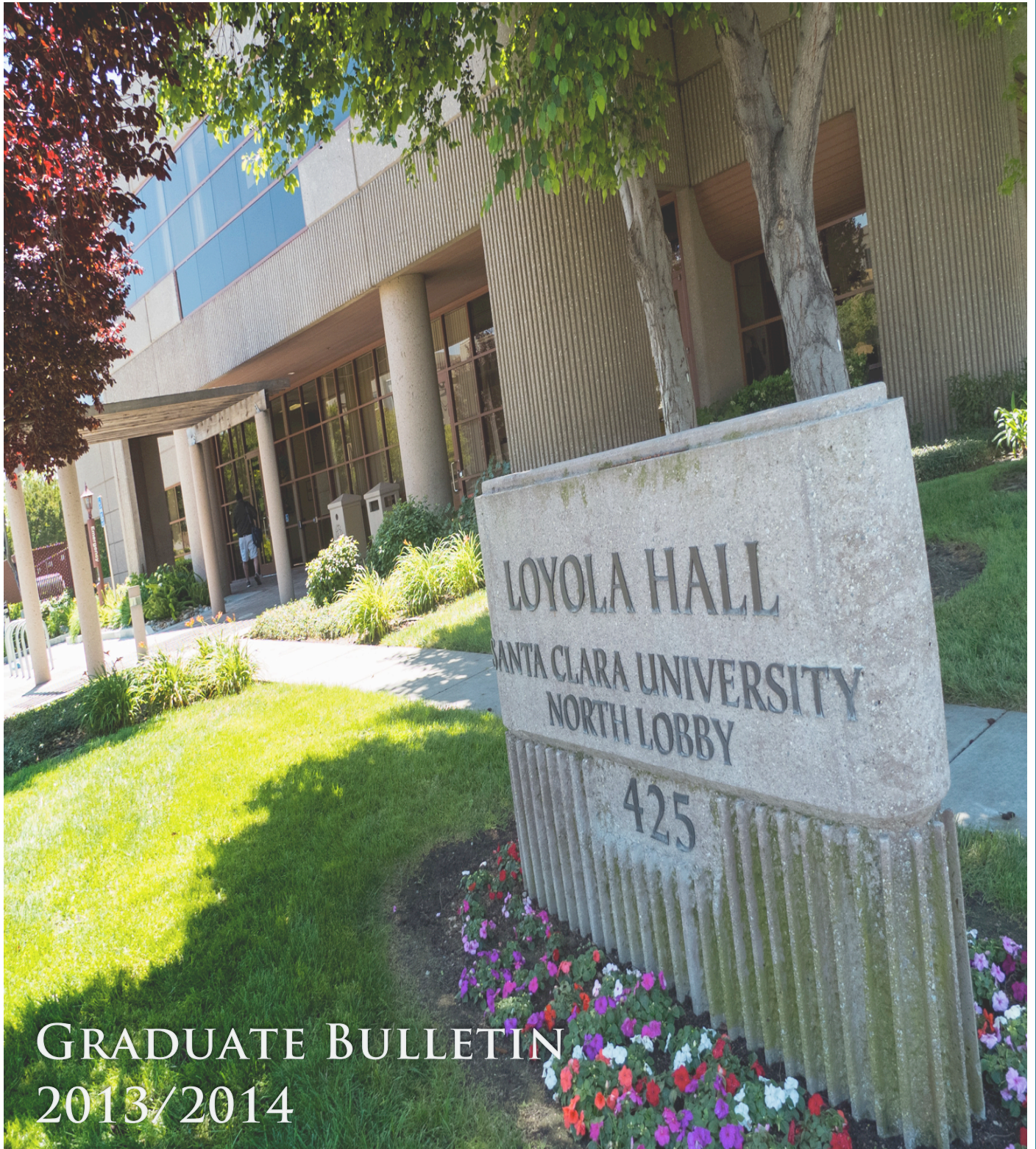




SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY



GRADUATE BULLETIN
2013/2014

School of Education and Counseling Psychology
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Santa Clara University

