on students with an established remediation plan. Students must demonstrate progress in all areas of academic performance, clinical skills, and professional conduct.

Conduct that constitutes a serious or repeated violation of any professional Code of Ethics or Student Code of Conduct, or a persistent pattern of serious concerns as indicated on KPS assessments, may indicate a serious barrier to progression or successful completion of program requirements. If a student fails to make satisfactory progress toward remediation (based on the written plan), then the Department Chair may reconvene the SRC without the student to review the student’s status and consider additional remedial steps.

Step 4: If the student continues to demonstrate behavior that does not meet the KPS expectations and does not demonstrate sincere effort or capacity to meet those Standards, the Department Chair, SRC Committee, and Dean’s office will work together to develop a plan of action consistent with the behavior involved. Potential outcomes for persistent conduct issues may include, but are not limited to:

1. Recommendation for voluntary withdrawal from the CPSY program and shift to either one of the non-licensure degree track programs or to withdraw from the university, as appropriate
2. Voluntary leave of absence recommendation for students when the circumstances suggest that time away from the program may provide an opportunity for the student to address the deficiencies
3. Recommendation to the Dean’s office of dismissal from the CPSY program [Dismissal will be based on the number and nature of conduct concerns in the absence of extenuating circumstances. Dismissed students will have a right of further appeal.]

PROGRAM WITHDRAWAL

Students must discuss plans with their advisor before contacting the Associate Director or Student Records to withdraw. International students holding visas should discuss how the withdrawal will affect their visa status with the International Students and Scholars team in the Global Engagement Office.

When a student initiates a withdrawal from the university, a request must be made in writing to the Associate Director of Records via email: ecpservices@scu.edu. This email authorizes the Office of Student Services to drop you from any enrolled courses, close the student's degree program and cancel the authorization to register. The request must be received prior to the start of the quarter in which authorization to register is to be canceled.

Withdrawal from the university is not officially complete until all financial obligations are cleared with the Bursar's Office. Students on deferments or federally-funded loans must also clear financial obligations with the Financial Aid Office.

RE-ADMISSION

If a student withdraws or is discontinued from the school and wishes to return, s/he must submit a new application for admission. Readmission decisions are made at the discretion of the School and are based on several factors, including, but not limited to, the following: the applicant's academic status when last enrolled; activities while away from campus; the length of the absence; the perceived potential for successful completion of the program; and any other factors or considerations regarded as relevant by the admissions office. Those dismissed from the department and school are not eligible for readmission.

CHANGING ACADEMIC PROGRAM WITHIN THE SAME DEPARTMENT

Students wishing to change from one academic program to another within the same department (e.g., the M.A. in Counseling Psychology to the M.A. in Counseling or declaring a different emphasis) must submit a request to Add/Change of Degree Program Form via email to ecpservices@scu.edu for processing.

Candidates in the 45 unit MA in Counseling or MA in Applied Psychology Programs who wish to join the 90-unit program must meet with their advisor and apply for the change in degree upon approval from the CPSY faculty. A 45-unit student may only be considered for the 90-unit degree program once 18 units of coursework has been completed and if the student has a 3.0 or higher cumulative GPA in the program. The application process includes a recommendation from 1 professor in the program and a new personal statement (2 pg. max) explaining updated goals and reasons for wanting to switch to the 90 unit program.

Applications must be submitted to the Department Chair and the students' advisor by the end of Week 5. Applications for change from a 45-unit to the 90-unit program are reviewed once per quarter in Week 6.

CHANGING ACADEMIC PROGRAMS IN ANOTHER DEPARTMENT

Students wishing to change to a program in a different department (e.g., from the M.A. in Counseling to the M.A. in Educational Leadership) must submit a complete admission application and will be considered alongside other applicants. Students will be bound by the requirements set forth in the bulletin effective at the time of matriculation into the new program. Units earned in the original academic program will not count toward the requirements in the new program.

ENROLLING IN A COURSE OUTSIDE OF ONE'S GRADUATE PROGRAM

To provide graduate and professional school students at Santa Clara University with the opportunity to explore fields and disciplines outside their degree programs, Santa Clara University students in graduate and professional schools may apply to enroll as non-degree students in classes offered by another academic program or School of the University.

Each School's Student Services Office has an Enrolling in a Course Outside of One's Graduate Program form. Current Santa Clara students seeking to enroll in a course in a different Santa Clara School need to submit this form to the School in which they wish to enroll. Since current students have already been admitted to the University, the application fee and requirements for external letters, transcripts, and test scores will be waived. Non-degree student status does not constitute an admission or advanced standing in the target program.

- To enroll in a class in another school a student must have completed relevant prerequisite courses or their equivalents.
- Prepayment is required. Enrollment will be permitted only after the end of the add/drop period in order to ensure that students who are matriculated in the degree program can complete required curricula in a timely manner. Tuition will be reimbursed if the class is full.
- Students will pay the per-unit tuition charge of the School or program offering the class.
- Financial aid is not ordinarily available for enrollment across Schools.
- Santa Clara University students enrolling as non-degree students across Schools may enroll in only one course per term.
- The course will be recorded on the transcript, but credit will ordinarily not be applied toward the degree program in which the student is matriculated. The grade will ordinarily not be included in the GPA.
- Exceptions to any of the above must be approved by deans (or their designees) from the original and target schools.

TIME LIMIT FOR COMPLETION OF ACADEMIC PROGRAM

Requirements for all degrees, university-based certificate programs and programs leading to licensure by an outside agency must be completed within the agreed upon timelines established by each department.

Counseling Psychology candidates must complete their degree program requirements within six years of their admission date.

Education program candidates must complete their programs of study, for degrees and credential recommendations within six years of admission.

Both time limits include any leaves. Requests for an extension of the time-to-completion requirements must be made in writing and submitted one month before the conclusion of the program's time limit. The request must include a detailed plan of how and when the requirements will be met. Requests must be approved by the Assistant Dean of Student Services and Department Chair. The School has no obligation to grant an extension.

The maximum extension is one calendar year. Further requests can be made in extenuating circumstances.

Failure to satisfactorily complete the academic requirements (including university, department, and program requirements such as successful completion of comprehensive exams or Teaching Performance Assessments) within the established time limits may lead to dismissal from the department and school.

REQUESTED LEAVES

In circumstances where continuous enrollment is not possible, students may request a suspension of their enrollment by means of a leave. The Leave request forms are submitted by a student directly to the Office of Student Services. The granting of a leave is at the discretion of the Office.

Students on a foreign student visa, MUST consult with the Office of International Studies prior to seeking a Leave.

Students who go on a leave will be required to meet with their academic advisor upon re-enrollment to review their program plan and revise their academic plan appropriately.

The school may place conditions that it deems appropriate on its approval of a petition for a leave. In the case of a leave for medical reasons, proof of treatment or an interview with a provider at Cowell Health Center may be required.

There is no obligation to grant the extension and doing so is at the discretion of the Department and Office of the Dean. The decision of the Office of the Dean is final.

Failure to be enrolled by the appropriate deadline or to be approved for a leave of absence by the start of a quarter may result in discontinuation from the program of study.

Students may not request a leave during their first matriculated quarter (student's first quarter in the program). University policy requires a student request a deferral of admission and will be re-matriculated in a future academic quarter. If a student does not plan to enroll during the quarter for which they were admitted, the student must contact the Office of Admissions to arrange deferment and a new quarter for admission.

Length of Leave

Leaves, whether continuous or discontinuous, are granted for a maximum of one calendar year. Any exception must be approved by both the Department Chair and Office of the Dean.

To request an extension of the leave beyond one year, the student must submit a letter to the Department Chair and Office of the Dean explaining the circumstances and outlining a plan to complete the program of study.

Status while on Leave

Students on an approved leave retain their student status; however, they are not registered and therefore do not have the rights and privileges of registered students. Students on leave may complete course work for which an Incomplete grade was reported in a prior term and are expected to comply with the terms governing Incomplete grades. The leave does not extend the maximum time limit of the program expiration date.

Official department requirements (e.g., comprehensive examinations, Teaching Performance Assessment submission) cannot be fulfilled during the leave period.

Failure to return as scheduled or to secure an extension of a prior leave will result in discontinuation from the academic program.

When a student is granted a leave after the beginning of the term, courses in which the student was enrolled after the drop deadline will appear as a W on the transcript. To avoid a W grade, students must drop all their courses prior to filing for a leave.

If a leave is requested after registration has occurred, the student is responsible for contacting the Office of Student Services at ECPServices@scu.edu and request to be dropped from all enrolled classes in addition to filing for the leave.

GRADING POLICIES AND REGULATIONS

Attendance

Students are expected to attend all class sessions. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

Class attendance expectations and consequences for absences from class are left to the discretion of individual instructors subject to restrictions imposed by law, including, but not limited to, policies associated with the Americans with Disabilities Act Amendment Act (ADAAA) and Title IX of the Education Amendments of 1972.

In certain situations involving unavoidable absence, students may be offered the opportunity to make up a missed assignment/activity or to complete an alternative assignment, unless the design of the course offers no opportunity

for in-class work to be made up. These include both foreseen and unforeseen documented and verified situations such as:

- Serious personal illness
- Death of immediate family member
- Participation in significant religious observances
- Participation in events or activities as official representatives of Santa Clara University
- Pregnancy-related conditions
- Parenting responsibilities

In cases of unforeseen, unavoidable absence, students should contact the instructor as soon as possible. Under certain circumstances, the Cowell Center or the Office of Student Life may contact the instructor on behalf of the student.

In cases of foreseen absence due to significant religious observances or official representation of the University in events, students should discuss the conflict with the instructor well in advance of the absence in order to determine possible alternate arrangements. Class attendance expectations and consequences for absence are left to the discretion of individual instructors. Instructors may require documentation from the appropriate University personnel regarding the reason for the intended absence.

Grading System

Grades are assigned by the instructor to reflect the quality of a student's work. Plus (+) and minus (-) suffixes are incorporated with letter grades to provide the following marks (and numerical equivalents that indicate grade points):

A = 4.0	D- = 0.7
A- = 3.7	F = 0.0
B+ = 3.3	W = Withdrawn
B = 3.0	I = Incomplete
B- = 2.7	P/NP = Pass/No Pass
C+ = 2.3	
C = 2.0	NS = No Show
C- = 1.7	N = Continuing work
D+ = 1.3	AUD = Audit
D = 1.0	

[Note: A grade of C- is considered a minimum passing grade in each course.]

Grade Point Average (GPA)

A student's grade point average is determined by multiplying each grade point value by the number of quarter units assigned to the course, adding these grade point units from all courses taken, and dividing this sum by the total number of quarter units for which letter grades were reported. Grade reports are posted at the end of each quarter and indicate both the grade point average earned by the student during the quarter and the cumulative grade point average earned by the student for all courses completed to that point.

Withdrawn (W)

The mark of "W" is assigned by the Office of the Registrar when a student completes the formal requirements for dropping a course or withdrawing from the university. A mark of "W" cannot be changed to any other grade or mark. A mark of "W" is included in the student's academic record and appears on the student's transcript, but is not included in the calculation of the student's grade point average.

Incomplete Grades (I)

The mark of "I" (incomplete) may be assigned by the instructor when a student does not complete some essential portion of the assigned work in a class because of extraordinary circumstances beyond the student's control. The unfinished work must be completed and given to the course instructor within three weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding the summer session, unless

extraordinary circumstances require an extension. A request for an extension must be submitted in writing by the instructor and approved by the University Registrar within the original three-week period. Extensions shall not be for longer than two academic quarters after the mark of "I" was assigned, excluding the summer session. An incomplete that has not been completed within the specified deadline or has not received an approved extension will be converted to a grade of "F."

Pass/No Pass (P/NP)

A grade of P signifies that the quality of work done is equivalent to a letter grade of C- or higher, while a grade of NP denotes work at the level of D+ or lower. Unit credit, but not grade point credit, is awarded when the grade of P is assigned. Unit credit is not awarded when the grade of NP is assigned.

No Show (NS)

The mark of "NS" (no show) may be assigned by an instructor when a student never attends the class and does not drop a course for which s/he has registered. A mark of "NS" cannot be changed to any other grade or mark after it is assigned by the instructor. A mark of "NS" is included in the student's academic record and appears on the student's transcript, but it is not included in the calculation of the student's grade point average. No adjustment in tuition will result from the awarding of a mark of "NS" in a class.

Continuing Work (N)

The mark of "N" (continuing work) may be assigned by an instructor when course requirements span more than one term. When the course requirements are completed, the instructor assigns a standard grade. A student may not graduate and receive a degree or certificate with a mark of N on his/her academic record.

Audit (AUD)

The mark of AUD is assigned when a student enrolls in a class on an audit basis. A mark of AUD cannot be changed to any other grade.

Students accepted into degree programs may audit one course per quarter. No more than three courses may be audited during a student's degree program. Permission to audit a course will be given only: 1) at the end of the late registration period; 2) if space is available in the class; and 3) with approval of the instructor. No credit is assigned for an audited course, but the successful completion of an audit will be indicated on a student's transcript by the grade of AUD.

In order to audit a course, an add/drop form must be approved by the instructor and submitted to the Office of Student Services t.

Evaluation of Progress

Grades are available at the end of the term and can be found in Workday. Faculty members are expected to apprise students of their course progress at reasonable intervals. Some measurements of progress should take place in time to enable students to make reasonable decisions with respect to fourth-week and seventh-week withdrawal deadlines.

Repeating a Failed Course

A grade of C- is considered a minimum passing grade in each course. A grade of D+ or lower is considered a failing grade, and the units will not be counted toward graduation requirements.

When a student repeats a course after failing to pass it on the first attempt, the grade received on the second attempt shall replace the initial grade in the calculations of the student's GPA upon receipt of a petition from the student.

Change of Grade

Only the faculty member responsible for a course (instructor of record) may assign grades. All grades become final when they have been assigned and reported to the Office of the Registrar. A faculty member may report a correction of a final grade to the Office of the Registrar only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade. A grade may not be changed as a result of re-evaluation, re-examination, or the submission of additional work after the term ends. Any grade change must have the approval of the department chair and the assistant dean of the student's school or college. No grade may be changed after one year.

Appeal of Grade

Grades are not negotiable. There should be no questioning of a faculty member's academic judgment on a grade. In registering for a class, students implicitly agree to allow the faculty member to make a qualitative judgment of their command of the subject matter, which is expressed in a letter grade. The assignment of course grades is one of the chief means by which instructors communicate to students and the University about student achievement in their courses. Therefore, grades must be assigned after careful evaluation of students' work and meticulous consideration of the weighted value of all students' work. This evaluation is based on the criteria and procedures communicated to the students by the instructors in the syllabus.

The classroom context that is assumed in a learning community is one in which [a] grading policies are fair and clearly communicated to students, [b] grading practices are characterized by relatively good reliability and validity, and [c] grading error or bias is neutralized by enlightened sensitivity and attention to the possibility of such error or bias. Even within this context, it is possible for students to perceive that they have been graded unfairly and to seek redress. These procedures provide a description of the circumstances and a procedure for such redress within the School of Education and Counseling Psychology.

Should this happen, the allegation can be resolved by the appeal process described below:

- A. A student with a complaint must first discuss the matter with the faculty member. Any procedural complaint regarding a change of grade must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session. The student is responsible for making clear to the faculty member that he/she is in the process of appealing a grade.
- B. If the matter is not resolved at this level, the student may then take the matter to the Chair of the Department involved. The student is responsible for making clear that he/she is in the process of appealing a grade. The chair will discuss the case with the faculty member and may recommend that the faculty member review the grade.
- C. If the matter is still not resolved, upon request of the student, the Dean will proceed in similar fashion. Specifically, the student should provide a written complaint including information on what steps have been previously taken to the appropriate Associate Dean. The Associate Dean will review the complaint and may recommend that the faculty member review the grade.
- D. After review by the Associate Dean, upon request of the student, the Dean may review the complaint. The Dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the dean may recommend that the faculty member review the grade.
 - a. The request by the student for the Dean to reconsider the recommendation made by the Associate Dean should meet the following conditions:
 - The student has 30 calendar days to file with the Dean a petition for reconsideration of a decision made by the Associate Dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
 - The Dean shall respond within 30 days of receipt of the petition.
 - Requests for reconsideration of a decision about an appeal that was filed are restricted to the following grounds: The existence of significant and relevant new material that has become available since the student's original appeal was considered.
 - Upon receiving a valid request to reconsider the decision of the Associate Dean, the Dean shall ask for recommendations on whether to reverse or reaffirm the decision from the appropriate chair, faculty, school committee, or Associate Dean.
 - The Dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.
- E. This process of review gives the Chair, Associate Dean, and Dean the right to discuss the matter with the faculty member, and if they think it appropriate, request that the faculty member review the grade. Any recommendations made will not be binding upon the faculty member against whom the complaint is lodged. The decision to change a grade remains with the faculty member.

Procedures for Student Grievances Concerning Unfair Treatment by Faculty*

Santa Clara is dedicated to being a community enriched by men and women of diverse backgrounds and perspectives, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good. In the same way that we require faculty to be collegial in their

practice of scholarship, teaching, and service, we expect the faculty of the School to be professional and fair in all their interactions with students, both in and outside of the classroom.

A student who feels that he/she has been disadvantaged by capricious or biased decision-making by faculty/staff may initiate a formal grievance. The allegation can be resolved as described below:

- A. A student with a grievance must first discuss the matter with the faculty/staff member. Any complaint must be initiated within four weeks of the beginning of the next scheduled term, not including the summer session. The student is responsible for making clear to the faculty member that he/she is in the process of filing a grievance.
- B. If the matter is not resolved at this level, the student may then take the matter to the chair of the department involved. The student is responsible for making clear to the chair that he/she is in the process of filing a grievance. The chair will discuss the case with the faculty/staff member and may counsel the faculty member.
- C. If the matter is not resolved at this level, upon request of the student, the dean will proceed in similar fashion. Specifically, the student should provide a written complaint to the Dean, who may delegate the investigation to an Associate Dean. The Associate Dean will review the complaint and respond in writing to the student.
- D. If the matter is not resolved at this level, upon request of the student, the Dean may review the complaint. The Dean may convene a panel of faculty to assist in the review. After consulting with the panel of faculty, the Dean will respond in writing to the student.
 - a. The request by the student for the Dean to reconsider the recommendation made by the Associate Dean should meet the following conditions:
 - The student has 30 calendar days to file with the Dean a petition for reconsideration of a decision made by the Associate Dean. The petition shall be submitted in writing and list the reasons for the request for reconsideration.
 - The Dean shall respond within 30 days of receipt of the petition.
 - Requests for reconsideration of a decision about a grievance that was filed are restricted to the following grounds: The existence of significant and relevant new material that has become available since the student's original grievance was considered.
 - Upon receiving a valid request to reconsider the decision of the Associate Dean, the Dean shall ask for recommendations on whether to reverse or reaffirm the decision from the appropriate chair, faculty, school committee, or Associate Dean.
 - The Dean shall then form and communicate her or his decision, which shall be final, in writing to the appellant.
- E. This process of review allows the Chair, Associate Dean, and Dean's permission to discuss the grievance with the faculty/staff, students, or others as appropriate.

ACADEMIC CREDIT EVALUATION

TRANSFERRING CLASSES FROM OTHER INSTITUTIONS—ALL PROGRAMS (Unit transfer is not available for the Educational Doctorate)

Students may transfer up to 9-quarter units of graduate-level (post-baccalaureate) coursework from other accredited institutions. Courses to be considered for transfer must have been completed within five years of the initial enrollment date in the School of Education and Counseling Psychology. Transferred credits only apply to the specific course for which the exemption is sought. Successfully transferred classes appear as transfer units on the student's Santa Clara University transcript. Students may begin to seek transfer credit review after they have accepted their offer of admission; transfer credit will not be evaluated during the application process.

For consideration, the student must submit the Application for Transfer Credit Form and all supporting documentation to the Office of Student Services. A minimum grade of B in the course(s) is required. The instructor of the equivalent course and the department chair review the request and submit their recommendations to the Office of Student Services.

DEPARTMENT-SPECIFIC TRANSFER EVALUATIONS

EDUCATION:

A student may transfer up to 9-quarter units (that have been completed in the prior five years) from another accredited graduate program with the exception of the EdD program. The transfer of these units must be evaluated by faculty in the respective program and deemed appropriate for the program requirements. Students must have received a grade of B or higher in the course. Practicum / Placement units are not eligible for transfer.

COUNSELING PSYCHOLOGY:

A student may transfer up to 9-quarter units (that have been completed in the prior five years) from another accredited graduate program. Students must have received a grade of B or higher in the course. Under rare and extraordinary circumstances approved by the Dean of the School, the number of transferable credits can be increased to 15-quarter units.

Courses that may be transferred into the SCU MFT and LPCC masters program include the following:

211	214	216	218	220	
227	231	311	317	318	328
All Electives					

All other courses, with the exception of those listed below, may not be transferred into the SCU MFT, LPCC, or MFT/LPCC combined masters program.

319*	323*
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*A transfer may be considered under exceptional and rare circumstances, i.e., that the course is equivalent in both substantive and experiential dimensions to its SCU counterpart course.
 Courses not accepted as required courses may be accepted as elective/independent study units.

COUNSELING PSYCHOLOGY: CHALLENGING A COURSE

Students may challenge a course by “passing” a course via examination, oral or written. A student who successfully challenges a class receives a transcript notation indicating the units and a grade for the challenged class. Challenged courses fulfill the BBS content and unit requirements; however, they do not satisfy degree unit requirements. Those who challenge a class in the 90-unit masters program must complete 90 units in addition to whatever course(s) is challenged. Classes that include a high experiential component are usually unavailable for the challenge. The singular advantage of challenging a course is that it allows a student to substitute an elective for an otherwise required course. Students are not eligible to challenge more than three courses in total.

Courses that may be challenged in the SCU MFT program include:

215	216	214	218	220
227	231	275	311	312
317	318	All electives		

Courses that may not be challenged in the SCU MFT program include the following:

200	211	212	219	315
317	319	323	333	

To challenge a course, a student must:

1. Have completed at least 15 units at Santa Clara University (unless an exception is granted by the Department Chair)
2. Have a cumulative GPA of 3.2
3. Obtain the appropriate form from the Office of Student Services; and,
4. Have permission from the instructor, Department Chair, and Dean to proceed with the challenge. The instructor must complete a written description of the proposed challenge process to be approved by the Department Chair.

Challenge examinations may be either oral or written as determined by the instructor. Grades for a challenging course may not be taken on a pass/no pass basis. A \$100 fee is assessed for challenging a course.

COUNSELING PSYCHOLOGY: WAIVING A COURSE

Students who waive classes with the permission of the Department Chair receive no indication on their transcript that the classes have been waived, but a notation is made in the student's file that the specific class requirements have been met and waived. Another class must be taken in lieu of the waived class. Waived classes are not accepted by licensing or credentialing boards for meeting competency requirements. The only course that can be waived in the SCU MFT program is CPSY 220. This course may not be waived for LPCC students.

Students wishing to waive courses must submit the Application for Waiver Credit form to the Office of Student Services, official transcript(s) from the accredited institution(s), a course description, and a syllabus detailing the coursework completed. A minimum grade of B is required. The instructor of the equivalent course and the department Chair review waiver credits. Recommendations are then submitted to the Office of Student Services. Courses need to have been completed within five years of the initial enrollment date.

Such waivers are rare and may be granted only in cases where a student has had recent and parallel graduate coursework or experience. The content of the substituted course must be consistent with the academic goals and objectives of the respective program.

Students who have received formal approval to waive courses receive no indication on their transcript that the courses have been waived. Official documentation that the specific course requirements have been met and waived must be recorded in the student's file. These students may be required to take another course in lieu of the waived class. Licensing or credentialing boards for meeting competency requirements do not accept waived courses.

ACADEMIC INTEGRITY AND CONFIDENTIALITY

Academic Integrity

The university is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of "F" for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Student Handbook. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.

Confidentiality

Students have the right to expect confidentiality when sharing private content. State law and professional ethics codify exceptions to confidentiality. Students to whom personal disclosure is made in courses, practicum, counseling sessions, and other training activities also have an obligation of confidentiality.

Any student suspected of violating the confidentiality of others will be subject to the Periodic Professional Review process articulated below.

ADMINISTRATIVE POLICIES AND REGULATIONS

CLERY ACT

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Santa Clara University annually collects information about campus crimes and other reportable incidents as defined by the law. Information presented in compliance with this act is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment at the University. These reports and other information about the law are available on the Campus Safety website. It is the policy of Santa Clara

University that the campus community will be informed on a timely basis of all reports of crime and other information affecting the security of our campus and the personal safety of our students, faculty, staff, and guests.

COMMUNICATION BY THE UNIVERSITY TO GRADUATE STUDENTS

The School of Education and Counseling Psychology communicates with students solely through University-assigned email. These emails are considered official communications and students are responsible for reading and responding to the information they receive from the School and University. Students should use their Santa Clara email address as their primary email; those candidates who will not be checking that address regularly should forward their email to their preferred email account.

CONSENSUAL RELATIONSHIPS BETWEEN EMPLOYEES AND STUDENTS

In addition to prohibiting sexual harassment under the Policy on Unlawful Harassment and Unlawful Discrimination, the University prohibits any consensual dating, romantic, or sexual relationship between an employee and a student over whom that employee has any instructional, supervisory, advising, or evaluative responsibility. Such a relationship is fraught with problems, including the potential for exploitation, favoritism, and conflict of interest. The appearance of impropriety or unfairness may also adversely affect the learning and work environment for other students and employees. This policy applies to faculty, staff, and student employees. Employees who violate this policy are subject to sanctions for misconduct under the policies of the Faculty Handbook, Staff Policy Manual, or Student Employment Handbook, as appropriate to their employment status. Employees or students with questions about this policy should contact the EEO and Title IX Coordinator or the Department of Human Resources.

DRUG-FREE WORKPLACE AND SCHOOL PROGRAM

It is the goal of Santa Clara University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Santa Clara University campus, in the workplace, or as part of any of the University's activities. This includes the unlawful use of controlled substances or alcohol in the workplace even if it does not result in impaired job performance or in unacceptable conduct.

The unlawful presence of any controlled substance or alcohol in the workplace and campus itself is prohibited. The workplace and campus are presumed to include all Santa Clara premises where the activities of the University are conducted.

Violations will result in disciplinary action up to and including termination of employment for faculty and staff or expulsion of students. A disciplinary action may also include the completion of an appropriate rehabilitation program. Violations may also be referred to the appropriate authorities for prosecution.

The program information is distributed on an annual basis to all faculty, staff, and students. New staff employees are given a copy at New Employee Orientation. New faculty employees are given a copy at New Faculty Orientation. The program is reviewed at least biennially by the Office of Student Life and the Department of Human Resources.

STUDENT RECORDS AND RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the confidentiality of the University records of Santa Clara University students. A student is any person who attends or has attended a class, which includes courses taken through videoconference, satellite, Internet, or other electronic and telecommunication technologies, and for whom the institution maintains education records. The University is authorized under provisions of the Act to release directory information to any person on request unless a student explicitly requests in writing that the University not do so and keep directory information confidential.

A student's directory information is designated as follows:

- Student's name
- Address: Campus post office box, local, and permanent addresses (residence hall and room numbers are not disclosed)
- Telephone number
- Email address

- Photograph
- Date and place of birth
- Major field of study
- Classification level/academic standing
- Dates of attendance (defined as an academic year or quarter)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees (including expected or actual degree date), honors and awards received, and dates
- The most recent educational agency or institution attended

During the registration period and throughout the academic year, students may request in writing through the Office of the Registrar that directory information be kept confidential. Once filed, the request remains in effect until the beginning of the next academic year or a shorter period if designated by the student. Graduating students must notify the Office of the Registrar in writing to remove the nondisclosure notation from their record.

The University is authorized under FERPA to release educational and directory information to appropriate parties without consent if the University finds an articulable and significant threat to the health or safety of a student or other individuals in light of the information available at the time.

Former or current borrowers of funds from any Title IV student loan program should note carefully that requests for nondisclosure of information will not prevent the University from releasing information pertaining to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, the United States Department of Education, or an authorized agent.

Students have the right to inspect and review their educational records at the following offices:

- Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Office of the Registrar
- Working academic files are maintained by the Drahmman Center
- Records related to a student's non-academic activities are maintained in the Office of Student Life
- Records relating to a student's financial status with the University are maintained in the various student financial services offices

Certain records are excluded by law from inspection, specifically, those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. Parents' financial information, including statements submitted with scholarship applications, is also excluded by law from inspection. Third parties may not have access to educational records or other information pertaining to students without the written consent of the student about whom the information is sought.

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Students may direct complaints regarding academic records to the dean of the college or school in which they are enrolled or to the University registrar. In addition, students have the right to file a complaint with the United States Department of Education concerning alleged failures by the University to comply with the requirements of the Act. Written complaints should be directed to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

For further information regarding Santa Clara University's FERPA policy, please refer to <http://www.scu.edu/ferpa/scu-ferpa-policy/>.

NONDISCRIMINATION POLICY AND TITLE IX

Santa Clara University's vision is to educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world. Central to the University's Jesuit values and identity is its commitment to creating an inclusive community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by mutual respect, open communication, care, and justice.