School of Education and Counseling Psychology

2013-2014

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Academic Calendar 2013-2014

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY

FALL QUARTER 2013

Jul 22-26	M-F	Fall 2013 registration appointment period (current students)
Jul 25-26	Th-F	New Fall students registration dates
Jul 27-Sep 8	Sa-Su	Regular Fall Session Add/Drop period—no charge if registered
Jul 29	M	Fall Pre-session begins for MATTC (<i>See below for Pre-Session Drop Policy</i>)
Aug 2	F	Fall Pre-session classes end for MATTC
Aug 5	M	Fall Mini Term begins for MATTC (<i>See below for Mini-Term Drop Policy</i>)
Sep 2	M	Labor Day; academic & administrative holiday*
Sep 6	F	Fall Mini Term classes end for MATTC
Sep 16	M	Late registration; \$100 fee if no previous enrollment
Sep 16	M	Drop/Swap/Add begins; \$50 per course
Sep 21	Sa	Fall Tuition and fee payment due
Sep 23	M	Classes begin
Sep 27	F	Last day to withdraw from classes with a full refund and last day to add classes
Oct 4	F	Last day to withdraw from classes with 50% refund
Oct 4	F	DEADLINE: Submission of "Petition to Graduate Form" for Fall 2013
Oct 11	F	Last day to withdraw from classes with 25% refund
Oct 18	F	Last day to drop classes without a W
Oct 21-25	M-F	Winter 2014 registration appointment periods (<i>current students</i>)
Nov 8	F	Last day to drop classes with a W
Nov 25-29	M-F	Academic Holidays*
Nov 28-29	Th-F	Thanksgiving; administrative holidays
Dec 6	F	Classes end
Dec 9-13	M-F	Final examinations
Dec 24-25	Tu-W	Christmas recess; administrative holiday
Dec 31-Jan 1	Tu-W	New Year's recess; administrative holiday

DROP POLICY FOR FALL PRE-SESSION

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

DROP POLICY FOR FALL MINI-TERM

By dropping a course or withdrawing from the program, after the end of the day (11:59PM) of the 2nd scheduled class meeting, a \$450 administrative fee will incur, and charged to my student account, along with the standard \$100 drop fee.

WINTER QUARTER 2014

Oct 21-25	M-F	Winter 2014 registration appointment period (<i>current students</i>)
Oct 28-Nov 1	M-F	New Winter students registration dates
Oct 26-Dec 22	Sa-Su	Add/Drop period—no charge if registered
Dec 21	Sa	Winter Tuition and fee payment due
Dec 30	M	Late registration: \$100 fee if no previous enrollment
Dec 30	M	Drop/Swap begins; \$50 per course
Jan 6	M	Classes begin
Jan 10	F	Last day to withdraw from classes with full refund; last day to add classes
Jan 17	F	Last day to withdraw from classes with 50% refund
Jan 17	F	DEADLINE: Submission of "Petition to Graduate" form for Winter 2014
Jan 20	M	Martin Luther King Day; academic & administrative holiday*
Jan 24	F	Last day to withdraw from classes with 25% refund
Jan 31	F	Last day to withdraw classes without a W
Feb 3-7	M-F	Spring 2014 registration appointment period (<i>current students</i>)
Feb 17	M	Presidents' Day; academic & administrative holiday*
Feb 21	F	Last day to drop classes with a W

Mar 14	F	Classes end
Mar 17-21	M-F	Final examinations
SPRING QUARTER 2014		
Feb 3-7	M-F	Spring 2014 registration appointment period (<i>current students</i>)
Feb 8–Mar 16	Sa–Su	Add/Drop period—no charge if registered
Feb 10-14	M-F	New Spring students registration dates
Mar 7	F	DEADLINE: Submission of “Petition to Graduate” form for Spring 2014
Mar 21	F	Spring Tuition and payment due
Mar 24	M	Late registration; \$100 fee if no previous enrollment
Mar 24	M	Drop/Swap begins; \$50 per course
Mar 31	M	Classes begin
Apr 4	F	Last day to withdraw from classes with full refund and last day to add classes
Apr 11	F	Last day to withdraw from classes with 50% refund
Apr 18	F	Last day to withdraw from classes with 25% refund
Apr 18	F	Good Friday; administrative & academic holiday*
Apr 21-25	M-F	Summer 2013 registration appointment period (<i>current students</i>)
Apr 25	F	Last day to drop without a W
May 16	F	Last day to drop with a W
May 21	W	Summer Tuition and payment fee due
May 26	M	Memorial Day; academic & administrative holiday*
Jun 6	F	Classes end
Jun 9-12	M-Th	Final examinations
Jun 13	F	Graduate Receptions & Commencement (M.A. and M.A.T.)

SUMMER SESSION 2014

Apr 21–25	M-F	Summer 2013 registration appointment period (<i>current students</i>)
Apr 26–Jun 1	Sa–Su	Add/Drop period—no charge if registered
Apr 28-May 2	M-F	New Summer student registration dates
May 21	W	Summer tuition and fee payment due
Jun 16	M	Late registration; \$100 fee if no previous enrollment
Jun 16	M	Drop/Swap begins; \$50 per course
Jun 16	M	Pre-session classes begin for MATTC
Jun 20	F	Pre-session classes end for MATTC
Jun 20	F	DEADLINE: Submission of Petition to Graduate form for Summer 2014
Jun 23	M	Classes begin for EDUC and CPSY programs (<i>Variable start dates: refer to academic schedules and program</i>)
Jun 27	F	Last day to drop without a W
Jul 4	F	Independence Day; academic & administrative holiday*
Jul 11	F	Last day to drop with a W
Aug 1	F	SESSION 1: Classes end for EDUC and CPSY programs
Aug 4	M	SESSION 2: Classes begin for CPSY programs
Sep 1	M	Labor Day; academic & administrative holiday*
Sep 5	F	SESSION 2: Classes end for CPSY program

IMPORTANT SUMMER DEADLINES:

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

Last day to withdraw from classes with 100% tuition refund – End of 2nd scheduled class meeting

Last day to withdraw from classes with 50% tuition refund – End of 3rd scheduled class meeting

* Some classes may meet; refer to course syllabus. All dates are inclusive. Registration dates are subject to change. Registration holds must be cleared with the appropriate office by 5 p.m. on Friday when an eCampus deadline to add or drop a class falls on a Sunday.

Fall, Winter, and Spring Refund Policies: http://www.scu.edu/bursar/refunds/gradrefund_policy.cfm

Summer Refund Policies: www.scu.edu/bursar/refunds/summer_refund_policy.cfm

1. Santa Clara University

UNIVERSITY MISSION, VISION, AND VALUES STATEMENT

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.

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.

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 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 INTEGRITY

Santa Clara University's community is defined by an uncompromising standard of excellence in teaching, learning and members of the community— faculty, students, and staff—have a responsibility to promote and maintain that standard. Academic integrity is at the heart of that responsibility. Fundamental to the intellectual enterprise,

academic integrity undergirds the academic life described in the following pages, and is an essential component of the statement of responsibilities and standards of conduct that govern student life at Santa Clara.

SANTA CLARA'S HISTORY

Located in the heart of California's Silicon Valley, Santa Clara University offers a rigorous undergraduate curriculum in the [arts and sciences](#), [business](#), and [engineering](#). It has nationally recognized graduate and professional schools in [business](#), [law](#), [engineering](#), [pastoral ministries](#), [counseling psychology](#), [education](#) and [theology](#).

The 8,846-student, Jesuit, Catholic university draws on a more than 450-year-tradition of educating the whole person for a life of service and leadership. This diverse community of scholars, characterized by small classes and a values-oriented curriculum, is dedicated to educating students for competence, conscience, and compassion.