In furtherance of its core values, the University believes that all members of the University community, including students, faculty, staff, guests, and visitors, should pursue their work, education, and engagement in University programs and activities in a safe environment, free from all forms of unlawful discrimination, harassment, and retaliation. *Cura personalis* calls and inspires us to care for the whole person, body, mind, and spirit, in the fullness of one's dignity, towards belonging and flourishing.

To that end, the University prohibits discrimination against any individual on the basis of race, color, ethnicity, national origin, citizenship, ancestry, religion, age, sex, sexual orientation, sex stereotypes, sex characteristics, gender, gender expression, gender identity, marital status, registered domestic partner status, parental status, veteran or military status, physical or mental disability (including perceived disability), medical conditions (including cancer related or genetic characteristics), pregnancy or related conditions (including childbirth, termination of pregnancy, lactation, or related medical conditions), recovery from pregnancy or related conditions, reproductive health decision making, or any other basis prohibited under applicable federal, state, or local laws and their implementing regulations, in any of the University's educational and other programs and activities, its admissions, and its employment practices.

If you (or someone you know) have experienced discrimination, harassment, or sexual harassment including sexual assault, domestic and dating violence, or stalking, we encourage you to tell someone what happened promptly. The University has staff members trained to support individuals in navigating campus policies and grievance procedures, accessing health and counseling services, providing academic and housing accommodations, and more. Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the University's grievance procedures covering discrimination and harassment complaints should be directed to: Brandi Williams, Interim Director of Equal Opportunity and Title IX Coordinator; Office of Equal Opportunity and Title IX; Loyola Hall (North), Suite 140, 425 El Camino Real, Santa Clara, CA 95053; titleixadmin@scu.edu; 408-551-3043.

STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community. Copies of the Student Handbook, which includes the Student Conduct Code, and information about the policies and procedures regarding the student judicial system are available from the Office of Student Life and at www.scu.edu/osl/student-conduct.

Chapter 5: Tuition, Fees, and Financial Aid

FINANCIAL RESPONSIBILITY

Students assume responsibility for all costs incurred as a result of enrollment at Santa Clara University. It is the student's responsibility to be aware of their account balance, financial deadlines, refund policies and maintain valid contact information at all times to ensure receipt of all University correspondence in a timely manner. All major correspondence is sent to the student's SCU Gmail account which is the official email system used by the University. Students are responsible to check their Santa Clara Gmail regularly for important information and updates.

FINANCIAL TERMS AND CONDITIONS

Students are required to accept the financial terms and conditions outlined by the University in order to continue their enrollment at SCU. Students will be prompted to accept the terms and conditions, on an annual basis, upon their login to WorkDay. Students will not have access to their WorkDay until they have read and agreed to the information contained on the page(s) prompted. By accepting SCU's financial terms and conditions, students are agreeing to pay for services rendered by the University and to abide by all policies and procedures as published.

TUITION AND FEES

Tuition per quarter unit for all courses.....	\$785
Graduate Student Association per quarter fee.....	\$50

MANDATORY HEALTH INSURANCE

Annual graduate student health insurance fee.....	\$3,695
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Santa Clara University requires all students taking two or more classes to have health insurance. Students may either enroll in the University-sponsored health insurance plan or complete the online waiver form each academic year with the student's own health insurance information. For details on completing the waiver or online insurance enrollment option go to: www.scu.edu/cowell and click on Student Health Insurance.

Graduate students who have medical insurance other than the University-sponsored plan will be billed a \$90 health center fee for each quarter they visit the Cowell Health Center. Graduate students enrolled in the University plan may use the health center at any time. The health center fee is included in the cost of the insurance premium.

OTHER FEES:

Non-refundable application fee per application.....	\$50
Late registration fee.....	\$100
Course drop/swap fee (per course).....	\$50
Late payment fee.....	\$100

BILLING AND PAYMENT PROCEDURES

Students assume responsibility for all costs incurred as a result of enrollment at Santa Clara University and agree to abide by applicable University policies and procedures. Students may designate a third party (e.g., parent, family member, spouse) to be an authorized user for the purpose of reviewing student account/billing information and remitting payment on the student's behalf. However, it is ultimately the student's responsibility to make sure all financial obligations are completed by the published deadlines.

Students will have monthly billing statements available through the SCUPay site, which is accessible via Workday. A billing notification is sent to the student's SCU Gmail account and to the email address of any authorized user. Students may also forward their billing statement(s) electronically to any third party they authorize for remittance. Please note that information on a student's account cannot be provided to any third-party payer unless a completed Family Educational Rights and Privacy Act (FERPA) form authorizing its release by the student is on file with the University.

Students are obligated to pay the applicable tuition and fees associated with their enrollment status by the published term payment deadline. Students enrolling after the initial payment deadline may be required to pre-pay for their enrollment. Registered students who do not withdraw formally from the University are responsible for all tuition and fees assessed to their account, as well as any penalty charges incurred for nonpayment. Nonattendance does not relieve the student of his or her obligation to pay tuition and fees.

More helpful information, including detailed instructions on Santa Clara's billing and payment procedures, is located at the website: www.scu.edu/bursar.

Graduate Programs Billing Dates and Deadlines

The following dates are the initial payment deadlines for each quarter:

Fall 2025	Billing available August 1; payment due August 21
Winter 2026	Billing available December 1; payment due December 21
Spring 2026	Billing available March 1; payment due March 21
Summer 2026	Billing available May 1; payment due May 21

PAYMENT METHODS

Santa Clara University offers a variety of payment methods to students to assist with their financial obligations:

Payment by Electronic Check

Students may remit payment quickly and securely, through the online SCUPay site, by authorizing a fund transfer directly from their personal checking or savings account. Please note that a payment from a money market or line of credit account may fail. Please check with your banking institution beforehand.

Term Payment Plan

Students may remit payments monthly by enrolling in a term payment plan, which is located on the SCUPay site. All payments are remitted to Santa Clara via ACH and students must enter their banking information, and remit their first payment, at the time of enrollment. There is a \$40 non-refundable enrollment fee and students must have a US bank account to enroll in a term plan. Please note there are no payment plans for the summer session.

Payment by Mail

Mail check payable to Santa Clara University, and a copy of the billing statement, to: SCU Payment Processing, P.O. Box 550, Santa Clara, CA 95052-0550.

Payment in Person

Students may walk-in cash or check payment to the OneStop Office, located in the Admissions & Enrollment Services Building. Regular business hours are Monday-Friday, 8:30am-5:00pm. The OneStop office is not able to accept any electronic form of payment, including debit or credit cards. However, there are computer kiosks within the office to assist with remitting an online payment.

International Payment by Wire Transfer

International students may remit payments quickly and securely by going to www.flywire.com/scu. Students are able to benefit from excellent exchange rates and payments can often be made in the student's home currency.

DELINQUENT PAYMENTS

If all charges on a student's account are not cleared by payment, financial aid, or loan disbursement, a late payment fee will be assessed to the student's account and a hold will be placed on the student's record. A hold on a student's record prevents the release of transcripts, diplomas and prevents access to any registration and other University services. Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University. All unpaid balances will accrue ten percent interest per annum on the balance remaining from the date of default in accordance with California State law.

Delinquent student accounts may be reported to one or more of the major credit bureaus and may be forwarded to an outside collection agency or an attorney for assistance in recovering the debt owed to the University. The student is responsible for all costs incurred to collect outstanding debt, including but not limited to accrued interest, late fees, court costs, collection fees, and attorney fees. All outstanding bills and costs of collection incurred by the University must be paid in full prior to a student re-enrolling at the University.

BILLING DISPUTES

If a student believes there is an error on his or her billing statement, a written explanation should be forwarded to: Santa Clara University, Bursar's Office, 500 El Camino Real, Santa Clara, CA 95053-0615. The Bursar's Office must receive written correspondence within 60 days from the billing statement date on which the error appeared. Communication can be made by telephone, but doing so will not preserve the student's rights.

Communication should include the student's name, SCU identification number, the amount in question, and a brief explanation. Payment for the amount in question is not required while the investigation is in progress. An adjustment will be made on the student's account for any incorrect charges. If the amount in question is found to be valid, payment must be submitted to the Bursar's Office immediately upon notification.

REFUND POLICIES

Students may be eligible for a refund if there is a credit reflected on the account. The refund process will begin after week 1 of the term. Below are the criteria for refunding purposes:

- Account must reflect a credit balance
- Students cannot be enrolled in a payment plan
- Encumbered time has lapsed (21 days for personal check, 7 days for online payment)
- Payment by wire transfer will be returned via the same method
- No refunds for overpayments made on an account, unless the student drops or withdraws

Fall, Winter, and Spring Quarters

Students who drop courses or withdraw from the University during the fall, winter, or spring term will receive a tuition refund in accordance with the following:

- By the end of the first week of classes – 100% tuition refund, less any applicable fees
- By the end of the second week of classes – 50% tuition refund, less any applicable fees
- By the end of the third week of classes – 25% tuition refund, less any applicable fees
- After the third week of classes – zero tuition refund

Summer

Students who drop courses or withdraw from the university during the summer session term will receive a tuition refund in accordance with the following:

- By the end of the day of the second class meeting – 100% tuition, refund less any applicable fees
- By the end of the day of the third class meeting – 50% tuition, refund less any applicable fees

Saturday/Sunday Courses/Off Cycle Courses **

Students enrolled in a weekend course in which the first class meeting is after the first week of the term must provide written notification, to the Graduate Programs Office, of their intent to withdraw or drop any weekend/off-cycle course(s). Failure to comply with this process will result in an irreversible forfeit of tuition.

- The following refund schedule applies:
- Students will receive a 100% tuition refund, less any applicable fees, if written notification is received by 5 p.m. on the Tuesday immediately following the first class meeting.
- Students will receive a 50% tuition refund, less any applicable fees, if written notification is received by 5 p.m. on the Tuesday immediately following the second class meeting.

** To receive a tuition refund, in accordance with the refund policies, these course drops must be handled administratively. **Students should NOT drop a weekend/off cycle course themselves through Workday after the first week of the quarter.**

Please Note: If you withdraw or drop below half-time status you may no longer be eligible to receive financial aid or student loans. Your account will be adjusted accordingly and the aid returned to the appropriate program. If you

have received a refund for these funds, you must reimburse Santa Clara University immediately. For more information on financial aid forfeiture, please visit the Financial Aid website or make an appointment with your financial aid counselor.

One-Unit Courses

Students enrolled in a one-unit course must provide written notification to their respective Records Office of their intent to withdraw or drop any course(s). Failure to comply with this process will result in an irreversible forfeit of tuition. The following refund schedule applies:

- Students will receive a 100% tuition refund, less any applicable fees, if written notification is received within two business days prior to the first class meeting.
- Students will receive a 50% tuition refund, less any applicable fees, after the first class meeting unless the course has only one session, in which case no refund will be granted.

Financial Hardship

Students who withdraw from the University or drop courses due to an illness, injury, or psychological/emotional condition are eligible for a tuition refund in accordance with the schedule above. Tuition insurance may be purchased to cover tuition charges for medically related withdrawals that occur after the first week of the term.

Santa Clara University degree students who withdraw from the University or who are administratively withdrawn from the University after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include: (1) death, disabling injury, medical emergency, (2) loss of job by an independent student, (3) medical or other emergency involving a dependent of an independent student, and (4) student deployment for active military duty. The Vice Provost for Student Life or designee, in consultation with the Financial Aid Office, will determine qualifying financial hardships and an allocation from the student hardship fund. Students must submit a request for an allocation from the student hardship fund by the end of the applicable term.

No tuition refunds are made because of curtailed services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University.

TUITION INSURANCE PROTECTION

Students and families may protect themselves against financial loss due to unexpected withdrawal from the University, for medical reasons, by purchasing tuition insurance coverage. The University has identified an insurance company, A.W.G. Dewar Inc., to provide an optional insurance protection plan. This plan is designed to protect from loss of funds paid for tuition should it be necessary to withdraw completely from the University during the term for medical reasons. Information on the tuition insurance plan can be found at www.collegerefund.com and available on the Bursar's Office website.

FINANCIAL AID

Students must be enrolled in at least part-time status and in degree seeking units to receive Federal financial aid.

California State Graduate Fellowships

State graduate fellowships are awarded to California residents pursuing a recognized graduate or professional degree who intend to pursue teaching as a career and who have not completed more than four quarters of full-time graduate work as of October 1. Selection is based on state manpower needs, academic performance, and financial needs. Applicants should apply using the Free Application for Federal Student Aid (FAFSA), which is available at the website: www.studentaid.gov

Loans

Students applying for aid may find the most advantageous method of financing their education through loan programs. Among those available to students of the School of Engineering are the Federal Perkins Loan and Federal Stafford Loans through the School as Lender Program. Applicants should apply using the Free Application for Federal Student Aid (FAFSA), which is available at the website: www.studentaid.gov

Please Note: A student must be a U.S. citizen or eligible non-citizen to qualify for federal sources of financial assistance.

Deadlines

The Financial Aid Office has established deadlines for consideration of the various programs it administers. All students requesting financial aid from the University should contact the Financial Aid Office at the earliest possible date to request specific deadline information and appropriate application materials. Files completed later than February 1 for new recipients and March 2 for current recipients will receive consideration on a funds-available basis. All financial aid deadlines are posted on the Financial Aid website: www.scu.edu/financialaid.

Veterans and Veterans' Dependents Assistance

Santa Clara University has been certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability), Chapter 31 (rehabilitation), Chapter 30/1606 (active-duty Montgomery G.I. Bill®), Chapter 33 (Post 9/11 GI Bill®), and Yellow Ribbon. Individuals interested in attending any of the veteran assistance programs should contact the Veterans Administration and the University Office of the Registrar.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Information regarding these programs may be obtained from Santa Clara University's VA representative, Yen Mai (YMai@scu.edu) in the Office of the Registrar.

Teaching and Research Assistantships

The School of Education and Counseling Psychology offers a limited number of teaching and research assistantships providing up to eight units of tuition and, in some cases, a modest stipend. For further information, students are encouraged to contact their faculty advisor or their academic department.

University-Awarded Aid

Individual graduate schools may grant their students a specific amount of financial aid, per term, in the form of Santa Clara University school scholarships. Once the amount has been determined by the school, the information is sent to the Financial Aid Office for processing. The Financial Aid Office awards the aid and sends an e-mail notification to the student's SCU Gmail email address only, informing them of their financial aid package and/or any aid revision. Students will be able to see their school scholarship award on e-campus. The award amount will also appear as "anticipated aid" on the student's account to alleviate the assessment of holds/late fees from the Bursar's Office. Generally, financial aid is disbursed to the student's account ten days before the start of classes each term. If eligible, the Bursar's Office will issue refunds to students reflecting credit balances after the first week of class.

Cancellation of Financial Aid and Return of Funds

Students who withdraw from the University and who have federal financial aid are subject to the federal regulations applicable to the return of Title IV funds. These regulations assume that a student earns his or her financial aid based on the period of time he or she remains enrolled during a term. A student is obligated to return all unearned federal financial aid funds governed under Title IV.

Unearned financial aid is the amount of disbursed Title IV that exceeds the amount of Title IV aid earned in accordance with the federal guidelines. During the first 60 percent of the term, a student earns Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the term that the student remains enrolled in the percentage of disbursement aid for that period that the student has earned.

A student who withdraws after the 60 percent point of the enrollment term earns all Title IV aid disbursed for the period. The amount of tuition and other charges owed the student plays no role in determining the amount of Title IV funds to which a withdrawn student is entitled.

All funds must be returned to federal programs before funds are returned to the state or University financial aid programs and/or the student. The return of funds allocation will be made in the following order for students who have received federal Title IV assistance:

- Unsubsidized Federal Direct Loans (other than Direct PLUS Loans)
- Subsidized Federal Direct Loans
- Federal Perkins Loans
- Federal Direct Grad PLUS Loans
- Federal PELL Grants for which a return is required

Federal Supplemental Educational Opportunity Grants for which a return is required

- TEACH Grants for which a return is required
- Iraq and Afghanistan Grants for which a return is required.

SAP standards:

(1) Qualitative Standard

Students must maintain a cumulative grade point average of 3.0 or higher.

NOTE: Some Santa Clara University aid programs require a higher cumulative grade point average than the federal minimum.

(2) Quantitative Standard

Students must maintain a cumulative sixty-seven percent completion rate for all units attempted toward their academic programs.

Example of 67% Minimum Pace of Completion Calculation:

SCU Attempted Hours	12
Transfer Hours Accepted	+6
Total Attempted Hours	=18
Total Successfully Completed Hours	12

12 successfully completed hours/18 attempted hours=0.667 Pace of Completion.

(3) Maximum Attempted Units Allowed

Students must complete the requirements for their academic programs within 150% of the minimum units required to complete their academic programs. Units attempted include all units transferred into Santa Clara University from prior institutions that can be used to satisfy students' academic program requirements. Students who have reached their maximum attempted units allowed are ineligible for additional financial aid. Students may appeal for financial aid probation status if they feel their circumstances warrant an exception to this standard.

Evaluation

All graduate students enrolled at Santa Clara University are evaluated for satisfactory academic progress at the completion of each academic year (end of spring term).

Pass/No Pass

Courses with Pass grades will count toward your total hours for the cumulative completion rate for federal financial aid. However, Pass grades will not count in your GPA calculation. Courses that earn NP grades will count as attempted but not completed, and could impact your eligibility for federal aid. P/NP options may not be available in all graduate programs. Graduate students should refer to their program office for additional guidance.

Repetition of Courses

Graduate students should contact their program office to discuss options for repeating courses. In most cases if repeated courses are allowed, the repeated course is used in the calculation of the student's grade point average (this may not be the case for all programs please check with your program office). Units are awarded toward graduation only once for each course passed.

Courses Incompletes, Withdrawal, Failures, and/or Repetitions

Incompletes (I), Withdrawals (W), Failures (F), and/or repeated courses will adversely affect a student's completion rate. Students must complete the minimum number of units to fulfill federal, state, and University requirements.

Completion rates are calculated cumulatively and will include all quarters/semesters that the student was enrolled, whether or not the student received financial aid.

Students who wish to withdraw from Santa Clara University must contact their graduate school advisor. Depending on your date of withdrawal, you may automatically be assigned a withdrawal grade (W) and may not be eligible for a tuition refund. Your program advisor will advise on what you can expect and /or what to be prepared for.

Students who abandon their classes will receive a failing grade, impacting their qualitative and quantitative SAP requirements.

Students who withdraw from their program are still responsible for any financial commitment made to both the university and loan provider(s).

IMPORTANT: Any student leaving Santa Clara University at the conclusion of any quarter should also contact their graduate program.

Appeal Process

There could be extenuating circumstances encountered by students that may affect their ability to be academically successful during an enrollment period. These circumstances include personal injury or illness that occurs during an enrollment period; death of an immediate family member or legal guardian during an enrollment period; or other documented circumstances that were unexpected in nature and beyond control of the student. In these cases, cumulative grade point average or completion rate may decline resulting in the student not meeting the minimum qualitative and quantitative standards previously described. If you wish to appeal your financial aid suspension, a Satisfactory Academic Progress Appeal must be submitted to the Financial Aid Office. If the appeal is approved, the student will be placed on financial aid probation (separate from academic probation) and will be notified of the appeal results in writing.

Loss of Eligibility

Students who have lost eligibility to participate in federal, state, and University aid programs for reasons of academic progress, can regain that eligibility only by enrolling at Santa Clara University at their own expense. The mere passage of time will not restore eligibility to a student who has lost eligibility for failure to make satisfactory academic progress. Students who have been dismissed from Santa Clara University for academic reasons, but who are subsequently readmitted are not automatically eligible to participate in federal, state, or institutional aid programs and will be placed on financial aid warning/or suspension. Re-admission decisions are separate from funding decisions.

Regaining Eligibility

Students who failed to meet satisfactory academic progress and who choose to enroll without financial aid may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid. If the standards are met at the time of review, eligibility may be regained for subsequent terms of enrollment in the academic year.

Chapter 6: Department of Counseling Psychology

From our foundation in 1964, the Department of Counseling Psychology has sought to balance theory and practice that informs and educates future clinicians and leaders. Our curriculum is based on solid theoretical traditions balanced by cutting edge theory, research, and skills development. Our proven history of shaping excellent mental health professionals – as a direct result of our innovative curriculum, degrees, tracks, and emphases, taught by a dedicated and professional faculty – has earned our Department a prominent place in Northern California as the pre-eminent master level institution for the formation of licensed therapists. The architecture of our curriculum is built upon Core and Required courses with an extraordinary array of advanced elective courses.

The faculty represents a breadth of theoretical orientations and clinical experience. Our focus in classes is on depth of theoretical understanding, on the concordance between a wide range of viewpoints and on the very pragmatic, evidence-based clinical skill development essential for practitioners. We are dedicated to interpersonal, intrapsychic and systemic methods with a broad sensitivity to individual and cultural differences (gender, SES, religious/spiritual, ethnic, and sexual orientation).

In our programs, students must master theoretical knowledge and counseling/clinical skills related to performing therapy in individual, group, couples, child, and family sessions. Students may choose to focus their elective classes in advanced courses in one of four emphases: Correctional Psychology, Health Psychology, Latinx Counseling, or LGBTQ+ Counseling.

Alternatively, they may pursue a variety of elective options in order to cultivate particular theoretical/applied areas in greater depth, including Child and Adolescent Mental Health, or approaches to psychotherapy like psychodynamic, cognitive-behavioral, process-experiential, existential, mindfulness training, or others.

Our curriculum is scheduled on the quarter system, with courses offered in the Fall, Winter, Spring, and two Summer sessions.

DEGREE PROGRAMS

The Department of Counseling Psychology offers the following degree programs:

- 90-Unit Master of Arts in Counseling Psychology [This program is fully compliant with California State requirements for MFT or LPCC licensure. As of September 2012, all such programs in California are mandated as 90-quarter units (or 60 semester units).
- 45-Unit Master of Arts in Counseling or Applied Psychology

MASTERS OF ARTS IN COUNSELING PSYCHOLOGY (90 Units)

The Master of Arts in Counseling Psychology program provides an intensive 90-unit Master of Arts program for students.

Tracks

The Master of Arts in Counseling Psychology has four tracks:

- MFT
- LPCC
- MFT/LPCC Combination
- Self-Designed (no license)

The California Board of Behavioral Sciences (BBS) bases the MFT Track on California State regulations, guidelines suggested by the American Association for Marriage and Family Therapy, and the California Association of Marriage and Family Therapists, and requires curriculum approval. Those choosing this track are qualified to sit for a MFT license exam after completing course work, practicum, and clinical hours in the State of California.

Portability: Historically, those who have completed the MFT program (and MFT California License) have been able to sit for licensure in many other states. Some states have reciprocity with California; others have required one or more courses for license eligibility – all require knowledge of that state’s laws and ethics. Students who wish to take the license in any other State but California, are strongly advised to consult with the home (or intended) State governing board to understand local regulations, restrictions, and requirements.

The California Board of Behavioral Science (BBS) bases the LPCC Track on California State regulations, guidelines from the California Coalition for Counselor Licensure, and curriculum approval. Those choosing this track are qualified to sit for a LPCC license exam after completing course work, practicum, and clinical hours. The LPCC is a more “portable” ** degree, meaning that coursework and clinical training in California will allow a student to sit for licensure in any other State, based on any residency requirements of that State. LPCC licensing requirements include a national, rather than state-centric exam.

The LPCC program is primarily focused on individual adult clients. Students pursuing this program who wish to work with couples, families and children will need to take classes in these specialties to work legally and ethically with these populations.

**Portable means the requirements for a license, or its equivalent, are the same from state to state. However, portability does not mean reciprocity. Reciprocity is when one can carry a license from State to State. Currently, it is not clear whether California will accept LPCC reciprocity from another State, or whether other States will accept an LPCC license granted in California.

The California Board of Behavioral Sciences has approved Santa Clara University programs for both MFT and LPCC training.

An important difference between the MFT and LPCC training requirements in the State of California is the following: As the law currently stands, MFT students can complete a significant number of their required 3000 training hours prior to their Master’s Degree. The required 3000 LPCC hours must all be accrued after graduation with a Master’s Degree.

The *MFT/LPCC Combined Track* is available for students who wish to apply for both licenses. The combined track program and emphases can be completed within 90-units. Because there are significant disadvantages associated with the Combined Track in addition to certain advantages, students who wish to explore the Combined Track option are encouraged to meet with a Faculty Advisor.

The *Self-Designed Track* option is available for individuals who desire more extensive training and experience than the 45-unit Master of Arts in Counseling program affords. This track does not lead to licensure.

The 90-unit program may include one of the department’s five Emphasis programs: Child and Adolescent Mental Health, Correctional Psychology, Health Psychology, Latinx Counseling and LGBTQ+ Counseling.

MASTERS OF ARTS IN APPLIED PSYCHOLOGY OR COUNSELING (45 Units)

The Master of Arts in Applied Psychology primarily serves two groups of students: Those who are already in a position in a field that rewards advanced training and those who are using the Master of Arts as a stepping-stone for doctoral studies.

The former group of students opt for this degree to work in nonprofit settings, career centers, community agencies, hospitals, religious settings, and in industry.

For the latter group, the 45-unit Master of Arts in Applied Psychology can serve as a post-baccalaureate, pre-doctoral training program. This is especially useful for students who were not undergraduate psychology majors, completed a baccalaureate degree many years ago or want additional background and training in the field. Usually, these students combine their classwork with research opportunities during the Master’s Program.

In recent years, we have placed the vast majority of the students who applied for doctoral work in doctoral programs.

The 45-unit Master of Arts degree in Counseling is for students interested in pursuing job opportunities that require some counseling training but are not licensure-track. Students with this degree can work in community college and other settings (e.g. academic counseling, guidance counseling), where the job requirement is a degree in Counseling but not a mental health license.

The 45-unit Master of Arts degree in Counseling does NOT meet the requirements to sit for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC), in any state.

In accordance with California State regulations, students who complete and receive the 45-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT license program. The regulation states:

“In order to qualify for licensure pursuant to this section a doctor's or master's degree program shall be a single, integrated program primarily designed to train marriage and family therapists shall contain no less than 60 semester or 90 quarter units of instruction. This instruction shall include not less than 12 semester units or 18 quarter units of coursework in the areas of marriage, family, and child counseling, and marital and family systems approaches to treatment.” (Board of Behavioral Sciences, January 2015, page 19.)

The 45-unit program may include one of the department's five Emphasis programs: Child and Adolescent Mental Health, Correctional Psychology, Health Psychology, Latinx Counseling and LGBTQ+ Counseling.

EMPHASIS PROGRAMS

We offer five optional emphasis programs, which function like minors within a counseling psychology major. Emphases are optional concentrations. Students not electing an emphasis may choose from a variety of electives to expand their knowledge in various areas.

Emphasis in Child and Adolescent Mental Health

Greg Hajcak (Coordinator)

The Child and Adolescent Mental Health counseling emphasis provides training and skills to work with children, adolescents, and caregivers. This emphasis responds to the growing needs of our community as well as the needs of our CPSY students. Coursework includes interventions with children, early childhood interventions and infant mental health, working with adolescent clients, and working with caregivers. A focus is on working with children and adolescents in a school-based setting. The emphasis is available to students in both Master of Arts program options: Applied Psychology or Counseling with an Emphasis in CAMH (51 or 54 units) and Counseling Psychology with an Emphasis in CAMH (90 or 93 units). The required courses for this emphasis are: CPSY 266, CPSY 315, CPSY 317, CPSY 326, CPSY 327, CPSY 328, CPSY 329.

Emphasis in Correctional Psychology: Counseling for Adults, Delinquent and At-Risk Youth

Bryan Nguyen (Coordinator)

The correctional arena in counseling is one of the fastest growing and provides a significant array of available positions for practitioners. The Correctional Emphasis is a professional training program for counselors working with system-impacted (delinquent, at-risk, antisocial, and non-conventional) youth and adults in mental health, social services, community, juvenile justice, correctional institutions and school programs. The emphasis is available to students in both Master of Arts program options: Applied Psychology or Counseling with an Emphasis in Correctional Psychology (45-units) and Counseling Psychology with an Emphasis in Correctional Psychology (90 units). Those enrolling in the Correctional Emphasis courses must be able to pass a law enforcement background check due to security clearance for required field trips. The required courses for this emphasis are: CPSY 243, CPSY 244, CPSY 245.

Emphasis in Health Psychology

Shauna Shapiro (Coordinator)

The emphasis in Health Psychology offers a concentration in health psychology coursework within each of the counseling degree programs. Health psychology, now a major field within psychology, continues to grow and evolve. Training in the theory and practice of health psychology is a valuable professional asset for all masters-level clinicians. The health emphasis focuses on applications of psychology to issues of well-being, disease, stress, illness and prevention, and concentrates on the development of knowledge and practical skills in the following areas: disease prevention and the promotion and maintenance of personal health; motivational interviewing and behavior change; counseling for grief and loss; counseling healthy and ill individuals regarding health-related problems and issues; theory and practice of stress management at individual and program levels; and concepts and clinical applications from the emerging field of positive psychology.

The emphasis in Health Psychology is designed for individuals with a combined interest in counseling and health psychology. Graduates of the program work as agency and private practice counselors with special expertise in a variety of mental health issues that are part of everyday clinical practice; health promotion specialists in industry, schools, and hospitals; counselors in employee assistance programs; and counseling and health specialists in other settings. The emphasis is available to students in both Master of Arts program options: Applied Psychology or Counseling with an Emphasis in Health Psychology (45 units) and Counseling Psychology with an Emphasis in Health Psychology (90 units). The required courses for this emphasis are: CPSY 380, CPSY 381, CPSY 385.