Santa Clara University, founded in 1851 by the Society of Jesus as "Santa Clara College," is California's oldest operating institution of higher learning. It was established 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 courses of collegiate rank 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 taking the name of [Bellarmine College Preparatory](#) in 1928.

The [Leavey School of Business](#) opened in 1926 and within a decade it 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 1961, women were accepted as undergraduates and Santa Clara became the first coeducational Catholic university in California. The number of students tripled over the next decade. The size of the faculty also tripled and the University began the largest building program in school history, building eight residence halls, a student union, and the athletic stadium.

In the early 1970s, the Board of Trustees voted to limit the size of the undergraduate population, an action that was intended to preserve the character and ensure the quality of the University for generations to come.

In 1985, the University adopted Santa Clara University as its official name.

The 106-acre campus is located in Santa Clara, Calif., at the southern tip of the San Francisco Bay, approximately two miles from [San Jose International Airport](#). The University enjoys a moderate climate year-round; the sun shines approximately 300 days a year.

At the center of the campus is Mission Santa Clara de Asís, surrounded by the roses and palm trees of the historic Mission Gardens. The more than 50 buildings on campus include residence halls, two libraries, a student center, and extensive athletic facilities.

FACULTY

Santa Clara's emphasis on a community of scholars and integrated education attracts faculty members who are as committed to their students' intellectual and moral development as they are to pursuing their own scholarship.

Santa Clara University's over 800 faculty members include Fulbright professors, nationally recognized authors and poets, groundbreaking scientists, and highly regarded economic forecasters.

STUDENT BODY

Santa Clara University actively seeks diversity. In Fall 2012, the University enrolled 5,250 undergraduate students, 2694 graduate students, and 935 law students. In the same term 40 percent of undergraduate and 44 percent of graduate students identified themselves as persons of color. About 59 percent of undergraduates are from California, with the others coming from throughout the United States and 17 foreign countries.

Half of the undergraduate population lives in University housing, with 95 percent of freshmen living on campus. Students experience an average class size of 24, and 73 percent of the classes has fewer than 30 students. The student-to-faculty ratio is 13-to-1 at the University.

The University's commitment to learning is expressed in the fact that 94 percent of freshman students advance to the sophomore year, and the percentage of Santa Clara students who graduate is among the highest in the country. The graduation rate for entering freshmen is about 87 percent.

GRADUATE DEGREE PROGRAMS

The two departments in the School of Education and Counseling Psychology offer several credential and graduate programs. The Department of Education offers programs focused on serving the needs of prospective and current PK-12 educators in public and Catholic schools. These programs lead to preliminary teaching credentials with a concurrent Master of Arts in Teaching (MAT) degree, school administrator credentials, and Master of Arts (MA) degrees in Interdisciplinary Education and Educational Administration. Additional programs are designed exclusively to serve the needs of Catholic school educators, including the general education clear teaching credential, the SCU certificate in Catholic school leadership, and the Master of Arts degree in Interdisciplinary Education with a Catholic Education emphasis. The Department of Education and the Department of Counseling Psychology also collaborate in offering a SCU certificate in Alternative and Correctional Education. The Department of Counseling Psychology offers two degree programs: Masters of Arts in Counseling Psychology and Masters of Arts in Counseling. The Masters of Arts 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, and Latino counseling.

The Graduate Program in Pastoral Ministries was founded in 1983 to prepare women and men to enter into professional ministry in the Church. The Graduate Program offers a Master of Arts degree with four emphases: Catechetics, Liturgical Music, Pastoral Liturgy and Spirituality.

The School of Engineering offers master's programs in applied mathematics, civil engineering, computer science and engineering, software engineering, electrical engineering, engineering management, mechanical engineering, sustainable energy. The doctor of philosophy (Ph.D.) degree is sought by those engineers who wish to become experts in a specific area within their field. The school also grants the Ph.D. in computer science and engineering, electrical engineering, and mechanical engineering.