Emphasis in Latinx Counseling

Lucila Ramos-Sánchez (Coordinator)

Latinos are the fastest growing populace both in California and nationwide, yet specialized counseling programs for this burgeoning population are few and far between. The Latinx Counseling Emphasis provides this most needed training. Graduates, particularly those who are bilingual, are needed in most agencies and private settings.

The emphasis focuses on the applications of clinical practices relevant to issues of culture, ethnicity, acculturation, and assimilation. Implications of counseling within a Latino family system and issues of language are explored. Coursework concentrates on the development of knowledge and practical skills in the following areas: reaching clients from this normally underserved population, developing rapport with clients, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes stress the importance of language and one class is instructed substantially in Spanish. The emphasis is available to students in both Master of Arts program options: Applied Psychology or Counseling with an Emphasis in Latinx Counseling (45 units) and Counseling Psychology with an Emphasis in Latinx Counseling (90 units). The required courses for this emphasis are: CPSY 360, CPSY 362, CPSY 364, CPSY 365 (optional: Fluency in Spanish required).

Emphasis in LGBTQ+ Counseling

Chongzheng Wei (Coordinator)

The LGBTQ+ Counseling emphasis provides training to serve the LGBTQ+ population. It focuses on the application of clinical practice relevant to issues of gender, diversity in sexual identity and expression, oppression, discrimination, acculturation, and assimilation. The coursework for the emphasis concentrates on the development of knowledge and skills in the following areas: current theories regarding the etiology of same sex orientation; the evolving language of LGBTQ+; developmental challenges for LGBTQ+ persons; homophobia and its many faces; the coming out process; relationships with parents and families of LGBTQ+ people; issues of support and socialization; the dynamics of gay relationships; gay marriage; gay families and gay parenting; the impact of AIDS; social, cultural, political and religious considerations and their impact; the many and unique issues affecting the transgender and gender non-binary communities; available resources; research opportunities. The emphasis is available to students in both Master of Arts program options: Applied Psychology or Counseling with an Emphasis in LGBTQ+ Counseling (45 units) and Counseling Psychology with an Emphasis in LGBTQ+ Counseling (90 units). The required courses are: CPSY 213, CPSY 230, CPSY 332.

**COURSE REQUIREMENTS:
DEPARTMENT OF COUNSELING PSYCHOLOGY DEGREE PROGRAMS**

Required courses for the CPSY degree programs are listed below. Elective courses should be taken in addition to required courses to fulfill the total number of quarter units in the student's program. Electives should be selected according to student interest and in consultation with a faculty advisor.

Six core courses (18 units) are required for all Counseling Psychology degree programs:

CPSY 200 Psychology of Interpersonal Communications
CPSY 216 Psychology of Human Development
CPSY 218 Foundations of Psychotherapy and Personality
CPSY 220 Research Methods
CPSY 231 Multicultural Counseling
CPSY 275 Ethical and Legal Issues in Counseling

Note: Registration may be restricted to core classes until students have completed 39 total units in the program.

M.A. in Counseling Psychology (MFT Track, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence-Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy
Plus 19.5 elective units

M.A. in Counseling Psychology (MFT Track/ Child and Adolescent Mental Health Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence- Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing II
CPSY 320 Substance Use and Addictions: Assessment and Abuse Treatment

CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy

Plus **Child and Adolescent Mental Health Emphasis** courses:

CPSY 266 Counseling the Adolescent
CPSY 326 Early Childhood/Infant Mental Health
CPSY 327 Working with Parents in Child & Adolescent Therapy
CPSY 329 School-Based Mental Health: Theory & Practice
Plus 7.5 Elective units

M.A. in Counseling Psychology (MFT Track/ Correctional Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence- Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing II
CPSY 320 Substance Use and Addictions: Assessment and Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy

Plus **Correctional Emphasis** courses:

CPSY 243 System-Impacted Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 10.5 Elective units

M.A. in Counseling Psychology (MFT Track/ Health Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence- Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing II

CPSY 320 Substance Use and Addictions: Assessment and Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy

Plus **Health Emphasis** courses:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
Plus 10.5 Elective units

M.A. in Counseling Psychology (MFT Track/Latinx Counseling Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence- Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing II
CPSY 320 Substance Use and Addictions: Assessment and Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy

Plus **Latinx Counseling Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (optional: Fluency in Spanish required)
Plus 7.5 Elective units, 10.5 units if no CPSY 366

M.A. in Counseling Psychology (MFT Track/LGBTQ+ Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence- Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis

CPSY 319 Clinical Assessment: Testing II
CPSY 320 Substance Use and Addictions: Assessment and Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 333 (three consecutive quarters beginning in the fall): Counseling Practicum: Marriage and Family Therapy

Plus **LGBTQ+ Emphasis** courses

CPSY 213 Foundations of LGBTQ+ Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients
CPSY 332 Psychotherapy with Transgender and Gender-Diverse Clients
Plus 10.5 Elective units

M.A. in Counseling Psychology (LPCC Track, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC
Plus 15 Elective units

M.A. in Counseling Psychology (LPCC Track/ Child and Adolescent Mental Health Emphasis, 93 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment

CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Child and Adolescent Mental Health Emphasis** courses:

CPSY 266 Counseling the Adolescent
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 326 Early Childhood/Infant Mental Health
CPSY 327 Working with Parents in Child & Adolescent Therapy
CPSY 329 School-Based Mental Health: Theory & Practice
No Electives

M.A. in Counseling Psychology (LPCC Track/Correctional Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Correctional Emphasis** courses:

CPSY 243 System-Impacted Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 6 Elective units.

M.A. in Counseling Psychology (LPCC Track/Health Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)

CPSY 227 Counseling Process and Skills
 CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
 CPSY 291 Counseling for Grief Loss and Trauma
 CPSY 300 Career Development and Life Planning
 CPSY 302 Formal and Informal Assessment in Career Development
 CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
 CPSY 318 Clinical Assessment I: Diagnosis
 CPSY 319 Clinical Assessment: Testing
 CPSY 320 Substance Use and Addictions: Assessment and Treatment
 CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
 CPSY 323 Psychopharmacology
 CPSY 324 Biological Basis of Behavior (1.5 units)
 CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
 CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
 CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Health Emphasis** courses:

CPSY 380 Positive Psychology and Health
 CPSY 381 Health Psychology: Theory and Practice
 CPSY 385 Stress and Stress management
 Plus 6 Elective units

M.A. in Counseling Psychology (LPCC Track/Latinx Counseling Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
 CPSY 212 Psychology of Relationships
 CPSY 214 Evidence Based Approaches to Psychotherapy
 CPSY 219 Psychology of Group Counseling
 CPSY 221 Lab Group (1.5 units)
 CPSY 227 Counseling Process and Skills
 CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
 CPSY 291 Counseling for Grief Loss and Trauma
 CPSY 300 Career Development and Life Planning
 CPSY 302 Formal and Informal Assessment in Career Development
 CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
 CPSY 318 Clinical Assessment I: Diagnosis
 CPSY 319 Clinical Assessment: Testing
 CPSY 320 Substance Use and Addictions: Assessment and Treatment
 CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
 CPSY 323 Psychopharmacology
 CPSY 324 Biological Basis of Behavior (1.5 units)
 CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
 CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units) OR CPSY 366 (see Emphasis courses)
 CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Latinx Emphasis** courses:

CPSY 360 Latinx Psychology
 CPSY 362 Individual Counseling Skills with Latinx Clients
 CPSY 364 Interventions with Latinx Families and Children
 CPSY 366 Spanish-Based Interviewing and Assessment (optional: Fluency in Spanish required)
 Plus 4.5 Elective units , 6 units if no CPSY 366

M.A. in Counseling Psychology (LPCC Track/LGBTQ+ Emphasis, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **LGBTQ+ Emphasis** courses:

CPSY 213 Foundations of LGBTQ+ Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients
CPSY 332 Psychotherapy with Transgender and Gender-Diverse Clients
Plus 6 Elective units

M.A. in Counseling Psychology (Combined MFT/LPCC, 90 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)

CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC
Plus 6 Elective units

M.A. in Counseling Psychology (Combined MFT/LPCC/ Child and Adolescent Mental Health Emphasis, 96 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Child and Adolescent Mental Health Emphasis** courses:

CPSY 266 Counseling the Adolescent
CPSY 326 Early Childhood/Infant Mental Health
CPSY 327 Working with Parents in Child & Adolescent Therapy
CPSY 329 School-Based Mental Health: Theory & Practice
No Electives

M.A. in Counseling Psychology (Combined MFT/LPCC/Correctional Emphasis, 91.5 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis

CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Correctional Emphasis** courses:

CPSY 243 System-Impacted Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
No electives

M.A. in Counseling Psychology (Combined MFT/LPCC/Health Emphasis, 91.5 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Health Emphasis** courses:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
No electives

M.A. in Counseling Psychology (Combined MFT/LPCC/Latinx Emphasis, 91.5 or 93 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy

CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **Latinx Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (optional: Fluency in Spanish required)
No electives

M.A. in Counseling Psychology (MFT/LPCC/LGBTQ+ Emphasis, 91.5 units)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5 units)
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 300 Career Development and Life Planning
CPSY 302 Formal and Informal Assessment in Career Development
CPSY 308 Multidisciplinary Responses to Crises, Emergencies, and Disasters (1.5 units)
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 319 Clinical Assessment: Testing
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 321 Dual Diagnosis: Assessment and Treatment (1.5 units)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis of Behavior (1.5 units)
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 361 Special Topics in Multicultural Psychotherapy (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: LPCC

Plus **LGBTQ+ Emphasis** courses:

CPSY 213 Foundations of LGBTQ+ Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients
CPSY 332 Psychotherapy with Transgender and Gender-Diverse Clients
No electives

Self Designed M.A. in Counseling Psychology 90 units -- (THIS DOES NOT LEAD TO A LICENSE ELIGIBILITY)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 212 Psychology of Human Relationships
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling
CPSY 221 Lab Group (1.5 units)
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss and Trauma
CPSY 311 Psychology of Marriage and Couples Counseling
CPSY 315 Family Therapy
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 320 Substance Use and Addictions: Assessment and Treatment
CPSY 328 Clinical Assessment II: Issues in Child Diagnosis
CPSY 331 Field Experience (two consecutive quarters beginning in the fall)
Plus 31.5 Elective units

COURSE REQUIREMENTS: APPLIED PSYCHOLOGY and COUNSELING DEGREE PROGRAMS (45 UNITS)

M.A. in Applied Psychology (No Emphasis, 45 units)

Core courses plus:

CPSY 331 Field Experience
Plus 24 Elective units

M.A. in Applied Psychology (Child & Adolescent Mental Health Emphasis, 51 units)

Core courses plus:

CPSY 331 Field Experience

Plus **Child & Adolescent Mental Health Emphasis** courses:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process & Problems
CPSY 266 Counseling the Adolescent
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 326 Early Childhood/Infant Mental Health
CPSY 327 Working with Parents in Child & Adolescent Therapy
CPSY 328: Clinical Assessment II: Diagnostic Issues with Children
CPSY 329 School-Based Mental Health: Theory & Practice
No Electives

M.A. in Applied Psychology (Correctional Emphasis, 45 units)

Core courses plus:

CPSY 331 Field Experience

Plus **Correctional Emphasis** courses:

CPSY 243 System-Impacted Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 15 Elective units

M.A. in Applied Psychology (Health Emphasis, 45 units)

Core courses plus:

CPSY 331 Field Experience

Plus **Health Emphasis** courses:

CPSY 291 Counseling for Grief, Loss and Trauma
CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress Management
Plus 12 Elective units

M.A. in Applied Psychology (Latinx Counseling Emphasis, 45 units)

Core courses plus:

CPSY 331 Field Experience

Plus **Latinx Counseling Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 (for Spanish speakers) Spanish-Based Interviewing and Assessment (optional)
Plus 15 Elective units (12 Elective units if CPSY 366 is taken).

M.A. in Applied Psychology (LGBTQ+ Counseling Emphasis, 45 units)

Core courses plus:

CPSY 331 Field Experience

Plus **LGBTQ+ Emphasis** courses:

CPSY 213 Foundations of LGBTQ+ Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients
CPSY 332 Psychotherapy with Transgender and Gender-Diverse Clients
Plus 15 Elective units

M.A. in Counseling (No Emphasis, 45 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions
CPSY 331 Field Experience
Plus 15 Elective units

M.A. in Counseling (Child & Adolescent Mental Health Emphasis, 54 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions

CPSY 331 Field Experience

Plus **Child & Adolescent Mental Health Emphasis** courses:

CPSY 266 Counseling the Adolescent
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I: Diagnosis
CPSY 326 Early Childhood/Infant Mental Health
CPSY 327 Working with Parents in Child & Adolescent Therapy
CPSY 328: Clinical Assessment II: Diagnostic Issues with Children
CPSY 329 School-Based Mental Health: Theory & Practice
No Electives

M.A. in Counseling (Correctional Emphasis, 45 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions
CPSY 331 Field Experience

Plus **Correctional Emphasis** courses:

CPSY 243 System-Impacted Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
Plus 6 Elective units

M.A. in Counseling (Health Emphasis, 45 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions *
CPSY 331 Field Experience

Plus **Health Emphasis** courses:

CPSY 291 Counseling for Grief, Loss and Trauma *
CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress Management
Plus 6 Elective units (3 Elective units if CPSY 320 taken)

* Students in the Health Emphasis may elect to take either 291 or 320. If 320, 291 is still required for completion of the Health Emphasis. If 291 is taken, it counts both as a “Required” course and as an “Emphasis” course, but it does not double count for units. The student must take an extra elective so that the unit total is 45.

M.A. in Counseling (Latinx Counseling Emphasis, 45 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions
CPSY 331 Field Experience

Plus **Latinx Counseling Emphasis** courses:

CPSY 360 Latinx Psychology
CPSY 362 Individual Counseling Skills with Latinx Clients
CPSY 364 Interventions with Latinx Families and Children
CPSY 366 (for Spanish speakers) Spanish-Based Interviewing and Assessment (optional)
Plus 6 Elective units (3 Elective units if CPSY 366 is taken)

M.A. in Counseling (LGBTQ+ Counseling Emphasis, 45 units)

Core courses plus:

CPSY 212 Psychology of Relationships
CPSY 227 Counseling Process and Skills
CPSY 291 Counseling for Grief, Loss, and Trauma OR CPSY 320 Substance Use and Addictions
CPSY 331 Field Experience

Plus **LGBTQ+ Emphasis** courses:

CPSY 213 Foundations of LGBTQ+ Psychology
CPSY 230 Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients
CPSY 332 Psychotherapy with Transgender and Gender-Diverse Clients
Plus 6 Elective units

Sequencing of Classes

Students are recommended to take the following core courses in their first year of the program, completing as many as possible before moving on to advanced courses:

CPSY 200. Psychology of Interpersonal Communications
CPSY 216. Psychology of Human Development
CPSY 218. Foundations of Psychotherapy and Personality
CPSY 220. Research Methods
CPSY 212. Psychology of Relationships
CPSY 214 Evidence-Based Approaches to Psychotherapy
CPSY 219 Psychology of Group Counseling (CPSY 219 has a lab group (CPSY 221) experience that must be taken concurrently with enrollment in 219)
CPSY 227 Counseling Process and Skills
CPSY 231 Multicultural Counseling
CPSY 275 Ethical and Legal Issues

Students are encouraged to meet with his/her advisor prior to registration periods to discuss course sequencing for her/his specific program, track, and emphasis. Electives are not offered every quarter and should be taken when available if students meet prerequisites. **Note that first quarter classes are given at time of matriculation.**

Note: Students are encouraged to take as much time as needed to complete the program, there is no need to rush. The coursework is often demanding and psychologically evocative; therefore, it is advised that students go through the program at a pace that is comfortable and provides him/her with the most personal and professional growth in order to become the best possible clinician.

Advanced Specialty and Emphasis Classes

Several classes are offered only once each year or every other year. If you are in an emphasis program and the course is offered annually, you should take the emphasis class when it is offered, because it may not re-occur for several terms. Normally, required and core classes are offered every quarter (not counting summer). Normally, classes with fewer than 10 students are canceled, except under special circumstances (e.g., necessary emphasis classes).

Practicum experiences (CPSY 331 for 45-unit programs or CPSY 333 for 90-unit programs) should be taken during the student's final year in the program. Students must complete all the prerequisites and demonstrate the key professional standards of the field in order to be approved by the department to enroll in practicum. Students who intend to qualify for the California State Licenses in Marriage and Family Therapy or Licensed Professional Clinical

Counseling will need to complete three quarters of MFT/LPCC Practicum (333), beginning the sequence in the fall quarter of their last year. Students must keep the same date, time and instructor for all three quarters.

Pre-Practicum (CPSY 330)

Students wishing to gain experience in counseling prior to qualifying for a practicum are encouraged to enroll in “pre-practicum” field experience on a volunteer basis. In general, some field experience in counseling renders students more attractive to potential practicum sites. This is a 1-unit course. The hours accumulated as pre-practicum cannot be applied to the required 550 hours of practicum.

Guidelines for Pre-Practicum (CPSY 330):

1. Students must complete 18 units of academic training before accumulating hours (except for personal therapy)
2. All experience hours must be under the supervision of a supervisor. A Supervisor is one who: has been licensed minimally 2 year as MFT, LCSW, Psychologist, Psychiatrist; has not provided therapy services to the trainee
3. Has a valid license; and complies with board regulations for supervisors
4. The trainee may be volunteer or paid (restrictions apply for paid work); no hours count for an Independent Contractor
5. The site must be approved by the Department of Counseling Psychology Practicum Coordinator, prior to beginning the experience. (see Licensing Requirements for more information).

*** LPCC students may not accumulate pre-practicum hours.

Practicum (CPSY 333)

Practicum is a required course that is taken in conjunction with a graduate level counseling experience in the MFT/LPCC field. Practicum is intended to be the culminating experience in Counseling Psychology and taken the last year of your academic studies. Students are given the opportunity, under professional supervision, to begin to develop and apply therapeutic skills in a clinical context. The MFT and LPCC or combined are 90 unit programs that require 9 total units and 3 consecutive quarters (3 units each) starting in the fall quarter. Please note students need to remain in the same 333 section the entire academic year.

MFT Practicum Prerequisites:

To be eligible for practicum you must have all required classes completed, demonstrate consistency in meeting the Key Professional Standards of the field, and obtain department approval to enroll. The following classes are required before you can begin the 333 practicum course in addition to having completed at least 63 units by the start of the Fall practicum quarter.

- 200 Psychology of Interpersonal Communications
- 212 Psychology of Relationships
- 216 Psychology of Human Development
- 218 Foundations of Psychotherapy and Personality
- 219 Psychology of Group Counseling
- 220 Research Methods
- 221 Group Counseling Lab
- 227 Counseling Process and Skills
- 231 Multicultural Counseling
- 275 Ethical and Legal Issues
- 311 Psychology of Marriage and Couples Counseling (MFT)
- 315 Family Therapy (MFT only)
- 317 Therapeutic Interventions with Children (MFT)
- 318 Clinical Assessment I: Diagnosis
- 328 Clinical Assessment II: Issues in Child Diagnosis

MFT: Supervised fieldwork experience with a minimum of 225 hours of face-to-face experience counseling individuals, families, or groups. Up to 75 hours may be gained performing client centered advocacy. SCU-CPSY requires a total time at the site for the academic year to be at least 550 hours.

LPC: Supervised fieldwork experience with a minimum of 280 hours of face-to-face clinical experience counseling individuals, families, or groups. SCU-CPSY requires a total time at the site for the academic year to be at least 550 hours.

Before beginning a practicum experience, the student must submit a certificate of malpractice insurance to the practicum coordinator.

Mandatory Lab Group (221):

The lab group experience (221) associated with Psychology of Group Counseling (CPSY 219) is a 1.5 unit course required of all counseling students as a part of CPSY 219. This small lab group experience must be taken simultaneously with the CPSY 219 class.

CPSY 200 and CPSY 218 are prerequisites for CPSY 219 and CPSY 221. CPSY 220 is strongly recommended.

Lab groups are conducted on campus by licensed professional leaders and advanced student assistants. The groups are interpersonally-oriented and are ungraded. They are designed to facilitate personal growth and exploration, as well as to provide the experience of the small-group process. The directed group experience is an opportunity to encounter individual issues that promote or inhibit counseling skills. The lab groups are not to be considered group therapy. Lab groups are offered each quarter.

ETHICAL PRINCIPLES

The counseling psychology faculty and staff adhere to “Ethical Principles of Psychologists” as adopted by the American Psychological Association. Relevant “Ethical Principles” for the CPSY program include:

1. Responsibility
2. Competence
3. Moral and legal standards
4. Public statements
5. Confidentiality
6. Welfare of the consumer
7. Professional relationships
8. Assessment techniques
9. Research with human participants

A copy of “Ethical Principles of Psychologists” is available from the Department of Counseling Psychology.

SELF-DISCLOSURE

The professional-training philosophy of the Counseling Psychology Department is predicated on the belief that the process of becoming an effective therapist must in part address the person of the therapist him/herself. Indeed, in the practice of counseling, the person of the counselor is a major component in the healing process. As a counselor-in-training, self-reflection is a necessary and required part of the training that helps students better understand and empathize with their future clients’ experience. Such reflection is a significant component of one’s personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the Counseling Psychology Master’s Program’s classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. In courses and program related activities, in oral and/or written assignments, students are expected to reflect on their past and present personal experiences.

We respect students’ rights to confidentiality and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students’ progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provide a rich educational experience, involving more aspects of student experience than do standard lectures or written material that do not include the person of the therapist-in-training.

In addition, although the CPSY program does not require individual or group therapy of students, the faculty strongly recommends that students engage in psychotherapy as part of their training. To assist in this effort, the department maintains a list of qualified therapists who work with students at a reduced fee. The Santa Clara University Counseling Center also provides services to students seeking assistance for specific needs. The Counseling Center costs are included in student fees.

COMPREHENSIVE EXAMINATION

All Master of Arts candidates are required to pass the comprehensive examination. This written comprehensive examination is typically taken during the last or next to the last quarter of study in the program (summer session excluded), or after all required courses, with the exception of practicum experience, have been completed. The purpose of the comprehensive exam is to facilitate a meaningful synthesis of the various concepts and experiences provided in the program.

THESIS

A small number of students, particularly those who will pursue a doctoral degree may do a thesis. Students who complete a thesis do not have to take the comprehensive exam. See the University website for directions for completing the thesis. (<http://www.scu.edu/library/info/policies/thesis.cfm#steps>)

EXIT SURVEY

All graduating students are asked to complete a brief exit survey to help us to continually upgrade the program.

DEPARTMENT OF COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS

Courses offered specifically for education students are listed in the Department of Education section of the bulletin; however, some counseling psychology courses are cross-referenced with education.

200. Psychology of Interpersonal Communications

The foundation course for all CPSY programs, this course provides a laboratory setting in which students master basic skill sets that are fundamental for effective communication, advanced counseling and therapy. Among the basic skills essential to counseling psychology are the cultivation of attention, learning to ask questions, paraphrasing and encouraging, reflecting feeling and meaning, confrontation and empathy. The course allows students the opportunity to create, discover and/or examine and expand their personal counseling style through deep investigation of both self and the professional literature. A primary focus is on being more conscious and intentional in interpersonal communication and subsequently in the counseling process. Prerequisite: None (3 units)

205. Community Based Learning

This course is designed on a community based learning model and is intended to expose students to a variety of social issues that affect individuals and families of low socio-economic status: poverty, deprivation, inadequate housing, access to health care, access to education, and other salient issues. A variety of sites, schools, community pantries, homeless shelters, soup kitchens, etc. are available for the student to choose. The student is expected to assist in these sites as they are asked. This is not a therapy-based practicum and students do not provide any counseling services. Students are expected to participate in their site for 4 hours per week and attend a 90-minute weekly reflection period. Prerequisite: None (3 units)

211. Human Sexuality

This course provides information and perspective to future therapists regarding biological, developmental, behavioral, emotional, and cultural aspects of human sexuality. It is principally clinical in focus: reading materials, classroom experiences and discussions are used to augment students' knowledge of human sexual functioning, both potential and problematic, and to expand students' comfort with their future role as therapists to couples and individuals. Prerequisite: 212 or 216. (3 units)

212. Psychology of Relationships

The focus of this course is relationships: how human beings develop as relational beings; how they orient toward themselves and toward others in relationship; how they orient in the therapeutic relationship; how their relational templates may be the focus of therapeutic intervention. Study is focused on the formation and dynamics of

interpersonal relationships in the individual, family, and couples. Study also includes traditional and nontraditional relationships. Prerequisite: 200 or 216. (3 units)

213. Foundations of LGBTQ+ Psychology

This course provides counseling psychology students with an opportunity to familiarize themselves with issues likely to be encountered when working with LGBT clients. Students will confront their own beliefs and feelings about same sex relationships and how these might affect their clinical work. Teaching methodology will include lecture, readings and discussions, case studies, experiential exercises, testimonies of LGBTQ+ persons, and films. Prerequisite: 200. (3 units)

214. Evidence-Based Approaches to Psychotherapy

This course focuses on research and clinical techniques related to evidence-based practice in psychotherapy. It includes instruction on methodology, analysis, and synthesis of research on the efficacy and outcomes of psychotherapy interventions, as well as training in evidence-based counseling techniques from a variety of theoretical perspectives, including cognitive, behavioral, person-centered, and psychodynamic. Students gain an understanding of how those techniques should be implemented with a variety of disorders and psychosocial issues. Prerequisite: None. (3 units)

216. Psychology of Human Development

This course offers a developmental approach to the entire human life cycle from childhood through old age, with focus on significant transitions and passages. Includes coping with change in the personal, social, and transpersonal domains and how it has an impact on human growth and development. Prerequisite: None. (3 units)

218. Foundations of Psychotherapy and Personality

This course offers a comprehensive review of fundamental concepts in personality theories and their applications to counseling and psychopathology, with special focus on explicating the relationship between theory and practice. Key elements, concepts, and techniques associated with major theories of counseling are examined; identifying the strengths and limitations of each of the major theories, as well as commonalities and divergences among them. The course will help students formulate an initial personal theory of counseling from which to build as they evolve through the program. Exploration of Psychoanalytic, Humanistic, Cognitive, Behavioral, Systems and multi-cultural theory and technique are among the course foci. Prerequisite: None. (3 units)

219. Psychology of Group Counseling

This course is an introduction to small-group dynamics. Techniques of small-group leadership and experiential involvement in group process. The phases of natural group development and ethical, professional leadership are examined. Primary focus is on process-oriented, especially closed-ended groups. Lab group required concurrently or prior. Prerequisites: 200 and 218; 221 is a co-requisite; 220 is strongly recommended as a prerequisite. (3 units)

220. Research Methods

Fundamentals of research and statistics in analyzing research in counseling and psychotherapy are addressed in this course. There is an emphasis on the review, evaluation and interpretation of research literature, particularly in the areas of child development and counseling, and marital and family therapy. Discussion of formulations of research proposals and theses are included. Prerequisite: None. (3 units)

221. Group Counseling Lab

This lab is an experiential application of the theories and principles learned in 219. This lab is taken concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended. (1.5 units)

227. Counseling Process and Skills

Intensive focus on the development of individual counseling skills through readings, discussion, experiential exercises, and feedback on skill development. Reviews of videotaped interviews enhance self-observation skills and understanding of therapeutic processes. Prerequisites: 200 and 218. (3 units)

228. Advanced Counseling Process and Skills

This course is an intensive skill-building class presenting an integrative model of individual therapy. Theory and interventions are based on process experiential (Emotion-Focused Therapy) and interpersonal (Time-Limited

Dynamic, Control Mastery) approaches. The class offers students opportunities to (a) learn and practice strategies and techniques for working with process dimensions of therapy, (b) learn a wide range of therapy markers and the specific interventions recommended for each of them, (c) gain experience as counselors in supervised therapy mini-sessions, (d) practice advanced therapy skills during class, and (e) receive extensive feedback on their counseling skills. The class is particularly useful for students just before or during their practicum experience. Prerequisites: 200, 218 and 227. (3 units)

230. Psychotherapy with Lesbian, Gay, Bisexual, and Sexually Expansive Clients

This course is designed to provide a comprehensive overview of psychotherapy with lesbian, gay and bisexual clients. Students will be introduced to a variety of clinical issues when working with lesbian, gay and bisexual clients, including heterosexism and homophobia, minority stress, coming out, trauma, developmental and health concerns, sexuality, relationships and parenting issues. Students will also learn the relevant clinical skills in working with this population through experiential exercises, role plays, live demos, video sessions analysis, and skills practice. Students will be asked to explore how their own backgrounds, experience and biases may impact their therapeutic work with lesbian, gay and bisexual clients. (3 units)

231. Multicultural Counseling

This class addresses the evaluation of the various models of psychotherapy as they relate to diverse populations and the influence of the mores and values of various ethnically and culturally diverse populations upon the counseling process. Within-group differences associated with culture, acculturation, and identity development are explored in depth. Self-exploration of racial/ethnic perceptions, attitudes, and experiences, as well as perceptions of gender, privilege, SES, class, and other issues are included. Review and evaluation of contemporary examples of multicultural research are discussed. Prerequisites: 200 and 218. (3 units)

243. System-Impacted Youth: Trauma and Effects

Topics include: Concepts and characteristics of child and adolescent delinquency, including the effects of trauma, violence and abuse; gangs; substance abuse; teenage parenthood; and dropout, anti-social, and nonconventional behavior; Introduction to the treatment of these issues, including correctional education, special education, juvenile justice, and social welfare systems as well as effective practices for counselors, including crisis, safety, and weapons management among others. Prerequisite: None. (3 units)

244. Correctional Psychology

This course includes principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of prosocial development and skills, functional assessment and curriculum, correctional psychology, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and treatment planning. Examination of therapeutic approaches and model programs are addressed. Prerequisite: None. (3 units)

245. Transitional Treatment and Vocational Planning

Topics include: Program planning, treatment planning, effective transitions, and vocational planning for delinquent, at-risk, and nonconventional youth. Coordinating planning, existing processes (IEP, IFSP, ILP, ITP), and promoting future success; Functional assessment and intervention, program identification, placement, and support; Vocational education programs, training options, assessment, and instruments; Job development, recruiting, placement, and support; Impact of disability, criminality, lifestyle, and cognitive distortion; and Thinking processes, distortions, and retraining. Prerequisite: None. (3 units)

264. Object-Relations Therapy

This course is an introduction to the central ideas and processes involved in the object-relations approach to psychotherapy. Critical concepts such as projective identification, transference/countertransference, the holding environment, internal objects, transitional phenomena, the therapeutic matrix, etc. are explored and practiced. Readings from the British school (Klein, Winnicott) and American (Ogden) are blended with clinical practice and discussion. Prerequisites: 212, 216, 218 and 227. (3 units)

265. Cognitive Behavior Therapy

This course provides a “hands-on” approach to understanding the basic tenets of cognitive behavioral therapy (CBT). Beginning with a comprehensive review of the fundamental concepts and research supporting CBT, students

will learn about and practice cognitive behavioral therapy through didactic lectures, experiential learning, readings, group discussion, videos, and role plays. A primary focus in this class is practical applications of CBT, including relaxation training, activity scheduling, and development of treatment plans for diverse populations. Prerequisites: 200 and 218; 214 recommended. (3 units)

266. *Counseling the Adolescent*

The adolescent as studied from developmental, sociological, and psychological perspectives, with special emphasis on counseling strategies and action techniques appropriate to this critical transition age. Prerequisite: 200 and 216. (3 units)

275. *Ethical and Legal Issues in Counseling*

Study of professional, legal, and ethical issues that emerge in marriage and family counseling, psychotherapy, and private practice; understanding values as a method of critical thinking and behavioral analysis. Students confront such issues as confidentiality, clients' rights, mediation, as well as child, spousal/partner, and elder abuse. Prerequisites: 200 and 218. (3 units)

276. *Professional Orientation, Ethics, and Law in Counseling*

This course addresses the study of licensing law and process, regulatory laws that delineate the profession's scope of practice, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. Prerequisites: 275. (1.5 units).

280. *Psychology of Aging and the Family*

This course is an overview of the research on adult development, with an emphasis on large-sample longitudinal studies. Concepts and definitions of adulthood are explored. Primary emphasis is on the clinical utility and integration of stages of adulthood and both their empirical parameters and those presented in the world's great mythologies and contemplative traditions. Focus on identification and assistance with the transitional challenges of middle and late adulthood. Finally, theories of aging and issues that concern the elderly; dynamics and complexity of intergenerational families; social responses to aging and concerns of the extended family are integrated into practical counseling models for individual, family, and group therapy. Prerequisite: 200 and 216. (3 units)

282. *Gestalt Therapy for Individuals and Couples*

The theory and techniques of Fritz Perls and the Gestalt school are included with an emphasis on applications to family, individual, and couple counseling. Prerequisites: 200 and 218. (3 units)

283. *Theory and Practice of Jungian Psychotherapy*

Jung's classical model of the psyche is employed as the organizing focus for study of the basic theoretical concepts of complex theory, ego, Self, persona, shadow, anima/animus, archetype, collective unconscious, transcendent function, and the process of individuation. All classes are built around case material and illustrated with images from clients' dreams and drawings. Exercises are used as an opportunity for students to become acquainted with Jungian emphasis on the proper symbolic attitude in the therapist, and the appropriate clinical use of the Jungian methods of amplification, active imagination, word association, and typology. Prerequisites: 200 and 218. (3 units)

285. *Person-Centered Therapy*

Carl Rogers' contribution to psychotherapy is explored, with emphasis on developing essential qualities of healing (e.g. empathy, congruence, unconditional positive regard) and exploring the research literature, from Rogers' early contributions to more modern theoretical developments. Prerequisites: 200 and 218. (3 units)

288. *Existential Psychotherapy*

Among the major theories of psychotherapy, Existential Psychotherapy holds a place that both blends with other approaches and stands distinctly apart. Focused on the personal experience of meaning, this form of psychotherapy explores the inner world as the client creates it. Beginning with the thinking of Viktor Frankl, the course focuses primarily on the American approaches to existential therapy. Constructs employed include the centrality of choice, the tension between the fear of the unknown (freedom) and the stagnation of the status quo (security), the salience of the here-and-now experience of self and the therapist's use of self. Although a theory class, significant portions of the class are clinical and pragmatic; exploring existential psychotherapy in film, demonstration and experimentation. Prerequisites: 15 units including CPSY 227. (3 units)

291. *Counseling for Grief, Loss and Trauma*

This course explores psychological issues and skills in counseling people coping with loss, grief, and life-threatening illness, and other traumatic circumstances. Topics include: current theory and research on coping with and resilience to grief, loss, and trauma; assessment and therapeutic interventions with individuals and families; cultural and spiritual dimensions; the evolving philosophy and practice of hospice and palliative care; stress management for the therapist. The applicability of these concepts and skills to everyday psychotherapy practice is emphasized. Prerequisite: 200. (3 units)

295. *Psychotherapy Integration*

The evolving field of psychotherapy recognizes the value of merging diverse therapeutic approaches. This course delves into the synthesis of theoretical and practical aspects of psychotherapy integration. Students will examine the historical context, research underpinnings, and foundational concepts of integrative approaches, including the Common Factors Approach, Technical Eclecticism, Theoretical Integration, and Assimilative Integration. The curriculum focuses on the integration of theories and empirical evidence with practical case studies, highlighting the application of integrative strategies in clinical settings. Prerequisites: CPSY218, CPSY227, and at least 15 completed units. (3 units)

296. *Special Topics in Psychotherapy*

This course examines special topics in psychotherapy (e.g. use of AI in psychotherapy; psychotherapy in specific community settings; advanced techniques and interventions). (3.0 Units)

298. *Psychology and Spirituality*

This course includes a comparative study of various Eastern and Western themes and schools of spirituality and an in-depth exploration of the implications and relationship of these views to counseling psychology. Topics include: the nature of the human person and criteria for assessing a person's spiritual-psychological health and growth; stages of development; teachings on how to guide or work with another; and views on such themes as authentic love, humility, guilt, and discernment. Prerequisite: 200. (3 units)

300. *Career Development and Life Planning*

Topics include: Overview of the career development field, focusing on current career development and decision theory; Applications of theory across various settings (industry, clinics, schools, rehabilitation, etc.); Exploration of changing concepts of work and career and Examination of the meaning and spirituality of work, and of "calling," conscious life planning and lifestyle choices. Prerequisite: None. (3 units)

302. *Formal & Informal Assessment in Career Development*

Topics in this course include: Familiarity with, and use of, current career assessment instrumentation; Evaluation of leading instruments; selection criteria governing use of instruments according to client needs; Interpretation of individual and group assessment data; and Practice in completing the career counseling interview, including appropriate assessment and interpretation. The course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. Prerequisite: 300. Recommended: 319. (3 units)
NOTE: Required for 90-unit LPCC or 90-unit LPCC/MFT Track.

306. *Sex Therapy*

This course provides an introduction to the theory and practice of sex therapy, including sexual physiology, sexual response cycles, sexual disorders, sexual assessment and treatment, and diversity in sexual expression. Also covers the fundamentals of AASECT certification and professional code of conduct. Prerequisite: 211. (3 units)

308. *Counseling for Crisis, Emergency, and Disaster*

This course explores psychological issues and skills in counseling people facing crisis, emergency, and disaster. Topics include: theory and research on the effects of emergency and disaster; assessment strategies; multidisciplinary responses to crisis, emergency, and disaster; and principles of intervention for individuals in crisis or confronting emergency and disaster situations. Prerequisites: 200, 291. (1.5 units)

309. *Treating Complex Trauma*

This course presents a skills-focused, evidence-based, and phase-oriented therapeutic framework to treat complex trauma. Specific areas of emphasis include working with trauma in couples and family therapy, cultural competence in trauma therapy, and practical skills to work with common symptoms and themes that arise out of complex trauma. Prerequisites: 291, 308. (3 units)

310. Independent Study

Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Dean's Office by the end of the first week of the term in which the course will be conducted. The proposal must be approved with signatures from the faculty member of record and the Department Chair. Note: Only Full-time faculty members may direct an independent study. (1-6 units)

311. Psychology of Marriage and Couples Counseling

This course is an introduction to methods, theories, and techniques of premarital, marital, sexual, and divorce counseling. Initial focus is on normal relational development, followed by characteristic methods of intervention with relationship difficulties in a primary dyadic relationship. Couple relationships within the cultures most common in California are explored and integrated with the more generic foci. This class includes considerable media and experiential components. Prerequisites: 212 and 227. (3 units)

315. Family Therapy

This course is an introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families is included. Prerequisites: 212 and 227. (3 units)

317. Therapeutic Interventions with Children

A broad range of therapeutic interventions with children and families are presented, with a particular focus on play therapy. Case conceptualization, diagnostic formulation, and issues related to treatment planning are addressed. The influence of class, culture and ethnicity on the assessment/treatment process is explored. Prerequisite: 200 and 216. (3 units)

318. Clinical Assessment I: Diagnosis

This course is a study of the therapeutic decision-making process in the context of psychopathology and the clinical setting with emphasis on the recognition, classification, understanding, and diagnosis of mental health conditions. Psychodiagnostic assessment using the DSM classification system includes psychotic disorders, mood disorders, anxiety disorders, obsessive-compulsive disorders, sleep disorders, neurocognitive disorders, and personality disorders. Prerequisites: 218 and 220. (3 units)

319. Clinical Assessment: Testing

Emphasis on diagnosis and clinical judgment, including such issues as type of impairment, degree of impairment, predictability, and treatment plan, as well as sources of error judgment and how these errors are minimized. The use of individual, couple, and family assessment techniques, projective tests, personality inventories, and other instruments in a professional setting. Prerequisites: 220 and 318. (3 units)

320. Substance Use and Addiction: Assessment and Treatment

This course focuses on substance use, the nature of addiction, , and treatment strategies in both individual and group psychotherapy modalities. Included are various clinical approaches to treatment; coordination of treatment with 12-step programs; co-occurrence of substance use with other disorders; understanding the stages of recovery; and working with adolescents. Prerequisite: None. (3 units)

321. Dual Diagnosis: Assessment and Treatment

This course covers the complexities and interactions in the diagnosis and treatment of DSM psychological disorders in the presence of co-occurring substance use disorders. Prerequisite: 320. (1.5 Units)

323. Psychopharmacology

This is an introductory course designed for those without biological or medical training to provide a firm basis in practical neurophysiology and psychopharmacology. Course foci include the structure and functions of the nervous system, interactions of other organ systems, principles of pharmacodynamics and pharmacokinetics. The material is

presented from a clinical orientation with illustrative case examples. Boundaries of practice and practical issues of assessment and referral are covered in depth. Prerequisites: 218, 318, 328. Can be taken concurrently with practicum. (3 units)

324. Biological Bases of Behavior

This course examines the biological basis for neonatal to early childhood development and behavior. Emphasis is placed on an understanding of the positive and negative effects of environment on early brain development and their sequelae in later life, including development and behavior in adolescence, adulthood and old age. Prerequisites: 216 and 218. (1.5 units)

325. Child-Centered Play Therapy

This course will provide students with the foundational knowledge of the central components of Child-Centered Play Therapy. Much of the work of the Play Therapist is to help children make sense of difficult life experiences. Accordingly, this course will place special emphasis on the ways Child-Centered Play Therapy is uniquely suitable to meet the emotional and psychological needs of child clients. Students will be tasked with learning the core skills, competencies and methods of non-directive Play Therapy, as well as building greater awareness of skills of maintaining the therapeutic relationship and therapeutic space. By the end of this course, students will be able to evidence knowledge, understanding and competence in Child-Centered Play Therapy intervention skills and effective provision and analysis of a non-directive Play Therapy intervention. Prerequisites: 216, 218, and 317.

326. Early Childhood/Infant Mental Health

This course offers a relational, developmental, and cross-disciplinary perspective on the functioning of infants, toddlers, preschoolers, and their caregivers. Students will learn about the diagnostic system and cultural formulation for young children, the DC:0-5. The course will offer a survey of key thinkers and theoretical influences on this sub-specialty (attachment theory, affect regulation theory, parent-child relationship competencies), and the rationale behind some current approaches to observation, assessment and treatment. This class will also introduce conceptual and experiential components of reflective practice, a core tool for working with this population. Practical tools for developmental and diagnostic screening will be introduced as well as an orientation to cross-disciplinary systems and community resources for children birth to age 5. Prerequisites: 216 and 317.

327. Working with Parents in Child and Adolescent Therapy

This course will provide a general overview of parent and family dynamics, parent-child relations, the diversity of family structures, best practices in parenting, and psychosocial theories that address working with parents (and children) in a therapeutic setting. We will cover the complexities of being a parent and the evolving nature of this role throughout the child's lifespan (e.g., toddlerhood, early childhood, adolescence, and young adulthood). Students will develop a working framework of parent-child relationships and gain experiential knowledge related to working with families in a variety of therapeutic settings. Prerequisites: 216 and 317.

328. Clinical Assessment II: Issues in Child Diagnosis

This course is a study of diagnostic issues in the context of psychopathology and the clinical setting with an emphasis on children and youth. Traditional DSM diagnostic categories are studied, including neurodevelopmental disorders, eating disorders, disruptive behavior disorders, substance use and addictive disorders, and disorders related to trauma. Prerequisites: 218, 220 and 318. (3 units)

329. School-Based Mental Health: Theory and Practice

This course is an introduction to school-based mental health, intended to increase knowledge of the ins-and-outs of school culture and how to work effectively as a mental health counselor in school settings. Content will include a review of ethical guidelines for working with students, teachers, parents, administrators, and other professionals, as well as plenty of practical tools for providing direct (e.g. mental health counseling) and indirect services (e.g. consultation). Special topics addressed will include crisis response, violence/bullying prevention, social and cultural diversity, and special education laws and practice. Prerequisites: 318, 328. (3 units)

330. Introduction to Counseling Practicum (Pre-Practicum)

This course is for students who have completed 18 units and want to gain pre-practicum hours of experience. The focus of the class is the initial counseling experiences for MFT track students. The class involves both field

placement and ten hours of seminar/consultation class meeting and meets California MFT licensing requirements for practicum hours. Students will coordinate site placements through the Practicum Director. Topics include assessment, diagnosis, treatment planning, case management, cultural competency and counseling interventions. Prerequisites include CPSY 200, 216, 218, and 275 (others may be determined by placement). One unit per term. May be taken up to three times. (1 unit)

331. Field Experience

Supervised field experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the 45-unit degree program, after completion of the counseling core. Weekly seminars for consultation and discussion with a supervisor on such topics as case management and evaluation, referral procedures, ethical practices, professional and client interaction, confidential communication, and inter-professional ethical considerations. Arrangements with the site must be made before the beginning of course. Enrollment of 331 is typically very small. Meetings with professors are individual and ongoing. Prerequisites: Six core courses and permission of instructor. (3 units)

332. Psychotherapy with Transgender and Gender-Diverse Clients

In this course students will develop clinical skills to work effectively with Transgender and Nonbinary clients (i.e., Gender Nonconforming, Genderqueer, Intersex and others exploring alternative expressions of gender and sexuality). The course will address terminology, the damaging effects of misgendering, and will also support students in learning how to demonstrate respect and allyship with gender nonconforming clients. Readings, discussions, experiential exercises, case studies, and feedback on skills development will be components of this class. Prerequisite: 213 or permission of instructor (3 units)

333. Counseling Practicum

Supervised counseling experience designed specifically to meet California MFT and LPCC licensing requirements. Weekly seminars for consultation and discussion with a licensed supervisor on such topics as case management and evaluation, systems of care, community resources, advocacy issues, referral procedures, ethical practices, professional and client interaction, confidential communication, and documentation, among other issues. Prerequisites: Six core classes; 212, 219, 221, 227, 311, 315, 317, 318, 328, and permission of instructor. Must begin in the Fall quarter. (3 units per term; 9 units required)

351. Advanced Seminar in Family Therapy

For students who have completed CPSY 315, and 317 and wish to participate in advanced training in brief family therapy. Students will receive intensive training in conducting strength-based parent counseling (C.A.R.E. Parent Therapy). In addition, students will have the opportunity to conduct brief counseling with a parent(s) at a local community clinic. Recommended for students interested in family and child therapy, and short-term approaches to treatment. Prerequisites: 218, 315. Recommended: 317. (3 units)

352. Gender and Counseling Psychology

The major purpose of this course is for students to learn about gender issues within the field of counseling psychology from a multicultural and feminist perspective. Students will gain essential knowledge and techniques to work with developmental gender issues in diverse settings. In building on their extant multicultural competency, students will cultivate greater knowledge, awareness, and skills to provide culture-and gender-sensitive clinical practice. This course will help students recognize the ways in which gender issues and socialization affect men, women, and non-binary experiences and identities in an evolving and multicultural society. Prerequisites: CPSY 231. (3 units)

360. Latinx Psychology

Designed to enhance the knowledge and skill components of their multicultural training (CSPY 231), with a specific focus on Latinx cultures. An overview is offered of the Latinx experience within a socio-political and psycho-social context, and implications for therapeutic interventions are explored. Topics covered include: culture and personality, acculturation and ethnic self-identification, gender role socialization, influence of family and other systems, educational achievement, religion and spirituality, traditional healing practices, immigration and diversity within the Latinx population. Prerequisite: 231 or permission of instructor. (3 units)

361. Special Topics in Multicultural Psychotherapy

This course examines special topics in multicultural psychotherapy (e.g. Latinx access to health care services; related topics of health care access and advocacy, and health education programs). (1.5 Units)

362. Individual Counseling Skills with Latinx Clients

Development of counseling skills within a cultural context. An examination is provided of how the counseling process is affected by cultural dynamics and counselor/client variables. Students will learn how to use cultural variables to help develop empathy and a strong working alliance with Latinx clients. Discussion, demonstration and application of various therapeutic and treatment approaches. Feedback and supervision provided for specific skill development. Prerequisite: 200. Recommended: 231. (3 units)

364. Interventions with Latinx Families and Children

This course offers specific information on “therapy techniques” with Latinx family members. The importance of setting for the “therapy” is examined. An enhanced understanding is proffered from common experiences Latinx families have with various systems of care including schools, hospitals, community mental health agencies, and social service agencies. Within this framework, applied therapy techniques for children and families are examined. A strength-based, systems approach will be used to guide our discussions. Prerequisite: 200. Recommended: 231 and 360. (3 units)

366. Spanish-Based Interviewing and Assessment

Course conducted completely in Spanish. Emphasis will be placed on conducting client interviews, assessments, making recommendations, and providing instructions in Spanish. Other topics include: use of advanced-level Spanish in job/field-related language contexts and discussion of field-related articles and theories. Prerequisite: 200 and fluency in Spanish. (3 units)

380. Positive Psychology and Health

Introduction to positive psychology, the empirical study of what leads humans to develop and flourish. Introduces theory, research and applications, exploring the implications of positive psychology for our understanding of health and illness. Topics include: What is health? Wholeness? Wellness? What makes people happy? How do you help people not merely survive, but thrive? How do we foster stress-related growth? What is the role of spirituality in health? What are positive psychological interventions? Students are encouraged to think critically about what it means to be healthy, and to reflect on personal experiences related to health and illness. Prerequisites: 200 and 218. (3 units)

381. Health Psychology: Theory and Practice

This course is an introduction to health psychology theory, research, and practice, with a special focus on health promotion and health behavior change. Topics include: models of health and illness; biopsychosocial factors in illness; personality, health, and coping; social support and health; health assessment; models and strategies for health behavior change, including Prochaska’s stage model and motivational interviewing; issues and preventions with specific health behaviors; and health promotion in the workplace and other settings. Prerequisite: None (3 units)

385. Stress and Stress Management

This course is an introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention is paid to methods and programs to assess, as well as alter, chronic stress. Emphasis is placed on the bio/psycho/ social factors in the etiology, maintenance, and modification of stress. Intervention methods are demonstrated and practiced. Prerequisite: None. (3 units)

388. Mindfulness and Psychotherapy: Theory, Research and Practice

This course will focus on the construct of mindfulness and its applications to psychotherapy. An experiential and academic understanding of mindfulness will be emphasized. The experiential component will involve training in meditation and mindfulness practices. The academic component will involve rigorous examination of current research on the applications of mindfulness in health care, as well as exploration of current theories of mindfulness and its applications to clinical work. The intention of the course is to help students better understand the construct of mindfulness and how it can be applied in clinical practice as a technique for clients, a theoretical frame for therapists, and as a means of enhancing therapist skills, for example, empathy and attention. A final intention is for students to explore the potential benefits of mindfulness for their own self-care and self-inquiry. Prerequisite: None. (3 units)

389. *Advanced Group Counseling*

For students who have completed 219 and wish advanced training in group leadership procedures. This course focuses on practices of group therapy, and on the complexities of parallel processes and the transference/countertransference issues in groups. Both practical and academic approaches are taken; each student applies classroom learning to an ongoing group process situation. Extensive use of videotape, role-playing, and hands-on practice. The class includes a required one-day “marathon” group session. Recommended for students who expect to do group counseling and therapy in their post-master’s employment. Prerequisites: 200, 218, 219. (3 units)

390. *Advanced Seminar in Couples Therapy*

This course is specifically designed to help students conceptualize and plan treatment for couples. The stress is on issues of structured and non-structured interviewing, transference and countertransference, and family of origin. Normally the class views and examines a “live case” or case scenarios through the term and/or class participation in problem-solving couples’ difficulties and extensive case examples and role playing. Examination of divorce issues and alternative lifestyles is included. Prerequisites: 212, 227 and 311. (3 units)

391. *Hypnotic Techniques in Counseling and Therapy*

This course is an introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. The course emphasizes ethical utilization in both traditional and indirect hypnosis. The use of hypnosis as a part of psychotherapy is explored in depth. A clinically oriented course; research and literature are used to support the clinical application of hypnosis for such issues as pain control, memory retrieval, anesthesia, habit control, and direct therapy. Prerequisites: 227. Usually taken on a pass/ fail basis. (3 units)

395. *Advanced Object Relations Seminar: Clinical Techniques*

This is an advanced skill building course which addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. The course focuses in depth on different topics during different terms. Topics range from developing a clinical stance, to uses of interpretation, working in the transference, working with countertransference and projective identification, working with frame issues, working with the schizoid patient, working with the narcissistic patient, the technical Winnicott, the technique papers of Freud, etc. The course will include relevant readings, presentations of case material, and experiential clinical practice. Prerequisite: 264 or permission of instructor. (3 units)

399. *Thesis*

Optional course; usually selected by candidates preparing for doctoral studies. The thesis should concern a recognized problem in the student’s field of specialization, should make a scholarly contribution to the extant body of knowledge in this area, and should review the principal sources of knowledge. Format should follow the guidelines established by the American Psychological Association. Supervision and review of the thesis provided by faculty member(s) designated by the chair of the Department of Counseling Psychology. Students may replace the Comprehensive Examination with completion of an approved thesis. Requirements for thesis submission are negotiated with the thesis faculty director. (1-6 units) See the university website for directions for submitting the completed thesis. (<http://www.scu.edu/library/info/policies/thesis.cfm#steps>)

Chapter 7: Department of Education

VISION, MISSION AND VALUES

Our vision is to develop competent, compassionate, and critically reflective educators and leaders in a collaborative environment to transform the larger community through equity-oriented research, practice, and service that inspires hope.

The mission of the Department of Education is rooted in equity, justice, reflection, and service. Together we strive to:

- Disrupt and transform inequitable educational structures
- Shape reflective, equitable practice and policy, and
- Engage in community partnerships where we learn with and from each other.

Our work is framed by the following values:

- Inclusivity / Equity / Justice – We value the uniqueness of people and perspectives; we celebrate differences, talents and abilities.
- Responsive and Respectful Engagement - Our students learn from an interactive, collaborative and culturally conscious approach that helps foster a sense of belonging for students of all backgrounds.
- Collaboration – We value the diversity of perspectives when we address challenges through collaboration. We work together in the co-creation of ideas.
- Integration (Theory to Practice) – Cultivating reflective practice places praxis at the core of our work.
- Compassion – We approach our work with sensitivity and empathy in order to work with students and community members with an ethic of care.
- Solution oriented – We work to identify the source of a question or challenge and provide a new way of doing things.

The Department of Education has two program areas: Teacher Education and Educational Leadership. These programs offer a range of options including those that lead to recommendations for California teacher and administrator credentials, certificate programs, and graduate degrees designed to meet the needs of prospective and practicing teachers and administrators in PK-12 public, private, charter, and Catholic schools as well as leaders in educational settings.

EDUCATION DEPARTMENT PROGRAMS:

TK-12 TEACHING CREDENTIAL PROGRAMS: Master of Arts in Teaching Degree + Teaching Credential (MATTC) Program for TK-12 School Teachers (in person or online)

The Master of Arts in Teaching + Teaching Credential (MATTC) prepares individuals to become effective, equitable, and ethical teachers. This program fully integrates:

- A. Professional coursework and clinical field experiences required by the California Commission on Teacher Credentialing (CTC);
- B. Master's-level expectations for academic rigor; and
- C. Focused engagement in, and consideration of, the ethical dimensions of teaching.

Students can select a one-year or two-year academic sequence for the traditional student-teaching or Intern-pathway program. At the conclusion of MATTC, students earn both a Master of Arts in Teaching degree from Santa Clara University and a recommendation for a California SB2042 preliminary multiple subjects (MS) or single subject (SS) teaching credential.

Students in MATTC-MS (Multiple Subjects) are typically preparing for careers as elementary school teachers; their coursework and clinical practice experiences help them learn how to teach multiple subjects to a group of diverse learners in a self-contained classroom.

Students in MATTC-SS (Single Subject) are preparing for careers teaching a single subject to students at the middle or high school level. MATTC-SS offers the preliminary single subject credential in these content areas: English, mathematics, foundational-level mathematics, science (foundational-level general science, biology, chemistry, physics), social sciences, and world languages (Spanish).

MATTC candidates have the option to attend all their courses in person or online (remote). Candidates will declare their preferred modality when applying to the program and commit to take the coursework in their selected modality, with exceptions approved by the MATTC Director and contingent on space availability. Preference in enrollment will be given to students selecting courses in their selected modality.

Online Master of Arts in Teaching + Teaching Credential (OMATTC)

MATTC candidates opting for the online program will be required to attend two in-person residential learning experiences at SCU with SCU faculty (one at the start of the program, and one mid-way through students' MATTC program). OMATTC candidates are also expected to attend in person their student teaching or intern placements, which will be near the candidate's home area.

- **Residency 1:** This is a three-day in-person retreat and learning experience. Students will begin the 2-unit EDUC 250/275: Ethics, Reflection and Diversity: Introduction to Teaching, engage in a variety of community building and advising activities to get them started in the program, and have opportunities to get to know the staff and faculty who will support them through this program. Residency 1 will take place before the start of the first term.
- **Residency 2:** Midway through students' two-year OMATTC program, students will participate in a two-day in person retreat and learning experience. The core focus of this meeting will be assessing students' proficiency in a variety of teaching performance expectations, careful review with field supervisors of video recordings of their work, and discussion, advising, and planning regarding any academic or teaching performance issues that are emerging.

MATTC candidates opting for the in-person modality have the option to take no more than 30% of their courses online, if space is available in those course sections.

Student Teaching or Intern Placement. A key component of our MATTC program is the full-year practicum that students complete at their placement sites. MATTC candidates in the two year program will complete practicum in their second year. For student teaching, practicum must be in person at a public school, in collaboration with a Cooperating Teacher who hosts the MATTC candidate in their classroom. Interns must be the full time teacher of record at a California K-12 public school. For all student teaching and intern candidates, SCU identifies and contracts with a Field Supervisor that provides additional feedback and evaluations of the candidate's teaching performance.

Bilingual Authorization

Accredited by the California Commission on Teacher Credentialing (CTC), SCU's Bilingual Authorization program in Spanish prepares multiple and single subject educators to teach in bilingual Spanish programs. Students concurrently enrolled in SCU's MATTC and Bilingual Authorization (BMATTC) programs will complete three additional courses (EDUC 247B, EDUC 248B & EDUC 249B) and complete their student teaching or intern placement in a bilingual setting. Candidates who already hold a multiple or single subject teaching credential will complete a four-course sequence (EDUC 246, EDUC 247B, EDUC 248B & EDUC 249B), over four quarters. Demonstration of Spanish language proficiency is required for all applicants (e.g., through successful passage and submission of the Spanish CSET LOTE III or equivalent exam/coursework).