Santa Clara's Leavey School of Business offers the Fast-Track MBA Program, the 17-month Executive MBA Program, the Evening MBA Program and and MBA for Emerging Professionals. The J.D./MBA combined degree program is designed to permit students to complete both degrees in less time than if they were earned independently. To better reflect the impact of trends like globalization and "big data" on business, Santa Clara University Leavey School of Business will launch a newly revised MBA curriculum in Fall 2013. Known as the Santa Clara MBA, the revised degree program provides a new design for foundational courses, introduces several new courses, including classes in innovation and communications, strengthens specializations, and enhances engagement with Silicon Valley.

The School of Law offers full-time and part-time programs leading to the degrees of Juris Doctor or Master of Laws. Concentration areas include business and commercial law; civil dispute resolution; computer, high-tech, and intellectual property law; constitutional law; criminal law and procedure; environmental law; estate planning and other family wealth transfers; family law; international law; labor law; personal injury law; public interest law; real property; social justice; and taxation. The degrees offered are J.D. Degree Part-time; J.D./MBA Combined Degree; J.D./MSIS Combined Degree and LL.M Programs.

In July 2009, the Jesuit School of Theology (JST) in Berkeley became a part of Santa Clara University. Established in 1934, the Jesuit School of Theology of Santa Clara University is an international center for the culturally contextualized study of theology and ministry, committed to social justice, Jesuit tradition, spirituality, and connecting

students to the world around them. The School offers: Master of Arts, Master of Divinity, Master of Theological Studies, Master of Theology, Master of Arts in Biblical Languages, and a Doctor of Sacred Theology.

CENTERS OF DISTINCTION

Santa Clara's three interdisciplinary Centers of Distinction are an expression of our Jesuit values, encouraging excellence with consideration for the good of humanity. They create points of interaction, within the University and between the University and the community, to share our values and talents with society. To learn more, please click on the links below.

Center for Science, Technology, and Society

The mission of the Center for Science, Technology, and Society is to accelerate global, innovation-based entrepreneurship in service to humanity. Through an array of programs including its signature Global Social Benefit Incubator (GSBI®), the Center engages an international network of business, investment capital, and technical resources to build the capacity of social enterprises around the world. As a Center of Distinction at Santa Clara University, the Center leverages its programs to inspire faculty and students with real-world case studies, distinctive curricula, and unique research opportunities, advancing the University's vision of creating a more just, humane, and sustainable world.

Ignatian Center for Jesuit Education

The Ignatian Center for Jesuit Education seeks to preserve and extend the Catholic identity and Jesuit mission of Santa Clara University. It does this by facilitating a pedagogy of engagement through community-based learning and immersion experiences, encouraging faculty and staff participation in the Jesuit higher educational mission, supporting faculty teaching and scholarship that advances the University's Catholic and Jesuit character, and promoting Ignatian spirituality within an interreligious context.

Markkula Center for Applied Ethics

The Markkula Center for Applied Ethics is the world's leading proponent for practical ethics in personal and professional life. In dialogue with Silicon Valley and global society, the Center conducts research and inquiry into important ethical questions, and provides useful resources to promote ethics in everyday life and equip individuals and institutions to act with integrity. The Markkula Center aims to create a meaningful, positive impact on the ethical behavior of institutional Leaders and of individuals in their institutional, professional, and personal lives by helping them make more informed ethical choices.

CAMPUS

The University is located on a 106-acre campus in the city of Santa Clara near the southern end of San Francisco Bay, in one of the world's great cultural centers and in the heart of Silicon Valley.

At the campus center is the Mission Church, restored in 1928 and surrounded by the roses, palms, and olive trees in the historic Mission Gardens. The adjacent Adobe Lodge is the oldest building on campus. Restored in 1981 to its 1822 decor, the lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

The more than 50 buildings on campus include 13 residence halls, two libraries, a student center, the Ricard Memorial Observatory, the de Saisset Museum, Mayer Theatre, and extensive athletic facilities. In March 2008, the University opened the new \$81 million Learning Commons, Technology Center, and Library, a four-story Spanish mission-inspired structure housing high-capability technology resources and nearly 800,000 volumes. Through a \$68 million construction program, the University also recently added science laboratories, arts and sciences classrooms and offices, a recreation and fitness center, a residential learning complex for juniors and seniors, a baseball stadium, a facilities/support services building, and a parking structure. In September 2008 the new three-story, 86,000 square-foot Lucas Hall business facility opened, which houses 12 classrooms, six executive-style conference rooms, and 16 project rooms—all wirelessly connected and most high-definition, teleconferencing-ready.

Computer and telecommunications technology is an integral part of the life and learning at Santa Clara University. All residence hall rooms and most classrooms are connected to high-speed Internet access and campus e-mail.

ATHLETICS AND RECREATION

The University maintains a well-balanced program of intercollegiate and recreational sports and is a Division I member of the National Collegiate Athletic Association (NCAA) and the West Coast Conference (WCC).

Santa Clara fields one of the top athletic programs for a school of its size and scope. Its teams regularly appear in NCAA post-season playoffs, including a national championship won by the women's soccer team in 2001.

The University also offers a range of club sports (men's boxing, men's volleyball, men's and women's lacrosse, and men's and women's rugby) and an extensive program of recreation and intramurals (basketball, soccer, volleyball, flag football, badminton, tennis, and softball). Lifetime classes include instruction in aerobics, kickboxing, swimming, weight and fitness training, and yoga.

Informal recreation includes unstructured use of facilities for weight training, cardiovascular conditioning, lap swimming, and gym sports. The Pat Malley Fitness and Recreation Center offers a 9,500-square-foot weight training and cardiovascular exercise room and houses all recreation, intramural, lifetime fitness, and club sport programs. In October 2008, the new Sullivan Aquatic Center for lap swimming and water polo opened to the SCU community. The renovated Leavey Center features a new roof surrounded by spectacular 23-foot glass walls, a new floor, new bleachers, and a new suspended scoreboard.

The Degheri Tennis Center features nine lighted championship courts with seating for 750 spectators. Stephen Schott Baseball Stadium, which opened in 2005, is one of the finest college baseball facilities on the West Coast, with state-of-the-art facilities and seating for 1,500 people. Rounding out the other athletic facilities are 12 acres of intramural athletic fields, and the soccer complex of Buck Shaw Stadium.

ALUMNI

Over 75,000 alumni live in all 50 states and in 98 foreign countries. More than half live in the Bay Area, where many of them are leaders in business, law, engineering, academia, and public service. In 2009, President Barack Obama selected SCU alumna Janet Napolitano as secretary of the Department of Homeland Security. In 2011, he selected alumnus Leon Panetta as secretary of the Department of Defense.

2. School of Education and Counseling Psychology

MISSION STATEMENT

Guided by strong dedication to academic excellence and service to society, the School of Education and Counseling Psychology at Santa Clara University educates compassionate, competent, ethical professionals committed to meaningful and supportive engagement with people, schools, and communities.

3. School Academic Policies and Procedures

OBLIGATION TO READ EMAIL

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

Email sent by a student 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 a student of his/her responsibility for adhering to the policies and regulations.

Students must reference the individual program handbooks, available in each department, 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.

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 experience) throughout their program of study. Each student is responsible for matriculation and ensuring satisfactory progress toward the degree or certificate. Students should direct any questions about requirements, policies or procedures to the Director of Student Services prior to the related deadlines.

Students needing accommodation for a disability should begin by contacting Disabilities Resources at 408-554-4109.

By the start of their first term, students will be assigned a faculty advisor. The student should meet with the faculty advisor during his/her first term and establish a degree plan to meet all degree or certificate requirements.