Catholic Masters of Arts in Teaching

The Catholic Masters of Arts in Teaching (CatMAT) program is a two-year Master of Arts in Teaching specially designed for current Catholic school teachers. The CatMAT program provides current Catholic school teachers academic preparation and development for the classroom, offers a pathway toward earning a credential and a Master of Arts in Teaching, and creates opportunities for fellowship to develop among these educators. Members of CatMAT enter the program in a cohort of teachers, with whom they would take the majority of their courses over the two years of degree completion.

CatMAT students who are employed in the Diocese of San José take their courses in-person over their two years in the program.

CatMAT students who are employed by dioceses outside of San José take their courses remotely (online) over their two years in the program. The one exception to this structure is that online CatMAT students take their first course as a “residency,” where they attend class meetings in-person on campus for the first three days of the summer quarter. Online CatMAT students are responsible for their travel and lodging during the residency.

Abbreviated Route to the Preliminary Credential for Catholic School Teachers with Six or More Years of Experience

Teachers with six or more years of full-time Catholic school experience teaching a subject in which the CTC offers a teaching credential may earn a preliminary multiple or single subject teaching credential without completing the entire preliminary credential phase of the CatMAT block. Teachers who believe they are eligible for this credential pathway should contact the Director of Catholic Education.

EDUCATIONAL LEADERSHIP PROGRAMS

The Educational Leadership program offers several programs for students interested in advancing their careers in educational administration and other positions of leadership. Students are admitted to one of the following programs:

- Preliminary Administrative Services Credential (PASC)
- Clear Administrative Services Credential (CASC)
- Masters of Arts in Educational Leadership
- PASC + Master of Arts in Educational Leadership
- Educational Doctorate (Ed.D.)

Preliminary Administrative Services Credential (PASC)

The Preliminary Administrative Services Credential program is the first step for individuals who want to advance their career and become school principals or central office administrators in public schools. Our high quality Preliminary Administrative Services Credential prepares students for leadership positions in a variety of diverse school settings including public, charter and Catholic schools within the context of California’s Local Control Funding Formula and Local Control Accountability Plan.

Our region is one of the most diverse and dynamic regions in the United States. This program is focused on leadership development centered around questions of social justice and educational equity to transform opportunity, learning and outcomes for school communities with multilingual, multicultural and students in poverty. This program addresses the California Professional Standards for Educational Leaders and is accredited by the California Commission of Teacher Credentialing.

Clear Administrative Services Credential (CASC)

SCU’s Clear Administrative Services Credential Induction Program (CASC) provides administrators with comprehensive leadership development support through candidate assessment, individualized coaching, and professional development based on the California Professional Standards for Educational Leadership (CPSEL). The Santa Clara University program provides candidates an opportunity to earn a Clear Administrative Services

Credential through a two-year program. The program is accredited through the California Commission on Teacher credentialing (CCTC) and is based on CCTC guidelines. The program aims to advance knowledge and skills and help candidates to become effective administrators. The program includes one-on-one coaching by an experienced administrator/leadership coach.

Master of Arts in Educational Leadership

The Master of Arts degree in Educational Leadership requires the completion of a minimum of 45 units. This program consists of a set of core, required courses and electives, both of which are outlined below. Students wishing to complete their Preliminary Administrative Services Credential as part of the MA program have a longer set of required courses. Those interested in pursuing careers in higher education leadership or social sector/non-profit leadership will work closely with their advisor to choose electives from among the lists below and the other offerings available in the School of University

Core curriculum for all MA in Educational Leadership students:

- EDUC 372 Communities, School & Critical Social Theory
- EDUC 360 Organizational Leadership: Leading Change and Culture
- EDUC 366 Community Leadership and Public Relations
- EDUC 365 Human Resource Development
- EDUC 428 Financial Management
- EDUC 369 Action Research

The Master of Arts degree in Educational Leadership consists of 45 units.

PASC + Master of Arts in Educational Leadership

The Master of Arts Degree in Educational Leadership with the Preliminary Administrative Services Credential addresses all of the California Administrator Performance Expectations and authorizes qualified individuals to work as school principals or central office administrators in public, private, charter or Catholic schools. At the conclusion of the program, participants who have secured employment as administrators qualify immediately for the preliminary administrative services credential. Program completers who are not employed in administrative positions receive recommendations for a Certificate of Eligibility. The Certificate is exchanged for a preliminary administrative services credential upon employment as an administrator. Candidates who hold an appropriate prerequisite credential and are interested in pursuing their Preliminary Administrative Services Credential should select the second option of California Preliminary Administrative Services Credential and Master of Arts degree.

In order to be eligible for a Preliminary Administrative Services Credential and a Masters of Arts in Educational Leadership, a student must complete a total of 45 units. Students must be admitted to both the credential and Master of Arts degree programs and meet the credential prerequisite requirements.

Educational Doctorate (Ed.D.)

SCU's Ed.D, in Social Justice Leadership equips graduates with the 21st-century knowledge, skills, and dispositions necessary to lead complex organizations with the goal of building a more humane, just, and sustainable world. The three year Ed.D. program offers three areas of specialization: (1) *Higher Education Leadership* focuses on issues and complexities related to higher education, with particular attention to building and sustaining effective colleges and universities, (2) *PreK-12 Leadership* focuses on the specific issues and complexities related to PreK-12 schools, and (3) *Social Impact Leadership* focuses on the specific issues and complexities related to the communities served by social impact or community-based organizations.

COURSE REQUIREMENTS: DEPARTMENT OF EDUCATION

MATTC: Multiple Subject Required program courses (59 units):

- EDUC 221M. Effective Teaching for Students with Disabilities
- EDUC 250. Ethics, Diversity, Reflection: Introduction to TK-12 Teaching

EDUC 251. Technology for TK-12 Teachers
 EDUC 252. Social Foundations in TK-12 Education
 EDUC 253. Typical and Atypical Development & Learning
 EDUC 257. English Language Development in Elementary Schools
 EDUC 258. Developing Positive Classroom Cultures
 EDUC 259A Elementary Mathematics Methods I
 EDUC 259B Elementary Mathematics Methods II
 EDUC 261. Teaching Reading in Elementary Schools
 EDUC 262. Teaching Language Arts in Elementary Schools
 EDUC 263. Elementary Methods in Social Studies and Visual Performing Arts
 EDUC 264. Elementary Methods in Science, Health, and Physical Education
 EDUC 265. Assessing Elementary Student Learning
 EDUC 231A. Ethical Reflective Practicum in Elementary Schools I
 EDUC 231B. Ethical Reflective Practicum in Elementary Schools II
 EDUC 231C. Ethical Reflective Practicum in Elementary Schools III
 EDUC 231D. Ethical Reflective Practicum in Elementary Schools IV

Multiple Subject and Single Subject candidates in an intern position will enroll in and complete all same courses listed under the appropriate program with the exception of the practicum series which will be the courses listed below:

EDUC 231I. Ethical Reflective Practicum for Interns I
 EDUC 231I. Ethical Reflective Practicum for Interns II
 EDUC 231I. Ethical Reflective Practicum for Interns III
 EDUC 231I. Ethical Reflective Practicum for Interns IV

MATTC Single Subject Required Courses (53 Units):

EDUC 221M. Effective Teaching for Students with Disabilities
 EDUC 275. Ethics, Diversity, Reflection: Introduction to K-12 Teaching
 EDUC 276. Technology for Secondary Teachers
 EDUC 277. Social Foundations in TK-12 Education
 EDUC 278. Typical and Atypical Development & Learning
 EDUC 282. English Language Development in Secondary Schools
 EDUC 283. Developing Positive Classroom Cultures
 EDUC 285 – 292. Secondary Content-Specific Methods Blocks
 EDUC 285A. Secondary English Methods I
 EDUC 285B. Secondary English Methods II
 EDUC 286A. Secondary World Languages I
 EDUC 286B. Secondary World Languages II
 EDUC 287A. Secondary Mathematics Methods I
 EDUC 287B. Secondary Mathematics Methods II
 EDUC 288A. Secondary Science Methods I
 EDUC 288A. Secondary Science Methods II
 EDUC 289A. Secondary Social Sciences Methods I
 EDUC 289B. Secondary Social Sciences Methods II
 EDUC 294A. Adolescent Literacy Development I
 EDUC 294B. Adolescent Literacy Development II
 EDUC 296. Assessing Secondary Student Learning
 EDUC 230A. Ethical Reflective Practicum in Secondary Schools I
 EDUC 230B. Ethical Reflective Practicum in Secondary Schools II
 EDUC 230C. Ethical Reflective Practicum in Secondary Schools III
 EDUC 230D. Ethical Reflective Practicum in Secondary Schools IV

Bilingual Authorization Required Courses (9 units for MATTC enrolled candidates, 12 units for all others)

EDUC 246B. Bilingual Seminar in TK-12
EDUC 247B. Latinx Language and Culture
EDUC 248B. Bilingual Foundations
EDUC 249B. Bilingual Methods

**Catholic Master of Arts in Teaching (CATMAT) & Excellence in Catholic Education Leadership (ExCEL)
Multiple Subject Required Courses (52 units listed below):**

EDUC 221ME Effective Teaching for Students with Disabilities
EDUC 231E External Practicum (4x)
EDUC 250E Ethics, Diversity, Reflection: Intro K-12
EDUC 251 Technology for K-12 Teachers
EDUC 251E Catechesis
EDUC 252E Social Foundations in TK-12 Education
EDUC 253E Typical & Atypical Development & Learning
EDUC 257E English Language Development in Elementary Schools
EDUC 258E Developing Positive Classroom Cultures
EDUC 259A Elementary Math Methods I
EDUC 259B Elementary Math Methods II
EDUC 261 Teaching Reading in Elementary Schools
EDUC 262 Teaching Language Arts in Elementary Schools
EDUC 263 Elementary Methods in Social Studies and Visual Performing Arts
EDUC 264 Elementary Methods Science, Health, Physical Education
EDUC 295E Assessment of Learning in Elementary/ Secondary Classrooms

**Catholic Master of Arts in Teaching (CATMAT) & Excellence in Catholic Education Leadership (ExCEL)
Single Subject Catholic Courses (46 units listed below):**

EDUC 221ME Effective Teaching for Students with Disabilities
EDUC 231E External Practicum (4x)
EDUC 251E Catechesis
EDUC 275E Ethics, Diversity, and Reflection: Intro to K-12
EDUC 276 Technology for K-12 Teachers
EDUC 277E Social Foundations in TK-12 Education
EDUC 278E Typical & Atypical Development & Learning
EDUC 282E English Language Development in Secondary Education
EDUC 283E Developing Positive Classroom Cultures
EDUC 285 – 292. Secondary Content-Specific Methods Blocks
 EDUC 285A. Secondary English Methods I
 EDUC 285B. Secondary English Methods II
 EDUC 286A. World Languages Methods I
 EDUC 286B. World Languages Methods II
 EDUC 287A. Secondary Mathematics Methods I
 EDUC 287B. Secondary Mathematics Methods II
 EDUC 288A. Secondary Science Methods I
 EDUC 288A. Secondary Science Methods II
 EDUC 289A. Secondary Social Sciences Methods I
 EDUC 289B. Secondary Social Sciences Methods II
EDUC 294A Adolescent Literacy Development I
EDUC 294B Adolescent Literacy Development II
EDUC 295E Assessment of Learning in Elementary/Secondary Classrooms

Abbreviated Preliminary Teaching for Multiple Subject:

EDUC 251. Technology for K-12 Teachers
EDUC 257E. English Language Development in Elementary Schools
EDUC 261 Teaching Reading in Elementary Schools
EDUC 262 Teaching Language Arts in Elementary Schools

Abbreviated Preliminary Teaching for Single Subject:

EDUC 276. Technology for K-12 Teachers
EDUC 282E. English Language Development in Secondary Education
EDUC 294A. Adolescent Literacy Development I
EDUC 294B. Adolescent Literacy Development II

Educational Leadership Courses (45 units total):

Required Courses:
EDUC 360. School Leadership: Leading Change and Culture
EDUC 365. Human Resource Development
EDUC 366. Community Leadership and Inclusive Schools
EDUC 369. Action Research
EDUC 372. Communities, Schools & Critical Social Theory
Plus 30 elective units

Educational Leadership & Administrative Services Courses (45 units):

Required courses:
EDUC 369. Action Research
EDUC 372. Communities, Schools & Critical Social Theory
Plus 36 elective units

Administrative Services Credential Courses (30 units):

Required courses:
EDUC 360. School Leadership: Leading Change and Culture
EDUC 361. Instructional Leadership
EDUC 363. Ethics, Law, and Governance
EDUC 364. Leadership Field Lab: Using Data to Inform School Improvement and Promote Equity
EDUC 365. Human Resource Development
EDUC 366. Community Leadership and Inclusive Schools
EDUC 367. Leadership Field Lab: Supporting Teacher Learning: Communities of Practice
EDUC 370. Leadership Field Lab: Supporting Teacher Growth
EDUC 371. Trauma-Informed Leadership
EDUC 428. Financial Management

Doctor of Education in Social Justice Leadership Required Courses (78 units):

EDUC 372. Communities, Schools & Critical Social Theory
EDUC 375. Leading for Diversity, Equity, and Inclusion
EDUC 391. Mindfulness for Educational Leaders
EDUC 410. Foundations of Doctoral Studies
EDUC 424. Servant Leadership for Mission and Values Driven Organizations
EDUC 425. Moral and Ethical Basis Leadership
EDUC 426. Financial Leadership
EDUC 427. Values-Based Leadership: Developing a Leadership Plan
EDUC 431. Social Inquiry Methods and Research Collaborations I
EDUC 433. Social Inquiry Methods & Research Collaborations II
Plus 48 elective units

Department of Education Course Descriptions

EDUC 221M. Effective Teaching for Students with Disabilities

Effective Teaching for Students with Disabilities provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their student's background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery.

221ME. Effective Teaching for Students with Disabilities

This course provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their student's background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops the candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery.

230A. Ethical Reflective Practicum in Secondary Schools I

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

230B. Ethical Reflective Practicum in Secondary Schools II

This class is the second in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

230C. Ethical Reflective Practicum in Secondary Schools III

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

230D. Ethical Reflective Practicum in Secondary Schools IV

This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231A. Ethical Reflective Practicum in Elementary Schools I

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231B. Ethical Reflective Practicum in Elementary Schools II

This class is the second in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231C. Ethical Reflective Practicum in Elementary Schools III

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231D. Ethical Reflective Practicum in Elementary Schools IV

This class is the fourth in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231E. External School Practicum

This class is the first in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231I. Ethical Reflective Practicum for Interns I

This class is the first in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231I. Ethical Reflective Practicum for Interns II

This class is the second in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231I. Ethical Reflective Practicum for Interns III

This class is the third in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

231I. Ethical Reflective Practicum for Interns IV

This class is the fourth in a series of four field experience courses designed to introduce intern credential candidates to curriculum, instruction, and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the seven Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

246B. Bilingual Seminar in TK-12 Education

This, designed only for those seeking the Bilingual Authorization through the In-Service pathway, the course continues discussions about bilingual methods and foundations as well as begins to provide insights into the Latina/o language practices and culture. In-Service Bilingual Teacher candidates gather information about the role and place of both languages at their school site, gather evidence as to the cultural and historical context of the Latino community that they serve as well as sharpen their bilingual methodologies.

247B. Latinx Language and Culture

This course is designed to enable students to develop an awareness and understanding of the traditions, roles, status, and communication patterns of Latina/os as practiced in the United States and their country of origin. Students will acquire skills to discern patterns of cultural relationships among Latina/os in the US and CA. Students will also acquire a deep understanding of the historical, political, economic, religious, and educational factors that impact the acculturation of Latina/os in the U.S. and California. An emphasis will be to view Latina/os country of origin's various factors (demographic, language use, immigration patterns) and how they impact settlement in California.

248B. Bilingual Foundations

This course is designed to enable students to develop an awareness and understanding of foundational issues of Bilingual Education and bilingualism. Students learn about the legal and legislative foundations of bilingual education in the United States. Histories and policies that have shaped bilingual education in the US are also a focus

of the course. Students learn to apply knowledge of the cognitive effects of bilingualism and biliteracy to instructional plans. Tenets of bilingualism are reviewed, including the Common Underlying Proficiency construct to understand the transferability of skills, understanding, and strategies from primary to the target language. Students develop skills to promote authentic parent participation to ensure parents are viewed as a critical resource toward ensuring strong bilingualism and biliteracy development. NOTE: course is taught in Spanish.

249B. Bilingual Methods

This course focuses on the methodology of instructing students in Spanish and English in K-12 settings. The course addresses issues related to content scaffolding, biliteracy development, and assessment of emergent bilinguals. Focuses attention is given to first and second language development, including the interrelationship between reading, writing, speaking, and talking and the linguistic structure of both the English and Spanish languages. Students also develop an understanding of the historical policies, program types, and understanding of the diverse types of bilingual programs in the US. This course is required of all Bilingual MATTC candidates and must be taken concurrently with enrollment in an ethical reflective practicum or a full-time teaching position in a bilingual Catholic school.

250. Ethics, Diversity, Reflection: Introduction to TK-12 Teaching

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers.

EDUC 250E. Ethics, Diversity, Reflection: Intro K-12

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. Inclusive learning is a focus of the course.

EDUC 251. Technology for K-12 Teachers

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborative, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings.

EDUC 252. Social Foundations in TK-12 Education

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students.

EDUC 252E Social Foundations in TK-12

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education for students with disabilities, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students, particularly students with disabilities.

EDUC 253. Typical and Atypical Development & Learning

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional, and motivation to learning contexts among children and youth.

EDUC 253E. *Typical and Atypical Development & Learning*

Drawing on both developmental and educational psychology, this course examines theories and patterns of typical and atypical development as this relates to teaching practices and educational programs. Students apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.

EDUC 257. *English Language Development in Elementary Schools*

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible.

EDUC 257E. *English Language Development in Elementary Schools*

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. A key feature of the course includes addressing the needs of ELLs with learning disabilities.

EDUC 258. *Developing Positive Classroom Cultures*

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

EDUC 258E. *Developing Positive Classroom Cultures*

Research data report that the number one reason teachers leave the classroom is because they cannot manage their students. This course will explore the importance of establishing a positive structured learning environment for students with disabilities by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

EDUC 259A. *Elementary Mathematics Methods I*

This course is Part 1 of a two-course sequence in elementary mathematics teaching methods. This sequence is designed to provide teacher candidates with a coherent set of experiences for mathematics teaching and learning in elementary schools. Through assigned readings, classroom discussions, content-rich mathematics activities, and assignments that require data collection in your field placement, you will be supported as you make sense of how to approach the profession of teaching. Through thinking about ourselves as teachers, examining classroom culture and structure, and conducting clinical interviews on number concepts, we will set the stage for our development as elementary mathematics teachers.

EDUC 259B. *Elementary Mathematics Methods II*

This course is Part 2 of a two-course sequence in elementary mathematics teaching methods. This sequence is designed to provide teacher candidates with a coherent set of experiences for mathematics teaching and learning in elementary schools. Through assigned readings, classroom discussions, content-rich mathematics activities, and assignments that require data collection in your field placement, you will be supported as you make sense of how to approach the profession of teaching. By examining classroom culture and structure, and evaluating, designing, and implementing math lessons, we will set the stage for our development as elementary mathematics teachers.

EDUC 261. *Teaching Reading in Elementary Schools*

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading

Instruction Competence Assessment (RICA). This course is required of all multiple subject teaching credential candidates.

EDUC 262. Teaching Language Arts in Elementary Schools

A study of language arts teaching strategies, with a focus on teaching writing to students in grades K-8, including English learners and students with special needs. Focused attention is given to techniques for integrating literature and language arts instruction with science and social studies content.

EDUC 263. Elementary Methods in Social Studies and Visual Performing Arts

In this course, multiple subject credential candidates learn how to design, implement, and evaluate standards-based social science lessons and how to integrate content from the California content standards for visual and performing arts, and the California Common Core. The course emphasizes mastery of instructional strategies that create opportunities for all students, including English learners and students with special needs, to read and write about how to use social studies for social justice and how to incorporate the visual and performing arts as ways to express and visually represent meaningful learning. Topics include working with curriculum frameworks and content standards, developing curriculum units, and planning lessons that maximize the learning of all students.

EDUC 264. Elementary Methods in Science, Health, and Physical Education

This course is designed to assist multiple subject credential candidates in developing the skills necessary to design and carry out science, health, and physical education instruction, demonstrations, and laboratory experiences for students in elementary and middle school programs. We will build on current research and best practice in order to foster science learning in K-8 students. The process of creating content, developing curriculum, and applying standards to generate meaningful lessons are emphasized with an additional area of emphasis being placed on assessment and collaboration. Scientific inquiry, project-based instruction (PBI), Common Core integration, and Next Generation Science Standards (NGSS) will be emphasized along with best practices in the STEM model.

EDUC 265. Assessing Elementary Student Learning

This course is designed to help future and current teachers of culturally and linguistically diverse elementary school students to understand, develop, and implement a range of effective, practical strategies for assessing and documenting the academic achievement of their students, including English Learners, students with identified/unidentified exceptionalities, and students eligible for a free or reduced-price; develop the skills and habits of mind necessary to use assessment results to plan effective instruction for every student; learn how to present and discuss assessment results with other education professionals and with students' parents.

EDUC 275. Ethics, Diversity, Reflection: Introduction to TK-12 Teaching

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers.

EDUC 275E. Ethics, Diversity, Reflection: Intro K-12 Teachers

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. Inclusive learning is a focus of the course.

EDUC 276. Technology for TK-12 Teachers

This course is designed to acquaint teacher credential candidates with learning theories, practices, hardware, software applications, and web resources that are useful in integrating technology into the daily practice of K-12 teachers. The course meets the requirements identified in the technology standard for teacher preparation for the State of California. The guiding philosophy for the course is Constructivism, instantiated in the design of collaborative, project-based learning activities that capitalize on the full potential of educational technologies. Students will be expected to fully engage in classroom exercises, group projects, and small-group and whole-class discussions on the assigned readings.

EDUC 277. Social Foundations in TK-12 Education

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students.

EDUC 277E. Social Foundations in TK-12 Education

The goal of this course is to examine the historical, social, philosophical, and legal foundations of American education. We explore the impact of these various influences on the current state of education for students with disabilities, as well as consider the future of education in a diverse society. This course provides an opportunity to reflect on our roles as educators and the manner in which we will work to improve the educational experience for all students, particularly students with disabilities.

EDUC 278. Typical and Atypical Development & Learning

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional, and motivation to learning contexts among children and youth.

EDUC 278E. Typical and Atypical Development & Learning

Drawing on both developmental and educational psychology, this course examines theories and patterns of typical and atypical development as this relates to teaching practices and educational programs. Students apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.

EDUC 282. English Language Development in Secondary Schools

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible.

EDUC 282E. English Language Development in Secondary Schools

This course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible. A key feature of the course includes addressing the needs of ELLs with learning disabilities.

EDUC 283. Developing Positive Classroom Cultures

This course will explore the importance of establishing a positive structured learning environment by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

EDUC 283E. Developing Positive Classroom Cultures

Research data report that the number one reason teachers leave the classroom is because they cannot manage their students. This course will explore the importance of establishing a positive structured learning environment for students with disabilities by developing a successful classroom management model that is consistent with the California Standards for the Teaching Profession. Topics will include, but not be limited to, the following: motivation, managing time and physical space, and establishing rules and routines.

EDUC 285 – 292. Secondary Content-Specific Methods Blocks

These courses are designed to enable single-subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all

students equitable access to curriculum content. All single subject credential candidates are required to take the Methods I and Methods II block in the content area aligned with the credential they are seeking.

285A. Secondary English Methods I

285B. Secondary English Methods II

286A. World Languages Methods I

286B. World Languages Methods II

287A. Secondary Mathematics Methods I

287B. Secondary Mathematics Methods II

288A. Secondary Science Methods I

288B. Secondary Science Methods II

289A. Secondary Social Sciences Methods I

289B. Secondary Social Sciences Methods II

EDUC 290E. Ignatian Pedagogy

Before more formal methods were used to generate and test the efficacy of instructional practices, members of the Society of Jesus and their acolytes crafted particular traditions of teaching—forged by centuries of classroom experience—that helped to inspire faith and reason in their students across the globe. The purpose of this course is to examine these traditions of teaching in light of current pedagogical and learning theories so that today’s lay Catholic school teachers can better appreciate and apply them to their own professional practices.

EDUC 294A. Adolescent Literacy Development I

This course presents research-based principles for effective literacy instruction in secondary school settings. Students will explore theories, major trends, and principles in the field of literacy that render effective instruction for particular purposes and reflective of student needs and strengths. Attention will be given to what, why, when, and how specific components of literacy are taught to promote communicative, reading, and writing competence in linguistically diverse classrooms and for individuals within a broad range of experiential and ability levels.

EDUC 294B. Adolescent Literacy Development II

This course focuses on reading as a tool for learning from printed texts. Candidates learn to use a range of instructional strategies that enable students—including students with foundational skill deficits, students who are English language learners, and advanced learners—to develop confidence, awareness, and control when applying themselves independently to the demands of reading in all content areas.

EDUC 295E. Assessment of Learning in Elementary/Secondary Classrooms

Students explore the frameworks of backwards design and universal design for learning to create curriculum maps, unit plans, and lesson plans. Students also learn to design and score diagnostic, formative, and summative assessments of student learning.

EDUC 296. Assessing Secondary Student Learning

This course is designed to help you understand, integrate, and skillfully apply the principles of assessment. You will be taught how to develop assessments that align well with your lesson objectives and provide information about what your students have learned. Overall, this course will help you to understand the principles of assessments, construct valid assessments of student learning, recognize the strengths and limitations of various assessment types, and learn about the legal and ethical implications of the use of assessment data. At the end of this course, you will be able to develop, administer, and score a range of sound formative and summative assessments that will help all your students learn.

EDUC 357. Leadership, Equity, and Policy in College Athletics

This course explores the evolving role of intercollegiate athletics within the broader context of campus culture and higher education. Students will examine contemporary issues impacting college athletes, athletic departments, and their relationship to academic and student affairs. Students will examine how college sports shape institutional identity, student experiences, equity, leadership, and policy in higher education. The course will also emphasize examining critical trends, challenges, and opportunities that affect students, faculty, staff/ administrators, the broader campus community, and the evolving future of higher education.

EDUC 304. Teaching Performance Assessment Assistance and Support

This course is designed to support multiple or single subject credential candidates on the preservice pathway in the successful completion of the California Commission on Teacher Credentialing Teaching Performance Assessment (TPA) requirement. This course may be taken multiple times for credit.

EDUC 360: School Leadership: Leading Culture and Change

This course explores current issues with regard to organizational culture and change. Topics to be explored include how organizational culture influences such things as making staffing decisions, using data-driven professional development, understanding the barriers to organizational reform, managing and changing culture, understanding governance structures for public and private schools and other organizations, and creating principles of equity, diversity, inclusivity, and accountability as well as researching future educational visions.

EDUC 361. Instructional Leadership

This course focuses on curriculum planning, implementation, and evaluation; and meeting the needs of a diverse learning community through content, social climate, instructional strategies, and the role of the learner. Current movements in curriculum and instruction and the use of technology in the curriculum as an educational tool are studied; assessment and issues related to supervision, program evaluation, program development, implementation, staff development, and support services are considered. The course includes hands-on as well as theoretical/analytical sides of redefining curriculum; the role of staff, parents, students, and the community at large in curriculum development and planning are considered.

EDUC 363. Ethics, Law & Governance

The focus of this course is the examination of the issues of education, law, and morality and the ways in which the law, by its very nature, cannot be separated from ethics and morality. Theories of law and of the relationship between education and other social and ethical values are reviewed. The ability of leaders to have a better understanding of the law and the politics associated with the governance and the ability to assist people to work through moral dilemmas associated with the law are considered. Cross-cultural communications, desegregation, special education law, anti-discrimination law, credentialing laws, assignment authorization, and schools as a political system also are examined.

EDUC 364. Leadership Field Lab: Using Data to Improve Instruction and Promote Equity

This course is one of three leadership learning experiences centered on an approved and supervised embedded job experience based on The California Teacher Commission (CTC) California Administrator Performance Assessment (CalAPA) requirements for CYCLE #1. The focus of this field lab is the use of data to inform practice. Students will be guided in theories of data-informed practice and in developing an understanding of the equity issues facing schools and districts within California. Students will develop an equity-focused question to explore and will work with the field site or district to acquire the data necessary to explore and understand that issue in their local context. Having used data to identify an area of need regarding educational equity in their site or district, students will develop a plan for addressing that equity issue and leading change. This course is built around weekly reflections and skill-building, data collection, and analysis to inform school or organization improvement and promote equity. (3 Units) [ONLY OPEN TO STUDENTS ENROLLED IN THE ADMINISTRATIVE SERVICES CREDENTIAL, OR BY PERMISSION OF INSTRUCTOR]

EDUC 365. Human Resource Development

This course prepares future administrators with theory, knowledge, skills, and sensibilities to attract, select, and develop personnel; create policies and conditions to retain the best, and provide opportunities for their growth and advancement to enhance the quality of education for students. This course draws from the substantial literature on the management of human resources, organizational development, human relations, professional development, and other areas of study relevant to the purposes of this course.

EDUC 366. Community Leadership and Inclusive Schools

This course is designed to provide access to foundational and contemporary research in the areas of community leadership and creating more inclusive schooling environments. We will examine a variety of ways community groups and schools are promoting the active engagement of participants to improve education – whether that be parents, teachers, community residents, students, or the public at large. In that context, we also examine efforts to foster collaborations among and between a wide array of stakeholders in education, including community organizations, school personnel, school system administration, unions, the business community, faith institutions,

civil rights organizations, and youth, including undocumented youth. We will also examine the role of political organizing in addressing structural and racial inequalities in education in America, and consider the ways that education organizing strengthens broader community-building efforts.

EDUC 367. Leadership Field Lab: Supporting Teacher Learning: Communities of Practice

Leaders of all organizations are increasingly asked to identify and utilize data to shape planning, decision-making, and inform a leader's understanding of the organization, and its impact, and strategically plan for the future. Intrinsic to leading colleges and organizations is leading culture and change. In this course, students will explore how to frame questions, identify data, and use that data to set goals and move programs, organizations, schools, or colleges forward. This course will primarily serve students in higher education or other social enterprise organizations. (3 Units) [ONLY OPEN TO STUDENTS ENROLLED IN THE ADMINISTRATIVE SERVICES CREDENTIAL, OR BY PERMISSION OF INSTRUCTOR]

EDUC 368. Social Impact Organizations: From Design to Impact

This course focuses on exploring the conception, creation, and designing for social change and impact across organizations including non-profit, for-profit, and educational entities. In recent years, designers inside and outside educational institutions have been able to rethink traditional modes of creating social change and, as a result, have begun to make a greater impact. The course draws from the collective, participatory, and shared power design models to empower leaders in their leadership place of influence.

EDUC 369: Action Research

The course features a spectrum of activities that focus on research, planning, theorizing, learning, and development in the resolution of a problem(s). It includes an understanding of the principles of qualitative research principles, the dynamics associated with diversity and change, and the need to study problems that are relevant in real settings while systematically inquiring, making hypotheses, and testing these hypotheses. Used as a vehicle for empowering teachers and learners. It includes approaches to scholarly inquiry. (3 units)

EDUC 370. Leadership Field Lab: Supporting Teacher Growth

This course is one of three leadership lab learning experiences centered on approved and supervised embedded job experiences or field placement in educational or nonprofit leadership. The course is built around reflection and skill-building, monthly seminars, and culminates in a field project and candidate evaluation. The candidate develops skills in the full range of leadership and management skills for forming sustainable organizations that serve their intended communities. Leadership Cycle 3 focuses on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigating, planning, acting, and reflecting, you will familiarize yourself with coaching and observation practices at the school; identify a volunteer teacher whom you will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and a post-observation meeting. Throughout this leadership cycle, you will reflect on your strengths and areas for professional growth as a coach and an equity-minded leader. The candidate engages in both learning from and serving the organization's community stakeholders. This lab extends and applies knowledge and skills developed in previous courses taken during the degree program. (3 Units) [ONLY OPEN TO STUDENTS ENROLLED IN THE ADMINISTRATIVE SERVICES CREDENTIAL, OR BY PERMISSION OF INSTRUCTOR]

EDUC 371. Trauma-Informed Leadership

This course is designed to help students preparing to be public school administrators develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations with a focus on trauma-informed educational practices and English Language Learner (ELL) programs. This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents. Strength-based practice will be highlighted.

EDUC 372. Communities, Schools, & Critical Social Theory

This course examines the links between schools and the social structure—the social, economic and political factors that have shaped conditions in urban schools and communities. For instance, the socioeconomic context of urban schools provides an important examination of the role of schooling in a stratified society and provides the theoretical grounding for the course. Critical Social Theories of race/ethnicity, class, gender, and culture will be utilized as

frameworks through which to explore the development and current conditions of urban communities, schools, and society.

EDUC 373. Using Data to Drive Organizational Change & Innovation

Leaders of all organizations are increasingly asked to identify and utilize data to shape planning, decision-making, and inform the leader's understanding of the organization, and its impact, and strategically plan for the future. Intrinsic to leading colleges and organizations is leading culture and change. In this course, students will explore how to frame questions, identify data, and use that data to set goals and move programs, organizations, schools, or colleges forward. This course will primarily serve students in higher education or other social enterprise organizations.

EDUC 375. Leading for Diversity, Equity & Inclusion

This course focuses on the role of diversity, equity, and inclusion across the PreK-higher educational system. The course will provide both historical and contemporary examination of how diversity, equity, and inclusion practices have evolved and shaped the U.S. educational system. Throughout the course, students will explore theories of diversity, equity, and inclusion (e.g., race, ethnicity, culture, ability, etc.) to discuss the current landscape, organizational successes, and shortcomings, and future needs of educational leaders to address institutional and day to day problems of practice.

EDUC 376. Leading Technologically Enhanced Learning in Schools

This course will provide educational leaders with an opportunity to explore learning in the contemporary, technologically-enhanced world. How should the “encyclopedia in our pocket” change the content and process of teaching and learning in our classrooms? What do contemporary students need to learn, what are the ways they should learn, and how can we assess that learning in the 21st century? In this course, leaders are asked to explore and rethink their assumptions about what kids should learn in school and how we should structure everything from our classrooms, and our support services, to our school day.

EDUC 378. Design Thinking for Leaders

This hands-on and team- and project-based course offers students new ways to be intentional and collaborative when designing solutions to a wide range of challenges. Students will explore the design thinking process in multiple projects, working in diverse teams to solve real-world challenges. Key principles of design thinking include being human-centered, prototype-driven, collaborative, and mindful of the process. Topics include need finding, human factors, visualization, rapid prototyping, team dynamics, and storytelling and storyboarding, to mention just a few. This course is an invitation to rediscover your creativity and experiment with the design process in a joyful and open way. It will be an opportunity for you to enhance your skills and empower you to create innovative solutions that are meaningful and will make a difference. It will energize you to tackle challenges differently and you will experience how Design Thinking can add a new perspective to your leadership.

EDUC 379. Improving Post-Secondary Educational Outcomes: Equity Challenges and Opportunities

This course will provide a theoretical and empirical overview of educational issues pertinent to racially minoritized groups in the U.S. Special emphasis will be placed on understanding the separate and intersecting effects of race, class, gender, and immigrant status on racially minoritized groups' educational attainment and achievement. The course will also provide a critical understanding of how historical, social, political, and economic forces impact racially minoritized groups with regard to their experience in the PreK through higher educational systems.

EDUC 380: Human Development for Social Impact: Addressing Social Inequality

Social change begins with the development and transformation of individuals. This class offers an in-depth understanding of the role of leadership in the nonprofit and social sector, including models, strategies, and practices that the student can adopt and apply in their day-to-day practice of leading social impact work. The course addresses a shift in the paradigm of change leadership that recognizes that leaders are more effective when they stand within, not beyond, the system they are working to impact. Using this as a basis, the course explores theories and models of leadership and their application to one's own leadership style and ways of working with teams, organizations, and communities.

EDUC 382. Student Development Theory for Higher Education

This course provides an introduction to theories of student development and the application of said theories to student affairs practice and understanding of U.S. college student experiences and outcomes. The course will focus on adult learning and development and provide leaders and aspiring leaders in higher education with a deeper understanding of how colleges and universities can utilize understandings of development to inform academic and co-curricular supports to address student needs and improve student performance, retention, and graduation. Particular attention will be given to the ways that a deeper understanding of student development can further the social justice goals of leaders who seek to improve the academic outcomes of students who have been less well-served in their institutions.

EDUC 391. Mindfulness for Educational Leaders

No matter where you are going in the future, you will likely participate in groups and organizations that will consistently ask or expect you to lead. The best leader is authentic, has integrity, is self- and other-aware, and acts with this awareness firmly in mind. Good leaders act mindfully with respect for the people and the world around them. This course explores your development as a mindful leader today—and tomorrow—focusing inward and outward, reflecting on where you have come from and where you are going, what type of world you want to live in, and what your relationships with others are like, and how you can be an effective leader. We will engage this topic through active class involvement with mindfulness practices, numerous written assignments, lots of “good conversation” in which you raise issues important to you, many in-class activities and exercises, and exploration of the leadership of people known to you and whom you admire in the world.

394: Social and Emotional Well-Being in Schools and Communities

Using a socio-emotional framework this course will help future educational leaders to understand and respond to the educational opportunity gaps that exist in public schools and how to counteract them. This course will examine the opportunity gaps in PreK-20 education for low-income Latino, Native American, and African-American students. Further, we will examine theoretical lenses, research studies, case studies, policies, and practices that promote the maintenance and reproduction of the opportunity gap as well as those that seek to eliminate the opportunity gap. In particular, structural issues related to the financing of public education, resource allocations, culture and language, poverty, segregation, school choice, high stakes accountability, and teachings and learning environments will be emphasized.

EDUC 395: History of Higher Education

This course focuses on the development and history of American colleges and universities. Students will explore the origin of higher education in the U.S., the historical natures of various institutional types, the historical inclusion and exclusion of people of diverse backgrounds, and how the historical context of higher education is relevant to contemporary higher education and emergent professional practice.

EDUC 399. Urban Education

The problems confronting urban public schools in the United States are complex and multi-faceted. While we are constantly overrun with a deluge of news reports that track the consistent failure of schools in the inner city, we are rarely presented with the opportunity to explore urban education issues from more critical perspectives fully. More often than not, we rely on stereotypes about the nature of the inner city or the attitudes, misgivings, and lack of understanding of urban dwellers and school leaders as methods to define and understand the complex problems faced by members of these communities. This course seeks to enhance students' knowledge about urban schools by providing a broad overview of urban education as a field of inquiry. To that end, the course explores three key issues: 1) The social and economic contexts of urban schools; 2) The social, economic, and political oppression of students in urban spaces experience and how they resist; and 3) the challenges of urban school reform.

EDUC 408: Foundation of Social Impact Leadership

Understanding the history and context of social impact innovation provides context for future action. In this course, you will examine the history and heritage of social change in a global context and will analyze social issues to find points of leverage to participate in change-making and determine where you might choose to engage. You will also research, analyze, and synthesize philosophies of social change, leadership styles, and competencies, and articulate your own. By the end of the course, you will better understand where you fit into the landscape of social change and consider the ways in which you will engage.

EDUC 410: Foundations of Doctoral Studies

This introductory course prepares doctoral students for success in the program, focusing on balance and cohort identity building, communities of practice, leadership and innovation, action research, and leadership within complex organization systems.

411. Contemporary Issues in Higher Education

Possible topics include The organization and purpose of higher education; Who governs the university (trustees, administration, faculty); Funding of public higher education; The role of community colleges; The liberal arts, professional programs, and commoditization; The changing professoriate (adjunct and contingent faculty); Student issues (cost, debt, and careers); Accountability, assessment, and accreditation; The role of technology in instruction (online and blended learning); and Issues of Academic Freedom.

EDUC 420. Narrative Ways of Knowing

This class will be organized by the idea that narrative writing is a distinct form of expression. Narrative understanding may be learned by the thoughtful application of rhetorical and narrative theories as well as creative nonfiction best practices that create rich, evocative stories out of personal experiences, innovative research, and ethnographic field notes. Why choose this narrative form? Why not concentrate our energies on more traditional forms of scholarly writing, such as the argument-based essay or traditional research report? To answer that question is to raise the question: Does engaging in this style of writing produce a kind of knowing that is unique?

Writing personal narratives does produce a way of knowing that is unique. The philosopher Sara Worth puts it this way: “traditional forms of knowledge (knowing how and knowing that) are not sufficient to cover a third kind of knowledge (knowing what it is like) in the way that storytelling can.” One reason for this “uniqueness” is the relationship writers of personal narrative develop with their material, or data. Inherent to this form of writing is “self-reflexivity,” which demands that the critical lens turned outward is also turned inward, and questions about the writer’s standpoint, way of seeing the world, and interest in the topic are thoroughly explored. Only if readers trust the narrator will they also learn to trust the narrator’s story.

EDUC 424. Servant Leadership

Mission and values-driven organizations require servant leaders with a deep understanding of the community the organization is serving and a theory of action that articulates what change is envisioned and how to facilitate change. Grounded in Jesuit values of accompaniment -- accompanying others in their suffering -- students begin to articulate a collaborative and visionary model of leadership to support communities as part of community. Students will explore leadership frameworks that support this work. Students will also learn tools and strategies for better understanding and develop a theory of action for having an impact on the social problems the organization seeks to address.

EDUC 425. Moral & Ethical Basis Leadership

This course is organized around the concept of education as a moral enterprise and of the role of educational leadership in modern society, and provides students with opportunities to examine their own values, beliefs, and attitudes in relation to their leadership responsibilities and practice. Emphasis is given to the exercise of leadership in the service of the school community. Presents various ethical frameworks and perspectives on ethics, including the importance of ethical principles in decision making.

EDUC 426. Financial Leadership

Leaders of mission- and values-driven service organizations need to think about how to keep the money coming in: Will it be through fundraising, building a business model that allows for subscription income, or something else? Key concepts of fundraising approaches, the pros and cons of the “angel” investor, and ensuring that finances move your organization forward rather than holding it back.

EDUC 427: Values- Based Leadership: Developing a Leadership Development Plan

This course focuses on the ways in which leaders must recognize and respond to a variety of competing value propositions both within and outside their organizations (schools, non-profits, universities). Whereas practical leadership typically involves the creation of incentive systems, values-based leadership also motivates through the creation of norms, by example and inspiration. In today’s world leaders are expected to not only appreciate competing value propositions but also be able to articulate and advocate principles and standards of behavior. To

achieve these goals requires the ability to anticipate not only how others will respond to the interaction between incentives and values-based approaches but also how emotions drive attitudes and behavior. Values-based leadership ultimately involves the ability to take the disparate value propositions of various stakeholders and integrate them into a coherent vision. Doing so requires the capacity to make tough choices, to take a stand and to offer an articulate and coherent justification for one's decisions. The course helps to develop this ability to consider a wide-range of value perspectives and to integrate them when making hard decisions.

EDUC 428: Financial Management

Financial Management is an introduction to resource allocation, management, and reporting in schools and nonprofit institutions. The course focuses on the budget process, nonprofit and government accounting and finance, information technology, and property management. The course then considers school funding models, site planning, as well as reporting and other requirements. School business management is situated in the economics of the school enterprise, explores the role of innovation and entrepreneurship, and applies these concepts to the development of business models and plans.

EDUC 431. Social Inquiry Methods and Research Collaborations I

This first course in the research methods sequence supports students in the framing of an actionable research question for their investigation. These questions primarily focus on “What do you want to learn?” “How do you want to learn it?” Students expand their researcher “tool kits” through action research methods of inquiry.

EDUC 432. Social Inquiry Methods & Research Collaborations II

The second course in the research methods sequence focuses on the formalizing of a research project. What do we already know? Using existing literature to define and refine a meaningful question and defining how to collect data to answer that question. At the completion of this course students will have completed an initial review of the literature on their topic of choice.

EDUC 433. Social Inquiry Methods & Research Collaborations III

The third and final course in the research methods sequence focuses on an in-depth exploration of qualitative and quantitative (mixed methods) approaches informing the action research dissertation. This course exposes students to a range of strategies for leveraging communities and technologies for broader impact for both action research and other change practices.

EDUC 434. Dissertation Proposal I

The overriding work of this course is to both introduce the elements of a dissertation proposal and work to write our own strong drafts. We will examine the importance of varied aspects of proposal design. These elements include the development of the research question and problem statement, a review of relevant literature and a connection of that body of work to the research focus, formulation of conceptual and theoretical frameworks, a description and justification of research methods, and a consideration of ethical research practices. We will learn about these elements in the context of crafting our own dissertation proposals.

EDUC 435. Dissertation Proposal II

This course supports student learning by helping them in incorporating and refining materials from the prior course and finalizing the dissertation proposal. This course is structured primarily to scaffold the work of getting your dissertation proposal written. As such, there will be two important aspects to your participation: One is your engagement with your own writing. Specific draft pieces of the proposal are due throughout the quarter. At each class meeting you will be asked to communicate your specific place in the writing process (along with, of course, your struggles and questions). The second part of your engagement entails your collaborative commitment to your colleagues. Each class will be a combination of whole group instruction on dissertation proposal elements as well as small group collaboration that is structured to provide constructive critique and moral support throughout the writing process. Students during this course will defend their Dissertation Proposal and complete and Institutional Review Board application to be authorized to conduct research.

EDUC 436. Communities of Inquiry Dissertation in Practice I

Independent study in which a student nested within a small group, under the supervision of a faculty member, conducts research that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript. The

Communities of Inquiry meet during the 2nd and 3rd years and serve as thematic seminars and advisement support communities as students advance toward the dissertation while helping to build a collaborative culture of accountability and support. The dissertation committee chair is a faculty member assigned by the college. The first Communities of Inquiry course supports Data Collection and Analysis. Specifically, this course focuses on making sense of data. Qualitative and quantitative data analysis approaches; learning from our own and others' data how to identify findings. This course can be understood as helping bring order out of chaos.

EDUC 437. Communities of Inquiry Dissertation in Practice II

In the second course of Communities of Inquiry sequence you will write your data findings and develop implications based on your research. Having developed an outline of chapter 4 in the first Community of Inquiry course, throughout the quarter you will write a narrative of your findings. You will utilize your data to support your claims and take the steps necessary to ensure your claims are credible and trustworthy. Having completed this process, you will return to the literature to determine how your findings connect to existing research and to identify implications.

The primary goal of this course is to WRITE! By the end of this quarter, you will have a full draft of chapter 4 and an outline of your discussion and implications of chapter 5. To do so, we will set benchmarks throughout this quarter. This will also require frequent communication with your dissertation chair. Class time will be utilized to discuss the writing of findings as well as individual and small group workshop time."

EDUC 438. Communities of Inquiry Dissertation in Practice III

Independent study in which a student nested within a small group, under the supervision of a faculty member, conducts research that is expected to lead to a specific project such as a dissertation, report, or publication. Assignments might include data collection, experimental work, data analysis, or preparation of a manuscript. The Communities of Inquiry meet during the 2nd and 3rd years and serve as thematic seminars and advisement support communities as students advance toward the dissertation while helping to build a collaborative culture of accountability and support. The dissertation committee chair is a faculty member assigned by the college. The third Communities of Inquiry course places an emphasis on extracting meaning from the research findings. As educational leaders in positions of power across a variety of organizations, there is a considerable emphasis on the implications of the research findings. Students are asked to reflect on strengths and weaknesses of this project and how it can inform action at their school, organizational, or community-based sites. Students are also encouraged to devote extensive time to the writing of the various dissertation findings chapters.

EDUC 439. Dissertation Research

Dissertation research hours are taken during the third, and final year of the program. The courses consist of supervised research focused on the preparation of the dissertation, including literature review, research, data collection and analysis, and writing. Students work closely with their dissertation chair, as well as the second member and external member of the committee. The Dissertation ends with an oral presentation of the final dissertation and after making final edits and revisions to the written dissertation document. A minimum of 9 units, or 3 units each quarter in students' final year, is required. Students may enroll for additional quarters if the dissertation is not completed.

EDUC 440. Leading People and Organizations

This course prepares future Pre-K12, Social Impact, and Higher Education leaders with theory, knowledge, skills, and sensibilities to attract, select, and develop personnel; create policies and conditions to retain the best; and provide opportunities for their growth and advancement to enhance the quality of education for students. This course draws from the substantial literature on the management of human resources, organizational development, human relations, professional development, and other areas of study relevant to the purposes of this course.

EDUC 441. Leadership Integration and Vision Statement

The primary focus of this course is on supporting you as educational, higher education, and social impact leaders in defining and refining the differential impact in education or in other endeavors that you wish to make. This course is in part reflexive 1)taking you on a journey and evolution as an education leader and also to support your writing and research trajectory (Qualifying exams or writing analytic insights).

Chapter 8: Affiliated Programs

Excellence in Catholic Education and Leadership (ExCEL)

The ExCEL Program is a partnership between The Sobrato Family Foundation, Santa Clara University, the Diocese of San Jose (DSJ), and schools within the diocese. ExCEL combines teaching and service to provide an opportunity for recent faith-driven college graduates to become highly qualified teachers for our underserved students in kindergarten through 12th-grade Catholic schools in Silicon Valley. ExCEL is a member of the University Consortium of Catholic Education. The foundation of ExCEL is based on four principles: service through teaching, community, spirituality, and critical transformation.

Service through Teaching Community

A foundational goal of the ExCEL program is to recruit and partner with individuals who are open to a vocation in Catholic school education. ExCEL understands the work of teaching in Catholic schools as a holy mission—one that shapes the future Church and brings about the Kingdom of God on earth. Thus, the program aims to partner with individuals who are excited by and take seriously the prospect of a career in Catholic education, who envision their opportunity in ExCEL as not just a chance to engage in temporary service, but as the first step in a lifelong calling to work with Catholic schools.

Community

Communal living encourages each ExCEL teacher along his/her journey of faith by creating spaces and relationships for members to practice shared prayer, express their joys/ doubts/ fears, and find inspiration in the spiritual practices of others. Moreover, we believe that communal living holds the potential to make us more fully human; that is, living in community necessitates that members practice dispositions—beneficence, awareness, empathy, humility, and honesty—that are the hallmarks of Christ-centered humanity.

Spirituality

The development of one's spiritual life is one of the cornerstones of the ExCEL program for several reasons. Much like ExCEL teachers are called to teach the whole child in their classroom, the ExCEL program recognizes that quality teacher education must attend holistically to the development of each dimension of a teacher: their pedagogy, their social-emotional growth, their dispositions, their professionalism, and their spiritual life. ExCEL understands the faith and spiritual dimensions of a teacher as the essential “battery” for powering one's work through the day-to-day endeavors and challenges of classroom teaching.

Critical Transformation

ExCEL encourages each teacher to look critically at our schools and transform them for justice. ExCEL members commit to critical transformation centered on our growing awareness of the world, on our recognition of our shared human dignity, and on the creation of a more just human society. This includes challenging educational inequities endured by students from historically marginalized communities and centering minoritized voices and cultures within Catholic traditions of faith.

ExCEL teachers apply and are admitted to the School of Education as ExCEL applicants and follow a specialized program within the MATTC program. ExCEL accepts applications from November 1st through January 31st and programs begin in June.

Semilla Teacher Fellowship

The word “semilla” means “seed” in Spanish. The Semilla Teacher Fellowship takes its name in reference to the beginning development of teacher candidates. The fellowship provides assistance to students pursuing the MATTC with preparation to work effectively with students from diverse backgrounds, particularly Latina/o children and youth.

Students who apply to the fellowship must agree to the following:

- Enroll in a student teaching placement at a school identified as a high-needs school

- Successfully complete the MATTC program and be awarded a teaching credential from the State of California
- Teach for two years post-degree/post-preliminary credential in a high-need school that is predominantly comprised of an underserved Latina/o student population within four years of completing the MATTC program
- Attend quarterly meetings with the director of the Semilla Teacher Fellowship during the MATTC program

This scholarship only applies to the tuition associated with the MATTC program from Santa Clara University's Department of Education. Students are responsible for payment of the tuition costs not included in the fellowship and all fees.

Community and Professional Development Programs

The School of Education and Counseling Psychology offers a variety of professional development programs for students, alumni, and the community through the Center for Community and Professional Development. These programs include offerings for education and counseling psychology professionals. In addition, courses are offered for current and prospective School of Education and Counseling Psychology students, including Health Education for Teachers and CBEST/CSET preparation courses. Participation in continuing education programs and workshops does not indicate admission to any Santa Clara University degree or credential program.

Community Learning Experience

Our Community Learning Experience Program is crafted to meet the distinctive needs of our community. We engage and work with non-profit organizations to create extraordinary programs tailored to the precise requirements of the individuals they serve. Through these programs, nonprofits can craft transformative learning experiences, arming community members with invaluable skills and insights. These initiatives are curated to embrace the diverse tapestry of our community, guaranteeing both relevance and impact.

Health Education Info

Health Education for Teachers (EDUC x601) is a three-week, online course offered through the Center for Community and Professional Development. It is a requirement for those seeking a teaching credential but is not required for graduation from Santa Clara University. The course is graded on a pass/no pass basis.

This course introduces health concepts, skills, and behaviors important for today's students to make informed choices. Upon completion of the course, candidates will be able to gather, interpret, evaluate, and use health information and topics in their future activities as teachers. It is a fast-paced course and includes written assignments and discussion board posts. No books are required; all resources can be accessed through the online portal.

Professional Development for School Districts and other Local Educational Agencies Info

Our professional development programs are designed to address the unique needs of schools and districts, ensuring that all staff members, from teachers to superintendents, are equipped to meet the diverse and evolving demands of modern education. By investing in professional development, school districts and LEAs can promote a culture of continuous improvement, innovation, and excellence, ultimately leading to improved student outcomes and more effective educational systems.

Online Inservice Bilingual Authorization

The Online Inservice Bilingual Authorization program is designed to prepare bilingual teachers that already hold a preliminary or clear teaching credential to become asset-oriented and needs-responsive educators who provide excellence in bilingual education. Our courses help teachers develop their knowledge, skills, and dispositions in working effectively with students identified as English Learners across a variety of language programs. The program is guided by the California Commission on Teacher Credentialing and California's EL Roadmap. The program is further enriched by SCU's Jesuit mission and our commitment to fostering competence, conscience, compassion, and social justice forms will be the cornerstone of your continuing educational journey at CPD.

Clear Administrative Services Credential Info (CASC)

The Clear Administrative Services Credential (CASC) pathway is designed to prepare students for leadership positions in K-12 school settings. The mission of the program is to build administrative leadership capacity through individualized coaching and professional learning tied to job-embedded leadership growth plans. The program is guided by the California Professional Standards for Education Leaders (CPSEL) and the Jesuit mission where competence, conscience, compassion, ethics, and social justice are central to our work.

The Clear Administrative Services Credential Program uses a coaching model designed with working professionals in mind. This program can be completed in 6 quarters.

APA Approved Mental Health Workshops Info

Our series of APA approved workshops are designed to empower clinicians with the latest research-based practices to support their clients. We strive to provide high quality programs that are delivered by top faculty and practitioners in the mental health care field. Our Continuing Education offerings address topics that mental health providers need to take their practice to new heights and meet licensure requirements. Prior topics have included suicide prevention and community supports after traumatic experiences. We have also provided inclusive programs that address diverse populations such as the LGBTQ+ and the Latine communities.

Chapter 9: Campus Life

Santa Clara students are encouraged to participate in extracurricular activities as part of their total development. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds, wherein freedom of inquiry and expression enjoys high priority.

The following sections describe various aspects of student life and services.

CAMPUS MINISTRY

Campus Ministry is composed of people who are committed to spiritual and personal growth. Its mission is to foster the spiritual life of our students.

- In support of the University's mission to the "development of the whole person," Campus Ministry offers a variety of programs and pastoral presence to support that development, particularly the spiritual and personal aspects.
- Campus Ministry provides a welcoming environment where faith may be explored, discovered, and developed; a place where there is always someone to talk to about anything; and a place where people meet for small groups, prayer, reflection, and learning.
- More than 400 students attend weekly worship, and even more students are involved in Campus Ministry programs. In addition to eight full-time campus ministers, there are also resident ministers living in residence halls on campus.

What does Campus Ministry have to offer?

- **Worship:** Three Sunday liturgies in the Mission Church, daily noon Mass in the Mission, University celebrations, prayer services, and ecumenical (Christian) and interfaith services throughout the year.
- **Leadership opportunities:** Campus Ministry offers paid internships in the areas of Christian diversity, communications, faith formation, graduate students, interfaith ministry, liturgy, prayer, and retreats. The internships encourage students to develop their interests and skills in ministry.
- **Retreats:** Santa Clara students are offered a number of retreat experiences over the course of the academic year. Offerings include a silent retreat, Search retreats, an Ignatian retreat, and retreats for first-year students and seniors. Retreats are offered to persons of all faiths.
- **Reflection groups:** Campus Ministry runs the Christian Life Community program, which places students in small groups for weekly prayer and reflection. It also oversees interfaith dinner discussions, weekly Bible study, and Residential Learning Community (RLC) small groups.
- **Faith formation:** Campus Ministry offers several opportunities for students to learn, reflect, and grow in regard to their faith through Scripture reflection, forums and presentations, and Sacraments of Initiation.
- **Social justice awareness and action:** Campus Ministry provides students with a variety of opportunities to respond to the Gospel call to actively live out a faith that does justice. Some key focus areas include participation in the annual Ignatian Family Teach-in for Justice; simple meals, action, education, and reflection about current events.

Is Campus Ministry for everyone?

Yes! We welcome the participation of anyone interested in spiritual and personal growth, regardless of faith tradition. This is a time for learning about yourself and our world, and we hope we can accompany you in that exploration.

ECP STUDENT ORGANIZATIONS

Counseling Psychology Graduate Student Association (GSA)

The purpose of the GSA is to provide a forum in which all interested students can increase their involvement with the University, the school, the department, and fellow students. The goal of the organization is to support counseling psychology graduate students in their needs and growth. All graduate students in the Counseling Psychology program are members of GSA.

Education Graduate Student Association (SAGE)

The Student Association for Graduate Education (SAGE) exists as a student-run and student-funded branch of the University governance structure. All graduate education students are members of SAGE.

The elected SAGE board members represent, advocate for, and act on behalf of the collective graduate education student body. In order to enhance the missions of the University and of the school, the purpose of SAGE is to enrich the student educational experience and facilitate a community conducive to personal and professional growth, supportive of scholarly pursuits, and committed to social justice and inclusive excellence.

In pursuit of these goals, SAGE actively promotes improved communication between students, alumni, administration, faculty, and staff; provides educational and professional development opportunities; and coordinates social and networking opportunities.

Creative Haven

Creative Haven's goals of the organization is building familiarity and expertise in expressive arts interventions and gaining the confidence to engage the new skills in the therapy room. Each activity will be crafted with an objective, skills engaged, and feedback loop of the students and activity's success. Attendees and participants of the event should end each session with a sense of how to integrate art around a client's therapeutic goals, whether it is self-awareness, mindfulness, self-esteem, or coping.

Mindfulness Club

The club creates a safe space for students to learn and practice mindfulness techniques which they will be able to continue to use and teach to others after they graduate. Mindfulness techniques are known to promote positive well-being and reduce stress. However, for educators and counselors, relaxation and stress reduction become ever more important in maintaining a healthy and happy life. Incorporating mindfulness techniques into daily living could be argued as essential for those in a helping role.

ECP Affinity Clubs:

Our Affinity Clubs (listed below) serve as important spaces for fostering community, understanding, and support for various identities and experiences within our School. These clubs aim to build stronger, more inclusive communities within ECP. Our current Affinity Clubs continue to grow as more students express interest.

- Latine/x Club
- Asian and Pacific Islander Student Club

ECP Ambassador Program

The Ambassador program is the volunteer arm of our Admissions team. Our Graduate Student Ambassadors are official representatives of the School of Education and Counseling Psychology. They are called upon to represent their programs and the School at recruitment events, as panelists and committee members when appropriate.

CHARTERED STUDENT ORGANIZATIONS

Chartered Student Organizations are largely undergraduate student focused. However, the groups listed here have opportunities for graduate student participation.

KSCU

KSCU is a student-run, non-commercial radio station on 103.3 FM. The program format features primarily independent music, including indie rock, punk, ska, jazz, blues, and reggae. Students may get involved with the radio station as staff members or as volunteer DJs, office assistants, fundraisers, or sound technicians.

Multicultural Center (MCC)

The Multicultural Center (MCC) is the multicultural programming body and racial/ethnic advocacy voice for the campus community. The MCC also supports nine cultural registered student organizations including: the Asian Pacific Student Union (APSU), Barkada (Filipino), Chinese Student Association (CSA), Igwebuike (Black/Pan African), Intandesh (South Asian), Japanese Student Association (JSA), Ka Mana'o O Hawai'i, MEChA-El Frente (Latino/a), and the Vietnamese Student Association (VSA). Membership in any of these student organizations is open to the entire Santa Clara community.

STUDENT RESOURCES AND SERVICES

Listed below are some of the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

The Career Center

The Career Center provides students with a variety of services and resources to encourage self-discovery, provide a meaningful vocational journey, and educate them about the continuous process of career and life development. Students explore their majors and career choices with counselors to reflect on attributes such as personality, skills, interests, and values and learn to represent those attributes effectively on resumes, in cover letters, during interviews, and throughout the life of their careers. The Career Center offers a variety of programs and services each year, including career fairs, employer information sessions, classes and workshops on career strategies, resume writing and interview webinars, internship workshops, mock interviews, and appointments with career counselors. A critical piece of educating for life is on- and off-campus student employment positions, internships, cooperative education placements, and volunteer opportunities. Positions are posted through the Career Center's Handshake online job listing and are accessible to students via My SCU Portal. The Career Center also disseminates information through its Web presence including Facebook, Handshake, and LinkedIn. For undergraduate students interested in pursuing graduate study, the Career Center offers a Resource Guide to Graduate School on its website.

COWELL HEALTH CENTER

The Cowell Center promotes a holistic approach to students' physical, emotional, psychological, and/or interpersonal well-being. The Center's counseling and medical staffers are available when students believe that their well-being is being compromised in any way. Through Counseling and Psychological Services (CAPS), Student Health Services (SHS), Santa Clara University Emergency Medical Services (SCU EMS), and Student Health Insurance, the Cowell Center has a wealth of health and wellness resources to support students as they navigate the academic rigors at Santa Clara University.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is staffed with psychologists who strive to promote, enhance, and support students' emotional and interpersonal well-being through a range of mental health services offered within a safe and confidential environment. Individual counseling, couples counseling, group counseling, and psycho-educational programs are available. In counseling, students work on a wide range of psychosocial and developmental issues such as depression, anxiety, interpersonal problems, disturbed sleep, eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. All students are eligible for up to 10 counseling sessions per academic year; the first six (6) sessions are free, with a nominal fee assessed for sessions seven (7) through ten (10).

Student Health Services

Student Health Services (SHS) is staffed with a physician, physician assistant, nurse practitioners, registered nurses, and medical assistants. A psychiatrist, registered dietician, and physical therapy assistant are available on a part-time basis. SHS provides high-quality services such as primary medical care, physicals, diagnosis and treatment of illness

and injuries, immunizations, gynecological examinations, a limited in-house pharmacy, and medical referrals to specialists when needed. Medical visits to the Cowell Health Center, Student Health Services, range from \$10 to \$50 per visit for all students. Visit fees are in addition to all other nominal associated fees such as the cost of medications, lab/blood tests, and/or supplies. Visits to the Cowell Health Center, Counseling and Psychological Services, range in cost from no charge to \$100 per visit for all students. For further information, see the Cowell Health Center website at www.scu.edu/cowell. When SHS is closed, an advice nurse is available by phone for students both on campus (extension 4880) and off-campus (408-554-4880). A volunteer student emergency medical group, SCU Emergency Medical Services (EMS), is also available to take care of medical emergencies on campus. The health center is closed from mid-June to mid-August.

OFFICE OF ACCESSIBLE EDUCATION

The Office of Accessible Education has been designated by the University to ensure access for all undergraduate and graduate students with disabilities to all academic programs and campus resources. The goal is to support students with medical, physical, psychological, attention deficit, and learning disabilities to participate fully in campus life, its programs, and activities. Emphasis is on growth and individual achievement through the provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the campus community. Reasonable accommodations are provided to minimize the effects of a student's disability and to maximize the potential for success. A student may voluntarily register with the [Office of Accessible Education](#) by completing the online registration form and providing documentation of his or her disability, after which proper accommodations will be determined and implemented by the University.

INFORMATION RESOURCES

Information Technology

Undergraduate students are supported by a variety of computing services at Santa Clara University. Students will receive an SCU Network ID that provides access to multiple accounts. Students also have access to a ubiquitous high-speed campus, wired and wireless network, as well as a connection to the Internet via the University's 10 GB connection.

Students may use the network to access their Gmail and Google Apps account, Camino learning support system, SmartPrint, SCU ePortfolio, Zoom web conferencing, endpoint protection/antivirus software, and wireless access. SCU email is used by the University as one of the communication channels to send official notifications to undergraduate students and is also used as a frequent communication tool between and among faculty and students. Students are therefore urged to use their SCU email address as their primary email and check their accounts periodically to avoid missing important communications.

Students have access to administrative information and services at all times through their Workday account. Workday services include the ability to view class schedules and course history; run degree progress reports; request enrollment verification; enroll for classes (add, drop, swap); view exam schedules, grades, and unofficial transcripts; request official transcripts; review financial accounts; and maintain personal information such as addresses, phone numbers, alternate email addresses, and emergency contacts; and enroll in Campus Alert, the University's emergency notification system. Students who register for Campus Alert should keep their emergency contact information current in WorkDay to ensure notifications are appropriately received.

The University provides over 150 PC and Mac workstations in the Learning Commons with a variety of software packages to support both general computing needs and multimedia production. Technology help and assistance are available at the Information Technology help desks in the Learning Commons approximately 18 hours per day, most days. Free guest wireless access is also available for students visiting friends and family.

Media Services

Media Services offers a broad range of audio, digital video, Web, graphics, and multimedia resources and services. All students have access to equipment and services for class use, class-related projects, and co-curricular use. Media Services supports technology in classrooms, conference rooms, and campus events spaces; the Camino Learning Management System, Zoom web conferencing, and Digiication ePortfolio applications; and multimedia and digital video production.

University Library

Library resources, which can be accessed within the library and remotely, include an online catalog (OSCAR), more than 200 general and subject-specific databases, research guides for many subjects, and some specific classes, “Ask a Librarian” 24/7 reference services, and LINK+ interlibrary loan program.

The library’s collections have grown to more than 927,763 volumes, including approximately 15,877 e-books, and subscriptions to more than 133,237 magazines, journals, and newspapers; over 1,500 are in electronic format. Because the library is a depository for the United States and California government documents, more than 600,000 government documents are available online, in print, or in other physical formats. Additionally, the library houses more than 900,000 microforms, hundreds of historical photographs, more than 5,000 maps, and over 20,000 audio/visual items.

INTERNATIONAL STUDENTS AND SCHOLARS

The International Students and Scholars Program (www.scu.edu/globalengagement/international-students/) is a program in the Global Engagement Office. The program provides assistance to graduate international students with support related to visas, intercultural and academic adjustment, and general support for their transition to, and continued success in, their studies on campus and in post-graduation employment.

U.S. immigration regulations are complex and change frequently. The University strives to maintain a website that is both current and helpful, however, Santa Clara University is not responsible for students maintaining lawful immigration status; this is the responsibility of the student. Further, resources and links do not constitute an endorsement by Santa Clara University.

WRITING CENTER

The HUB Writing Center (www.scu.edu/hub/) offers drop-in writing support to graduate students as well as workshops in public speaking, revising and editing, developing personal statements and cover letters, and grammar basics. The Writing Center also offers students the opportunity to become HUB writing partners and to participate in independent studies or research projects.

OFFICE FOR MULTICULTURAL LEARNING

The mission of the Office for Multicultural Learning is to coordinate, collaborate, and promote cross-campus programming and related initiatives for the purposes of enhancing Santa Clara University’s goals for diversity and inclusive excellence and providing a welcoming campus climate.

The Office for Multicultural Learning serves as a campus-wide resource for information about multicultural issues and diversity. It offers multicultural learning experiences that educate the campus to respect and honor differences, promote dialogue and interactions among individuals from different backgrounds, and support collaborative efforts between the University and the local community.

Chapter 10: Student Conduct Code

STUDENT CONDUCT CODE

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. To this end, certain basic regulations and policies have been developed to govern the conduct of all students as members of the University community. Copies of the Student Handbook, which includes the Student Conduct Code, and information about the policies and procedures regarding the student judicial system are available from the Office of Student Life. For the most current information on the student conduct code and all policies and procedures regarding the student judicial system, please refer to the Office of Student Life website at www.scu.edu/osl. The Student Handbook and the Student Code of Conduct can be found on the website (www.scu.edu/osl/student-handbook/). Please refer to the Handbook online.

Note: Students who are alleged to have violated the Student Conduct Code may be subject to disciplinary action and, if applicable, may also be subject to criminal prosecution.

If there is a disagreement between a policy in the department and a policy in the school, the school policy applies. If there is a disagreement between a University policy and a school policy, the University policy applies.

Chapter 11: University Policies

STUDENT FREEDOM OF EXPRESSION

If there is a disagreement between a policy in the department and a policy in the school, the school policy applies. If there is a disagreement between a University policy and a school policy, the University policy applies. Freedom of expression at Santa Clara University implies the right of students to present ideas in the spirit of developing knowledge and pursuing truth. Examples of freedom of expression are debates, speeches, symposia, public posting of signs and handbills, petitioning, dissemination of printed matter, and the invitation of guest speakers to address the University community. The exercise of freedom of expression implies the freedom to associate with other members of the University community, to form registered student organizations, and to participate in activities sponsored by those organizations. The University shall not, without due cause, impair or abridge the right of exercise of freedom of expression beyond the regulation of time, place, and manner of that expression.

Copies of the full text of the Santa Clara University Student Freedom of Expression policy are available in the Office of Student Life, Benson Center, Room 205.

LIABILITY AND PROPERTY INSURANCE

Except by expressed arrangement with the University, the University's insurance does not cover students' liability or students personal property. Students may wish to seek the services of their personal insurance agent to arrange for such coverage.

POLICY ON DISCRIMINATORY AND SEXUAL HARASSMENT

Notice of Nondiscrimination

Santa Clara University's vision is to educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world. Central to the University's Jesuit values and identity is its commitment to creating an inclusive community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by mutual respect, open communication, care, and justice.

In furtherance of its core values, the University believes that all members of the University community, including students, faculty, staff, guests, and visitors, should pursue their work, education, and engagement in University programs and activities in a safe environment, free from all forms of unlawful discrimination, harassment, and retaliation. *Cura personalis* calls and inspires us to care for the whole person, body, mind, and spirit, in the fullness of one's dignity, towards belonging and flourishing.

To that end, the University prohibits discrimination against any individual on the basis of race, color, ethnicity, national origin, citizenship, ancestry, religion, age, sex, sexual orientation, sex stereotypes, sex characteristics, gender, gender expression, gender identity, marital status, registered domestic partner status, parental status, veteran or military status, physical or mental disability (including perceived disability), medical conditions (including cancer related or genetic characteristics), pregnancy or related conditions (including childbirth, termination of pregnancy, lactation, or related medical conditions), recovery from pregnancy or related conditions, reproductive health decision making, or any other basis prohibited under applicable federal, state, or local laws and their implementing regulations, in any of the University's educational and other programs and activities, its admissions, and its employment practices.

For more detailed information regarding policies and procedures related to equal opportunity and nondiscrimination, please review the information included in the Santa Clara University Student Handbook (<https://www.scu.edu/osl/policies-and-protocols>) and on the Office of Equal Opportunity and Title IX website

(<https://www.scu.edu/title-ix>). Inquiries regarding the University's equal opportunity and nondiscrimination policies should contact:

Brandi Williams, Interim Director

Santa Clara University | Office of Equal Opportunity and Title IX

500 El Camino Real | Santa Clara, CA 95053

Office Location: Loyola Hall (North), Suite 140, 425 El Camino Real, Santa Clara, CA 95053

Main Office: 408-551-3043 | Direct Line: 408-554-4113

Email: bwilliams2@scu.edu

Web: www.scu.edu/title-ix

Claims of discrimination or other inquiries concerning the application of Title IX of the Education Amendments of 1972 and its implementing regulations may also be directed externally to the Office of the Assistant Secretary of Education within the Office for Civil Rights (OCR) (<https://www.hhs.gov/ocr/index.html>). Inquiries regarding civil rights compliance and employment discrimination may also be made externally to the Equal Employment Opportunity Commission (EEOC) (<https://www.eeoc.gov>) and/or the California Department of Fair Employment and Housing (DFEH) (<https://www.dfeh.ca.gov>).

Title IX of the Education Amendments of 1972

The University does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of sex or gender.

As a recipient of federal financial assistance for education activities, the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex or gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by University policy. The University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.

To review the University's complete policy, as well as more detailed information regarding Title IX-related procedures, please see the Office of Equal Opportunity and Title IX website (<https://www.scu.edu/title-ix>).

Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADAAA)

In both practice and policy, Santa Clara University adheres to the requirements of the Americans with Disabilities Act of 1990, as amended 2008 (ADAAA); Sections 504 and 508 of the Rehabilitation Act of 1973, as amended; and all other federal and state laws and regulations prohibiting discrimination on the basis of disability.

The University is committed to providing disabled individuals, including (but not limited to) those with medical, physical, psychological, attention deficit, and learning disabilities, equal access to the academic courses, programs, activities, services, and employment opportunities, and strives in its policies and practices to provide for the full participation of disabled individuals in all aspects of University life.

For information concerning policies and procedures for students with disabilities, see the Office of Accessible Education (OAE) website (<https://www.scu.edu/oae>). Disabled students who are registered with the OAE office may

be qualified to receive accommodations based on supporting documentation. To register with OAE, students should contact the office at 408-554-4109 or by email at oea@scu.edu.

The University's ADA Coordinator facilitates compliance with the Americans with Disabilities Act (ADA) Title II regulations and Section 504 of the Rehabilitation Act of 1973. To contact the ADA Coordinator, please email oea@scu.edu.

Faculty and staff should contact Human Resources to request employee disability-related accommodations, auxiliary aids, and/or services. For more information, please see the Human Resources website (<https://www.scu.edu/hr/>).

Students, faculty, and staff who have questions or concerns about (1) disagreements or denials regarding requested services, accommodations, or modifications to University practices or requirements; (2) alleged inaccessibility of a University program or activity; (3) alleged harassment or discrimination on the basis of a disability, and (4) any other alleged disability discrimination should contact the Director of Equal Opportunity and Title IX at 408-551-3043 or by email at titleixadmin@scu.edu. For more information related to these policies and procedures on discrimination and harassment, see the Office of Equal Opportunity and Title IX website (<https://www.scu.edu/title-ix>).

Policy on Sex-Based Discrimination, Harassment, and Retaliation

Santa Clara University is committed to providing an environment free of gender-based discrimination, including sexual harassment, sexual misconduct, sexual violence and assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to gender-based discrimination and sexual misconduct prohibited by Title IX and University policy, and, through training and education, works to prevent its occurrence. The University seeks to provide a consistent, caring, and timely response when sexual and gender-based misconduct occurs within the University community. When the University becomes aware of allegations of sexual misconduct, it will take prompt and effective action. This action may include an initial assessment of safety and well-being, implementing interim remedies at no cost to the complainant for protection and support, discussing how the complainant wishes to proceed, initiating an investigation, and identifying appropriate avenues for resolution. The University's response will be overseen by the Director of Equal Opportunity and Title IX.

The University's **Policy on Sex-Based Discrimination, Harassment, and Retaliation** applies to all students, faculty, and staff, and includes any individual regularly or temporarily employed, studying, living, visiting, or serving in an official capacity at Santa Clara University (including volunteers and contractors). The policy applies to both on-campus and off-campus conduct and to online actions that have a potential or actual adverse impact on any member of the University community, of which substantially interferes with a person's ability to participate in University activities, or which could affect a substantial University interest or its educational mission. For more information about reporting, response, and adjudication, please see the University's **Policy on Sex-Based Discrimination, Harassment, and Retaliation** or contact the Director of Equal Opportunity and Title IX, www.scu.edu/title-ix.

What Constitutes Consent

The University adheres to California's definition of affirmative consent for sexual activity. Affirmative consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back. Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. The question of whether the responding party should have known of the reporting party's incapacity is an objective inquiry as to what a reasonable person, exercising sober judgment, would have known, in the same or similar circumstances.

Consent is not voluntary if forced or coerced. Force is the use of physical violence or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent. Coercion is unreasonable pressure for sexual activity. Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

A person cannot consent if they are unable to understand what is happening, are asleep, or are unconscious for any reason. A person violates this policy if they engage in sexual activity with someone they know to be, or should know to be, physically or mentally incapacitated. This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, or the consumption of incapacitating drugs or alcohol. Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g. to understand the "who, what, when, where, why, or how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with (under the) influence, impairment, intoxication, inebriation, blackout, or being drunk. It is not an excuse that the responding party was intoxicated and, therefore, did not realize the incapacity of the reporting party.

Reporting Options

There are confidential and non-confidential reporting options available. Confidential Resources include on and off-campus mental counselors, health service providers, local rape crisis counselors, domestic violence resources, and members of the clergy and chaplains. Confidential on-campus resources include CAPS, Cowell Center, 408-554-4501; Wellness Center, 862 Market Street, 408-554-4409; and members of the clergy or chaplains. Confidential means that what a reporting party shares will not be communicated with anyone else unless except in extreme cases of the immediacy of threat or abuse of a minor.

Reporting to Law Enforcement

For immediate, emergency assistance or to report a crime of sexual violence, including sexual assault, domestic/intimate partner violence, and stalking students, contact the Santa Clara Police Department, dial 911, or contact Campus Safety Services at 408-554-4444.

Reporting to the University

To report an incident to the University, students may:

- Report directly to the Director of Equal Opportunity and Title IX
- Report online at <https://www.scu.edu/title-ix/reporting/>
- Report anonymously using EthicsPoint at www.scu.edu/hr/quick-links/ethicspoint/

Other campus reporting options: Students may report incidents and seek support from other University officials, including:

- The Office of Student Life
- The Office of Residence Life (including Community Facilitators, Resident Directors, Assistant Resident Directors, Neighborhood Representatives, and Assistant Area Coordinators)
- Spirituality Facilitators
- The Office of Housing
- Athletics and Recreation
- The Center for Student Leadership,
- The Drahmman Center
- Disabilities Resources

- The Career Center and
- Campus Ministry

These University resources are required to report incidents to the Director of Equal Opportunity and Title IX, who will oversee the investigation and resolution process. At the time a report is made, a complainant does not have to decide whether or not to request or participate in an investigation or University resolution process.

DRUG-FREE POLICIES

It is the goal of Santa Clara University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Santa Clara University campus, in the workplace, or as part of any of the University's activities. This includes the unlawful use of controlled substances or alcohol in the workplace even if it does not result in impaired job performance or in unacceptable conduct.

The unlawful presence of any controlled substance or alcohol in the workplace and campus itself is prohibited. The workplace and campus are presumed to include all Santa Clara premises where the activities of the University are conducted.

Violations will result in disciplinary action up to and including termination of employment for faculty and staff or expulsion of students. A disciplinary action may also include the completion of an appropriate rehabilitation program. Violations may also be referred to the appropriate authorities for prosecution.

SMOKE-FREE CAMPUS

Santa Clara University has adopted a smoke-free and tobacco-free policy on the University campuses in Santa Clara and Berkeley. Smoking means inhaling, exhaling, burning, or carrying any lighted or heated tobacco product, as well as smoking substances that are not tobacco, and operating electronic smoking devices and other smoking instruments. "Tobacco product" means all forms of tobacco, including but not limited to cigarettes, cigars, pipes, hookahs, electronic smoking devices, and all forms of smokeless tobacco.

The sale and advertising of tobacco products and tobacco-related products also are prohibited. "Tobacco-related" means the use of a tobacco brand or corporate name, trademark, logo, symbol, motto, or selling message that is identifiable with those used for any brand of tobacco products or company that manufactures tobacco products.

SEXUAL ASSAULT AND MISCONDUCT REPORTING PROTOCOL

Purpose Statement

Santa Clara University seeks to provide a consistent, caring, and timely response when sexual assaults occur within the University community. The University prohibits any non-consensual physical contact of a sexual nature, including sexual assault and sexual misconduct. Sexual assault or misconduct can occur between people of different genders or of the same gender. (For definitions of sexual assault and sexual misconduct, see the "Definitions" section in this chapter.)

The following procedures were created to:

- Facilitate the recovery of a sexual assault victim/complainant by providing prompt and compassionate support services
- Create a campus environment that both expedites and encourages the prompt reporting of sexual assaults or misconduct against students
- Facilitate the apprehension of assailants when such assaults are committed and/or process cases through the campus judicial system
- Establish and cultivate a climate of community involvement in sexual assault or misconduct prevention
- Increase the safety of the campus community
- Ensure accurate reporting of crime statistics

Students are encouraged to report all instances of sexual assault or misconduct. Victims/complainants who have engaged in alcohol or other drug use at the time of the assault will not be subject to disciplinary action for such use. Every effort will be made to ensure that students are informed of rights and resources, including options for reporting through the University or the appropriate police department.

Campus Sexual Assault Victims' Bill of Rights

In compliance with the Campus Sexual Assault Victims' Bill of Rights, sexual assault and misconduct victims/complainants have the right to be informed:

1. About notifying appropriate law enforcement authorities with the assistance of University personnel if requested
2. About existing on- and off-campus counseling, mental health, or other services
3. That the University will change academic and living situations after an alleged report if those changes are requested by the victim/complainant and are reasonably available
4. That the victim/complainant and the accused are entitled to the same opportunities to have others present during a University disciplinary proceeding
5. About the outcome of the University disciplinary proceeding

The rights specified in items 1 through 3 are applicable to any victim/complainant regardless of whether the accused is a student at Santa Clara University.

Sexual Assault Reporting Protocol for Student Victims

If you are the victim of an assault, your personal safety is most important. You are encouraged to go to a safe place if you are somewhere you do not feel comfortable. If you are comfortable, share what has occurred with someone you trust. Sharing as much specific information as you can remember with this individual may help in the event that you decide you want to report the assault to University officials and/or the police.

Preserve Evidence

Do what you can to preserve any evidence, even if you are not certain you want to file a report with the police department or the University. Preserving evidence now will give you the options should you decide to report later. It is best for any physical evidence to be collected within the first 24 hours.

If you can avoid it, do not wash your face or hands, bathe, brush your teeth, drink or eat, douche, or change clothes. If you must change your clothes, place each garment in a separate paper (not plastic) bag.

On- and Off-Campus Counseling Services

You are encouraged to seek out the support of family, friends, and/or a counselor. We encourage you to make an appointment at Counseling and Psychological Services (CAPS), located in Cowell Health Center, 408-554-4172. If you do not want to wait, you can request to see the on-call counselor for the day. Except in cases when students are under the age of 18, CAPS is not required to report incidents of sexual assault or misconduct.

The YWCA Rape Crisis Hotline is available as a resource and support for you. The confidential hotline is open 24 hours a day/7 days a week and can be reached at 408-287-3000. You do not need to be in crisis in order to contact a counselor from the hotline. Counselors on the hotline are trained to help rape victims and offer support and information about legal, medical, and mental health resources. The hotline is also available to anyone providing support to a victim of sexual violence.

Physical Health

If you are the victim of an assault, you should be examined by a doctor as soon as possible for injuries you may not be able to see. You might also want to preserve evidence this way. Under certain circumstances, medical health care providers are required to report crimes such as sexual assault to the police.

If you are interested in an evidence exam, go to Santa Clara Valley Medical Center located at 751 S. Bascom Avenue in San Jose, CA. This is the forensic medical facility in the area. They are a specially trained nursing facility. If you want to have an evidence exam conducted, go to the emergency room and tell them you have been sexually assaulted. If you would like, Campus Safety Services can arrange at no cost for transportation to Santa Clara Valley Medical Center. Campus Safety Services can be contacted at 408-554-4441.

You can have a medical-only (non-evidence) exam to treat cuts, infections, and internal injuries. It is important to know that you will lose the opportunity to collect evidence at this time. Before making this decision, consider talking to a rape crisis counselor through the YWCA Rape Crisis Hotline at 408-287-3000.

Cowell Health Center provides pregnancy, STD testing, or baseline HIV testing. Cowell Health Center does not prescribe emergency contraception and does not collect evidence.

Campus Advocate and Academic and Living Accommodations

The Office of Student Life, located in Benson Center, Room 205, or at 408-554-4583, can assist you by informing you of (1) your rights, (2) on- and off-campus resources, (3) reporting options, and (4) your options through the University Judicial System. The on-campus resources include the Campus Advocate program. A campus advocate is a trained staff or faculty member who is available to support you through the University reporting process.

You can also choose to request assistance with academic and living accommodations. The person you meet with will also inform you about the law enforcement reporting process and your options regarding filing a criminal complaint. More detailed information about University and local resources are available through the Office of Student Life.

Reporting Options

If you decide to report, you will be asked to give a detailed account of what has occurred. This can be a difficult process and you are encouraged to bring a friend or advocate for support. YWCA advocates can support you with off-campus proceedings and Campus Advocates can assist you with on-campus proceedings.

Filing a Police Report

If you are interested in filing a police report, call 911 for an immediate response, or call the police department in the city where the assault occurred. If the assault occurred in the city of Santa Clara, contact the Santa Clara Police Department, located at 601 El Camino Real or at 408-615-4700. An officer can meet you at your residence or somewhere else on campus such as at the Campus Safety Services office. Part of the investigation and with your permission may include a medical exam at Santa Clara Valley Medical Center (see the previous “Physical Health” section for more details). You have a legal right to have a YWCA advocate present during your interviews and interactions with the police department. The YWCA is the recognized advocate provider for Santa Clara County.

Filing a report with the police does not necessarily mean prosecution will occur. If you do not want to call the police, you can call a friend to take you to a hospital or go to Cowell Health Center for a referral.

Filing a University Report

You can begin the process of filing a report through any of the following departments:

- Campus Safety Services: Call Campus Safety Services at 408-554-4444 to file a report involving another student, even if the assault occurred off-campus. Campus Safety can also connect you to the appropriate police department to file a report.
- Office of Student Life: Call the Office of Student Life at 408-554-4583 (located in Benson Center, Room 205) to schedule an appointment or report to the office to request a same-day appointment. You may simply state that you want to meet with a Student Life staff member to discuss a “student welfare matter.” The Office of Student Life will introduce you to a Campus Advocate if you agree to meet with one, who can support you through the campus reporting process, explain the resources available to you, including the University Judicial System, and if applicable, arrange for you to file a report with Campus Safety Services.
- Office of Affirmative Action: In addition to contacting the Office of Student Life or Campus Safety Services, if the assailant is a staff or faculty member, you can also report the incident to the Office of Affirmative Action at 408-554- 4178 (located in Loyola Hall). Faculty/staff should report any assault committed by another member of the University community to the Office of Affirmative Action, not the Office of Student Life.

Understanding Who at the University is Mandated to Report Instances of Sexual Assault or Misconduct

The University seeks to provide accurate and timely information to the campus community related to public safety. Faculty and staff are encouraged to consult with the Office of Student Life about accessing campus resources to support student victims.

Note: In cooperation with the Santa Clara Police Department to provide for the safety and welfare of the community, the University notifies the Santa Clara Police Department of reports of sexual assault or misconduct. The Office of Student Life and/or Campus Safety Services will assist you with this process or will provide the report on your behalf. You may choose to either participate or not participate in a criminal investigation. If you choose not to participate, it is highly unlikely the police will file criminal charges.

Mandated Reporters

Faculty and staff who have significant responsibility for student and campus activities are required to inform Campus Safety Services of allegations of sexual assault or misconduct reported by students. When this happens, Campus Safety Services will notify the Office of Student Life. If preferred, faculty and staff can contact the Office of Student Life to assist with the process of notifying Campus Safety Services. University personnel who are mandated reporters include, though not limited to, the Office of Student Life, Residence Life [including community facilitators (CFs) and assistant resident directors (ARDs)], residence ministers, Housing, Athletics and Recreation, Center for Student Leadership, Drahnann Center, Disability Resources, Career Center, Campus Ministry, and Campus Safety Services.

Licensed medical professionals, such as those in Cowell Health Center, are required by law to notify law enforcement if they have reason to believe or know that a patient has been sexually assaulted.

Supervisors of student employees are required to report to the Office of Affirmative Action allegations of sexual assault or misconduct that happened in the context of employment.

Not Mandated to Report

Unless there is a statutory duty to do so, University personnel who are not mandated reporters include pastoral (clergy) and professional counselors when acting in those roles, faculty who do not advise student groups, and clerical or support staff.

Anonymous Reporting for Statistical Purposes

Staff, faculty, and students who are not mandated reporters are encouraged to report instances of sexual assault or misconduct to the Office of Student Life. These reports can be made without identifying the victim. In such instances, the report of the incident will be included in the University's Annual Disclosure of Crime Statistics. The Office of Student Life staff will provide to the reporting person resources and information about how to file a campus judicial report and a police report should the victim decide to do so.

Reporting "anonymously" means that the reporting party reports to the University without identifying themselves and want someone in the University to be aware of the experience, but do not want to be involved in an administrative investigation. The University selected EthicsPoint to provide a direct and straightforward way to anonymously and confidentially report activities that may involve criminal, unethical or otherwise inappropriate behavior in violation of the University's policies posted at:

<https://secure.ethicspoint.com/domain/media/en/gui/15780/index.html>

EthicsPoint reports are initially shared with the Assistant General Counsel. An anonymous report of alleged discrimination, harassment, sexual misconduct, and retaliation is forwarded to the Director, ordinarily within 24 hours. The University may be limited in its ability to investigate or respond to anonymous reports if it does not have sufficient information from which to follow up on such a report.

University Response to Sexual Assault and Sexual Misconduct

As authorized by the Board of Trustees and the University president, the vice provost for student life or designee will adjudicate a charge of sexual misconduct or assault under the Student Conduct Code, Section 7: Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape. The University's definitions of sexual assault and sexual misconduct are explained in this section and are the standards by which the University holds its students accountable. The University reserves the right to review all student conduct that occurs on- and off-campus when such behavior is inconsistent with the Student Conduct Code.

Violations of the Student Conduct Code do not necessarily constitute violations of the law. A report of sexual assault or misconduct filed with the University is evaluated according to University standards through a University process and is separate from a criminal investigation. Any sanction within the full range of disciplinary action, including expulsion, may be imposed upon a student who is found responsible for committing sexual assault or misconduct.

Disciplinary sanctions for findings of sexual misconduct or assault will be imposed regardless of whether the nonconsensual sexual activity was preceded or followed by consensual sexual activity.

The use of alcohol or other drugs can blur the distinction between consensual and non-consensual sexual activity. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use of alcohol or another drug, the accused person is in violation. The accused person's use of alcohol or other drugs does not diminish his or her responsibility for committing the sexual misbehavior.

DEFINITIONS

Act referenced in the terms below includes but is not limited to sexual intercourse, sodomy or sexual penetration with an inanimate object, the touching of a person's intimate parts (defined as genitalia, groin, breast or buttocks, or clothing covering them), or compelling a person to touch his or her own, or another person's intimate parts without consent.

Coercion means compelling another person to do something through emotional or physical pressure, threats, or other forms of intimidation. Real or perceived power differentials between individuals also may create an atmosphere of coercion that can significantly impair the ability to consent.

Consent means mutually understandable words or actions that demonstrate a voluntary agreement to engage in mutually agreed-upon sexual activity. Consent must be informed, active, and freely given. Consent is invalidated when it is forced, coerced, or nullified by a person's incapacitation, including being under the influence of alcohol or another drug. Non-action is a response that does not constitute active or affirmative consent.

In reviewing a report of sexual misconduct or assault, consent is a critical factor in determining whether there is a violation of Section 7 of the Student Conduct Code. It is the responsibility of individuals to engage only in mutually agreed-upon sexual activity and it is the responsibility of the person initiating sexual activity to obtain consent.

Sexual assault occurs when the act is intentional and is committed by (a) physical force, violence, threat, or intimidation; (b) ignoring the objections of another person; (c) causing another's intoxication or impairment through the use of drugs or alcohol; or (d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or another inability to consent.

Sexual misconduct occurs when the act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that consent was given without having met his/her responsibility to obtain consent. Situations involving physical force, violence, threat, or intimidation fall under the definition of sexual assault, not sexual misconduct, and will be treated as such. Sexual misconduct or assault can occur between people of different genders or of the same gender. In some cases, consensual sexual activity occurs before an assault or after an assault.

COMPUTING RESOURCES POLICIES

The computing and other electronic resources at SCU are provided solely for the support of students and employees in the pursuit of their scholarly or required academic activities, and for conducting the business of the University. General guidelines for use of computing, communication, and electronic resources on campus are based upon principles of etiquette, fairness, and legality. In using these resources at SCU, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, and abide by state and national laws, including those related to intellectual property and copyright. More details are available in the University's Network and Communications Policies and Guidelines accessible at www.scu.edu/technology/policies-standards-procedures/network-and-communications-policies-and-guidelines/ or from Information Technology.

POLICY FOR WITHDRAWAL FOR HEALTH REASONS/EMERGENCIES

Students may experience an illness, injury, or psychological condition that significantly impairs their ability to function successfully or safely in their role as students. In these instances, the Policy for Withdrawal for Health Reasons allows time away from the University for treatment and recovery until functioning is restored to a level that will enable the student to return to the University. The purpose of this policy is to set forth the procedures for student withdrawals from the University for reasons of health and/or safety. The University has designated four categories relating to withdrawal. They differ according to who initiates the action, whether it is voluntary or not, and the re-enrollment procedures.

The Student Services department or designee, in consultation with the appropriate mental and medical health professionals and other staff as deemed necessary, is responsible for the implementation of this policy as stated in the Student Handbook.

HEALTH WITHDRAWAL CATEGORIES

A. Health Withdrawal and Re-enrollment

A student who has a health condition that temporarily precludes continued enrollment, other than the conditions described in items B, C, and D, can choose to withdraw from the University. The process of withdrawing for health reasons is the same as that of withdrawing for any other personal reason with the intention of returning to the University. The student is responsible for using standard procedures and for notifying the University in writing when withdrawing and re-enrolling in the University. A student who drops all of his/her courses is not withdrawn from the University. During an academic quarter, a student who takes a health withdrawal, as defined in this section, is subject to the University Tuition Refund Policy.

B. Conditional Health Withdrawal and Re-enrollment

If the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment, the University may recommend professional evaluation and treatment, withdrawal from on-campus housing, and/or withdrawal from the University. Conditions for re-enrolling in the University are established and documented at the time of the withdrawal. If the student does not agree to the recommendation, the University reserves the right to implement such action without the consent of the student (see item C in this section).

A conditional health withdrawal may apply to:

- Students who are deemed to be a danger to themselves or others. Danger to self or others is here defined to include but is not limited to, any danger of suicide, self-mutilation, accident, or assault which necessitates unusual measures to monitor, supervise, treat, protect, or restrain the student to ensure his/her safety and the safety of those around him/her.
- Students whose behavior is severely disruptive to others. Disruptive is here defined to include but is not limited to behavior that causes emotional, psychological, or physical distress to students, faculty, or staff above that normally experienced in daily life and/or impacts the integrity of the University's learning environment. Such disruption may be in the form of a single behavioral incident or somewhat less severe but persistent disruption over an extended period.
- Students (a) who refuse or are unable to cooperate with the recommended assessment and/or treatment, and/or (b) whose behavior or physical condition suggests a disorder, such as an eating disorder, which is likely to deteriorate to the point of permanent disability, disfigurement, impairment, or dysfunction without such assessment and/or treatment. When the standard assessment is impossible because of the student's resistance, indirect behavioral observations may constitute the basis for such judgment.

Advantages of a conditional health withdrawal:

- The time away from the University will allow the student to focus on his/her health without the additional responsibilities associated with being a student.
- The student can seek the most appropriate professional treatment and resources without the constraints imposed by remaining enrolled at the University.
- The student may be granted grades of “W” (withdrawn) in all enrolled classes, even if the normal deadline for a “W” has passed.

The student may be eligible for a tuition refund for the quarter less any applicable financial aid. A student who lives on campus may be eligible for a room and board refund based upon the date the student officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section in this chapter for more details.

Re-enrollment procedure

A student who withdrew from the University is eligible to re-enroll without special permission under the following conditions:

- The student left the University in good academic standing
- The student has no outstanding financial obligations with the University
- The student plans to return to the same college or school at the University
- The student is returning within five years of the date of their withdrawal

Students who do not meet the conditions above must seek permission to re-enroll from the Dean of Academic Support Services. Re-enrolling students are subject to degree and curriculum requirements in the Bulletin in effect at the time of re-entry. If a student is returning and the program they entered into has been modified, students must complete the program that is currently available.

C. Involuntary Health Withdrawal and Re-enrollment

This policy is meant to be invoked only in extraordinary circumstances when a student is unable or unwilling to request a voluntary withdrawal, and such a withdrawal may be necessary to protect the safety of that student and/or others, or the integrity of the University’s learning environment. If a student does not agree to comply with the University’s recommendation to withdraw voluntarily,

1. The vice provost for student life or designee will:
 - Consult, as may be appropriate and feasible, with representatives from the Office of Student Life, Counseling and Psychological Services and Cowell Health Center, Residence Life, the Drahmman Advising Center, Office of the Dean, the student’s professors, and other individuals or departments.
 - Seek, if appropriate and feasible, the cooperation and involvement of the parents or guardians of the student. The decision to notify a student’s family members will be weighed carefully against the student’s privacy rights. The student’s parents or guardians may be contacted without the expressed consent of the student if it is perceived necessary to protect the welfare of the student or other individuals.
 - Review, if feasible, with the student the reasons why an involuntary health withdrawal is being considered, provide an opportunity for the student to respond to the reasoning, and assert his/her reasons as to why withdrawing is not necessary and/or appropriate
2. In the event that the student is incapable of responding on his/her own behalf due to his/her condition or if the student is choosing not to respond to inquiries or directives of the University, the University reserves the right to withdraw the student without the voluntary consent of the student or the parent or guardian. The terms of the withdrawal may include denying the student permission to be on property owned or controlled by the University.

3. The student will receive written notice of the final decision, including the conditions for re-enrollment if the student is withdrawn.
4. The student may be granted grades of “W” (withdrawn) in all enrolled classes, even if the normal deadline for a “W” has passed.
5. The student may be eligible for a tuition refund for the academic term less any applicable financial aid. If the student lives in University housing, the student will be eligible for a room and board refund based upon the date s/he officially checks out of the on-campus residence in accordance with Residence Life and Housing procedures. See the Tuition Refund section of this chapter for more details.
6. If the decision includes a requirement for the student to obtain off-campus health care as a condition of re-enrollment, the student must give signed consent for the off-campus health care professional and the director of Health and Counseling to communicate about the nature of the problem that led to this action by the University, a complete description of the University’s concerns, and the scope of the resources that the University offers. This communication should occur prior to the beginning of the student’s treatment to ensure that there is clarity regarding the medical and/or psychological problems that need to be addressed.

Appeal Process

A student who is involuntarily withdrawn from the University may appeal this decision. If an appeal is denied, the decision is final and no further appeal is permitted. The student must submit the appeal and the reason(s) why the appeal should be granted within three business days of notice of the involuntary withdrawal. The student must submit the appeal and the reasons supporting the appeal to the vice provost for student life. In the event, the vice provost for student life is the person who made the decision to involuntarily withdraw the student, the provost or the provost’s designee will hear the appeal. On appeal, the decision will be upheld if there is sufficient evidence that the student’s health condition substantially threatens the welfare of self or others, or the student’s behavior significantly disrupts the integrity of the University’s learning environment. The decision on the appeal will be communicated to the student within three business days of the day the appeal was submitted.

During the duration of the appeal process, the student will be placed on interim emergency health restriction (see item D below). If the student does not submit an appeal, the involuntary health withdrawal will be implemented at the conclusion of the three business day period to submit an appeal.

Re-enrollment Procedure

A student who is involuntarily withdrawn from the University under this policy may be considered for re-enrollment by following the same re-enrollment procedure specified in item B.

D. Interim Emergency Health Restriction

If, for reasons pertaining to a health condition, a student’s behavior poses an immediate and direct threat to self or others, or an immediate disruption to the integrity of the University’s learning environment, the vice provost for student life or designee may suspend the student from the University or restrict the student’s access to the University campus, University housing, services, and activities, as appropriate, for an interim period before a final determination of the matter. If the student is placed on interim emergency health restriction at the discretion of the vice provost for student life or designee, the student will not be permitted to attend classes, participate in class in any way, or be on University-owned or -controlled property.

This decision will be based upon a review of the available information that may include, if possible, speaking with the student regarding the matter. The vice provost for student life or designee may seek the cooperation and involvement of the student’s parents or guardians. The decision to notify a student’s family members will be weighed carefully against the student’s privacy rights. The student or family member, if appropriate and feasible, will be notified of the interim emergency health restriction as well as the subsequent process in making a final determination regarding the student’s enrollment status.

The interim emergency health restriction will remain in effect until a final decision has been made. The vice provost for student life or designee will review relevant available information related to the student’s behavior and health, and provide, if possible, an opportunity for the student to meet with him/her. The standards for making the decision

are whether the student's health condition substantially threatens the welfare of self or others or the student's behavior significantly disrupts the integrity of the University's learning environment. The vice provost for student life or designee will document the findings of the review process and the recommendations and will notify the student in writing accordingly. If the student is withdrawn, the student will be informed of the conditions that must be met for re-enrollment.

TUITION REFUND

Students who are placed on conditional health withdrawal or involuntary health withdrawal are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons during their academic tenure at the University. Any student who receives a tuition refund under this policy must meet re-enrollment conditions before the student will be permitted to return to the University.

TUITION INSURANCE PLAN

ECP students can enroll in the tuition insurance plan directly by going to the Dewar's Insurance website at: <https://collegerefund.com/>. Enrollment must occur prior to the first day of the term. The Plan for Law, Graduate, and JST students covers 80% of tuition charges, less any refund or credit due from the University, for diagnosed medical or mental health withdrawals.

For information regarding Tuition Insurance for the Summer sessions, students can contact Dewar directly via email at trp@dewarinsurance.com or call them at (617) 774-1555 and they will assist with plan enrollment. You must contact Dewar's prior to the first day of the Summer session in which you are enrolled to purchase the Tuition Insurance.

NONDISCRIMINATION POLICY

Santa Clara University's vision is to educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world. Central to the University's Jesuit values and identity is its commitment to creating an inclusive community that is enriched by people of different backgrounds, respectful of the dignity of all its members, enlivened by mutual respect, open communication, care, and justice.

In furtherance of its core values, the University believes that all members of the University community, including students, faculty, staff, guests, and visitors, should pursue their work, education, and engagement in University programs and activities in a safe environment, free from all forms of unlawful discrimination, harassment, and retaliation. *Cura personalis* calls and inspires us to care for the whole person, body, mind, and spirit, in the fullness of one's dignity, towards belonging and flourishing.

To that end, the University prohibits discrimination against any individual on the basis of race, color, ethnicity, national origin, citizenship, ancestry, religion, age, sex, sexual orientation, sex stereotypes, sex characteristics, gender, gender expression, gender identity, marital status, registered domestic partner status, parental status, veteran or military status, physical or mental disability (including perceived disability), medical conditions (including cancer related or genetic characteristics), pregnancy or related conditions (including childbirth, termination of pregnancy, lactation, or related medical conditions), recovery from pregnancy or related conditions, reproductive health decision making, or any other basis prohibited under applicable federal, state, or local laws and their implementing regulations, in any of the University's educational and other programs and activities, its admissions, and its employment practices.

APPENDIX

Academic Accreditations

UNIVERSITY *ACCREDITATION*

Western Association of Schools and Colleges (WASC)
Senior College and University Commission

SPECIALIZED *ACADEMIC ACCREDITATIONS*

American Association of Museums
ABET Inc.
American Bar Association
American Chemical Society
Association of American Law Schools
Association of Theological Schools
Association to Advance Collegiate Schools of Business–Accounting
Association to Advance Collegiate Schools of Business
California Board of Behavioral Sciences Accredited Marriage and Family Therapists
California State Commission on Teacher Credentialing
State Bar of California

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Andrea D. Zurek

Santa Clara University Senior Leadership

President's Cabinet

Julie H. Sullivan, Ph.D.	<i>President</i>
James Glaser	<i>Provost</i>
Heather M. Owen, J.D.	<i>Director of Athletics</i>
Matthew Carnes, S.J.	<i>Vice President for Mission and Ministry</i>
Wilson Garone	<i>Vice President for Finance and Administration</i>
T. Shá Duncan Smith, Ph.D.	<i>Vice President for Diversity, Equity & Inclusion</i>
James C. Lyons, MPA	<i>Vice President for University Relations</i>
Lawrence Lokman	<i>Vice President for University Marketing and Communications</i>
Eva Blanco Masias, M.Ed.	<i>Vice President for Enrollment Management</i>
Molly A. McDonald, J.D.	<i>Chief of Staff</i>
Korin Wheeler, Ph.D.	<i>Vice Provost for Academic Affairs</i>
Rafael Espinosa III	<i>Chief Information Officer</i>
Kelly Douglas, J.D.	<i>General Counsel</i>
Jeanne Rosenberger, M.A.	<i>Vice Provost for Student Life and Dean of Students</i>
Ed Ryan, Ph.D.	<i>Vice Provost for Planning and Institutional Effectiveness</i>
Zenobia Lane, J.D.	<i>Vice President for Human Resources</i>

Office of the Provost

James Glaser	<i>Provost</i>
Korin Wheeler, Ph.D.	<i>Vice Provost for Academic Affairs</i>
Ed Ryan, Ph.D.	<i>Vice Provost for Planning and Institutional Effectiveness</i>
Toby McChesney, Ph.D.	<i>Vice Provost for Graduate Programs</i>
Daniel Press, Ph.D.	<i>Dean, College of Arts and Sciences</i>
Ed Grier, B.A.	<i>Dean, Leavey School of Business</i>
Kendra V. Sharp	<i>Dean, School of Engineering</i>
Michael Kaufman, J.D.	<i>Dean, School of Law</i>
Sabrina Zirkel, Ph.D.	<i>Dean, School of Education and Counseling Psychology</i>
Agbonkhianmeghe Orobator S.J.	<i>Dean, Jesuit School of Theology</i>
Rafael Espinosa III	<i>Chief Information Officer</i>
Jeanne Rosenberger, M.A.	<i>Vice Provost, Student Life and Dean of Students</i>

School of Education and Counseling Psychology

Sabrina Zirkel, Ph.D.	<i>Dean</i>
Marco Bravo, Ph.D.	<i>Associate Dean, Academic and Faculty Affairs</i>
Sherry Wang, Ph.D.	<i>Associate Dean, Diversity, Equity and Inclusion</i>
Rima Nemechek, Ed.D.	<i>Senior Assistant Dean, Finance and Administration</i>
Sergio Lopez	<i>Assistant Dean, Graduate Admissions</i>
Vacant	<i>Assistant Dean, Academic, Career and Student Services</i>
Kathy Liu Sun, Ph.D.	<i>Chair, Education</i>
Jasmin Llamas, Ph.D.	<i>Chair, Counseling Psychology</i>

Centers of Distinction

Donald Heider, Ph.D.	<i>Executive Director, Markkula Center for Applied Ethics</i>
Bridget Helms, Ph.D.	<i>Executive Director, Miller Center for Social Entrepreneurship</i>
Matthew Carnes, S.J.	<i>Executive Director, Ignatian Center for Jesuit Education</i>

Administration and Finance

Wilson Garone	<i>Vice President, Finance and Administration</i>
Ramona Sauter	<i>Associate Vice President, Finance and Administration</i>

University Relations

James C. Lyons, MPA*Vice President, University Relations*
Lawrence Lokman..... *Vice President, Marketing and Communications*
Nancy T. Calderon, B.A. *Associate Vice President, Development Principal Gifts*
Mike Wallace, B.A.*Assistant Vice President, Constituent Relations*
Kathryn Kale, BSC.....*Assistant Vice President, Alumni Relations*

Faculty

PROFESSORS EMERITI

JANICE CHAVEZ (2008)

Professor of Education, Emerita
B.A. 1975, M.A. 1977, Ph.D. 1982,
University of New Mexico

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Associate Professor of Education, Emerita
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University of California at Los Angeles; Ph.D.
1990, University of California at Santa Barbara

MARSHA K. SAVAGE (2000)

Professor of Education, Emerita
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1985, Ph.D. 1989, Texas A&M University

PEDRO HERNÁNDEZ-RAMOS (2001)

Associate Professor of Education, Emeritus
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Ph.D. 1985, Stanford University

LESTER F. GOODCHILD (2006)

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B.A. 1970, University of St. Thomas and St. John
Vianney Seminary; M.Div. 1975,
St. Meinrad School of Theology; M.A. 1979, Indiana
University; Ph.D. 1986, University of Chicago

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Professor of Education, Emeritus
B.A. 1963, Los Angeles Pacific College; M.Ed. 1968,
University of Washington; M.Ed. 1969, Whittier
College; Ph.D. 1972, University of Washington

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SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY FACULTY

JOHN L. BELTRAMO (2018)

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B.A. 2002, University of Notre Dame; M.Ed. 2005,
M.Ed. 2008, Loyola Marymount University; Ph.D.
2016, University of Southern California

MARCO A. BRAVO (2008)

Associate Dean and Paul L. Locatelli, S.J. Professor
of Education B.A. 1994, Santa Clara University; M.A.
1995, Harvard University; Ph.D. 2003, University of
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HAROLD HOYLE (1996)

Teaching Professor
B.S. 1984, Westmont College; M.S. 1986, San Diego
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Psychology

CHERYL BOWEN (2005)

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DAVID FELDMAN (2005)

B.A. 1998, DePauw University; Ph.D. 2004, University
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Health Coordinator, Child & Adolescent Mental Health
Emphasis
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B.A., B.S. 2000, University of Pittsburgh; Ph.D. 2006,
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M.Ed. 2011, Seoul National University of Education
Ph.D. 2020, University of Wisconsin, Madison

DALE G. LARSON (1982)

J. Thomas and Kathleen L. McCarthy Professor of
Counseling Psychology
Professor of Counseling Psychology
B.A. 1971, University of Chicago; M.A. 1975, Ph.D.
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KARLA LOMELÍ (2020)

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B.A. 2003 Bethany University; M.A. Teacher
Education 2005, Bethany University; M.A. Sociology
2018, Stanford University; Ph.D. 2020, Stanford
University

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B.A., University of California Santa Barbara; Ph.D.,
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2012, Stony Brook University; Ph.D. 2016, Stony
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B.A. 2001, California State University, Fresno; M.Ed.
2003, Harvard University; Ph.D. 2012, University of
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TERI QUATMAN (1994)

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M.S. 1988, Ph.D. 1990, Stanford University

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Professor of Counseling Psychology
A.B. 1964, Colby College; M.A. 1967, Northwestern
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B.A. 2004, Korea National University of Education
M.A. 2012, 2004, Korea National University of
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Ph.D. 2021, Michigan State University

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B.A. 2001, California State University, Fresno; M.S.
2004, California State University, Fresno; Ph.D. 2014,
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JASMIN LLAMAS (2014)

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B.S. 2006, M.A. 2009 Santa Clara University;
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Barbara

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Assistant Professor of Counseling Psychology
B.S., B.A., 2010, Peking University
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M.A. 2015, Ph.D. 2019, Michigan State University

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Assistant Professor of Educational Leadership
B.S. 2015, San Diego State University; M.Ed. 2016,
University of Southern California; Ph.D. 2021, North
Carolina State University

LUCILA RAMOS-SÁNCHEZ (2000)

Associate Professor of Counseling Psychology
Coordinator, Latino Counseling Emphasis
B.A. 1993, M.A. 1995, California State University,
Chico; Ph.D. 2000, University of California, Santa
Barbara

SHAUNA SHAPIRO (2003)

Coordinator, Health Psychology Emphasis
Professor of Counseling Psychology
B.A. 1996, Duke University; Ph.D. 2002, University of
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KATHY SUN (2015)

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KATHLEEN STOEHR (2015)

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B.S. 1980 San Diego State University; M.B.A. 1998,
Pace University; M.S. 1999, Dominican University;
Ph.D. 2014, University of Arizona

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Assistant Professor of Counseling Psychology
B.A. 1997, California State University, Northridge;
M.A. 2004, Pacific Oaks College & Children's School;
Ph.D. 2009, Southern Illinois University, Carbondale

CARY WATSON (2003)

Teaching Professor
B.A. 1993, Duke University; M.A. 1998, Santa Clara
University; 2005, Ph.D. Stanford University

AMELIA WEDEL (2024)

Assistant Professor of Counseling Psychology
2016, B.A., Oberlin College; 2021, M.S., Syracuse
University; 2024, Ph.D., Syracuse University

AYA WILLIAMS (2024)

Assistant Professor of Counseling Psychology
B.A. 2011, Stanford University; M.A. 2018,
Ph.D. 2022, University of California, Berkeley

CHONGZHENG WEI (2024)

Assistant Professor of Counseling Psychology
B.S. 2014, Nanchang University;
M.Ed. 2017, Beijing Normal University;
M.A. 2022, Ph.D. 2024, University of
California, Santa Barbara

Education Professional Review (EPR) Form

As needed, MATTC credential candidates will be reviewed by faculty with respect to the appropriateness of their conduct to the program and the profession. For candidates of concern, this document will become part of the candidate's record maintained by the School of Education and Counseling Psychology Student Services and Assessment.

Candidate's Name

Date

All relevant problematic behaviors should be indicated with a check mark. For each indicated item on this list, it is imperative to note evidence for *each* of the problematic behaviors indicated.

Behaviors that disrupt or interfere with learning in the classroom and/or in the field:

- Does not appear to learn, understand, or be receptive to information relevant to the practice of education
- Does not appear to benefit from or integrate feedback from faculty or peers
- Displays unacceptable or disruptive behavior in class
- Is unprepared for class
- Consistently has not completed required assignments/lesson plans, and/or unit plans
- Is consistently not prepared to engage actively with the material in class
- Engages consistently in inappropriate use of electronic devices in class
- Consistently comes late to class and/or field placement despite feedback from instructor and/or master teacher
- Frequently is absent in class and/or in the field placement
- Has come to class under the influence of alcohol or other substance
- Consistently distracted or not paying attention in class
- Unable to cooperate on group assignments with other students
- Is unwilling to explore personal strengths and weaknesses
- Is unwilling to engage in self-reflection or self-criticism
- Other: Please specify _____

Disruptive or inappropriate interpersonal behaviors:

- Expresses disrespect for people with disabilities
- Displays insensitivity to culture, gender, ethnicity, sexual orientation, or other important aspects of identity
- Does not demonstrate appropriate respect for
 - Faculty
 - Fellow students
 - Students and placement site
 - Master Teachers
 - Administrative Staff
 - Guest speakers
 - Field Supervisors
- Does not appropriately observe or recognize his or her impact on others
- Does not communicate disagreement in a respectful way
- Discloses personal information in inappropriate ways
- Does not demonstrate the emotional self-regulation required of educators

_____ Other: Please specify _____

Behaviors that violate professional ethical standards:

_____ Personal behavior is not consistent with professional/ethical guidelines as outlined in the California Teachers Association Code of Ethics.

_____ Does not demonstrate awareness of and sensitivity to ethical issues encountered in coursework or in their fieldwork.

_____ Does not keep classroom confidentialities

_____ Other: Please specify _____

Behaviors that violate expectations of professionalism:

_____ Does not demonstrate appropriate grooming or personal cleanliness

_____ Does not demonstrate appropriate professional dress

_____ Does not demonstrate the ability to engage in conversation

_____ Does not appropriately regulate emotions in a way that allows for engagement in professional conversations

_____ Other: Please specify _____

Please describe evidence in detail regarding the behavior(s) noted above:

(Please use additional paper if needed.)

Please sign to indicate receipt of this document:

Candidate Date

Faculty Member Date

Coordinator of Field Experience Initial _____ Date _____

MATTC Program Director Initial _____ Date _____

Department of Education Chair Initial _____ Date _____