Candidates for a master's degree must submit a petition to graduate to the Office of the Dean by the following dates:

- December Graduation (completion of coursework during fall term): Form due first Friday in October
- March Graduation (completion of coursework during winter term): Form due third Friday in January
- June Graduation (completion of coursework during spring term): Form due first Friday in March
- September Graduation (completion of coursework during summer term): Form due third Friday in June

The petition must include the following:

- Petition to Graduate form
- Permission to Participate form - this form is required ONLY if you wish to participate in the Commencement program and will not have completed all requirements for program completion by that time. Petitioners must have completed all but two of the academic program's class requirement. Permission to Participate forms must be submitted to the Office of the Dean by the first Friday in March.

Candidates who fail to meet all requirements for graduation in the term specified must file a new Petition to Graduate form in their final quarter alongside any required documentation.

Candidates applying for credentials with the California Commission on Teacher Credentialing (CCTC) must submit a Petition for Credential form along with all required documents by the following dates:

- December Completion (completion of coursework during fall term): Form due first Friday in October
- March Completion (completion of coursework during winter term): Form due third Friday in January
- June Completion (completion of coursework during spring term): Form due first Friday in March
- September Completion (completion of coursework during summer term): Form due third Friday in June.

Catholic School pathway candidates for the preliminary Multiple or Single Subject teaching credential must meet with their academic advisor and Director of Student Services prior to filing for the credential.

REGISTRATION AND REGULATIONS

Registration constitutes a commitment by the student to abide by 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 conferral of the degree or certificate. (Students possessing an F-1 or J-1 student visa may be subject to additional course enrollment requirements in order to retain their legal status in the United States.) The only exception is for an authorized leave of absence; please see the leave of absence section for details.

Satisfactory completion of at least one course during each required enrollment term is required to make satisfactory progress toward degree/certificate.

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) during non-immigrant visa status (i.e., a J-1 or F-1).

Students who fail to be either enrolled by the add deadline or approved for a leave of absence by the start of a term are discontinued and must be re-admitted before returning to the same (or other) degree program. See the section on readmittance for details. Students failing to satisfactorily complete at least one course during each required enrollment term will be placed on academic probation. See the section on academic probation for details.

Each quarter has a registration period allowing all students to enroll in courses. Students are assigned appointment times in the eCampus system during the designated registration period. Appointment times are assigned based on the number of units a student has accumulated and current enrollment. Students may register for courses any time after their appointment day and time. Students may add, drop or swap courses within the designated time frames. Students assume all fees associated with schedule changes. Please see the Academic Calendar for important registration deadlines.

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.

ACADEMIC STANDING

Enrollment Status

There are five categories:

- 1) Active – Matriculated and making satisfactory progress in academic program(s).
- 2) Leave – On an approved leave of absence for a specific amount of time.
- 3) Withdrawal – Voluntary and student-initiated removal from academic program. Individual is eligible for readmission to department and school.
- 4) Discontinuation – Failure to register for a required academic term and 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). Individual is eligible for readmission to department and school.

- 5) Dismissal – 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 one-year MATTC students), but full-time status in summer s 6 units in the summer quarter.

Academic Performance Standards

Students are expected to maintain an overall minimum grade point average of 3.0 (B). Those falling below this standard will be placed on academic probation. See the section on academic probation for details.

Students receiving a grade below C- in any one course will be dismissed from the program of study and the school. Dismissed students are not eligible for future admission into any academic program in the school.

Please see additional Academic Performance Requirements for each academic department in their respective sections or program handbooks.

Course Load

With the exception of full-time preliminary teaching credential candidates, Education students may carry no more than 15 graduate units in a single quarter. During the summer session, students in Education may not carry more than 12 units. If a student wishes to exceed this limit, s/he must gain permission from the academic advisor. Please refer to the Counseling Psychology handbook for course load requirements.

Academic Probation

Students failing to maintain the required grade point average or make satisfactory academic progress will be notified by the Office of the Dean at the end of the term. The student will be placed on academic probation and referred to his/her department. If there are any special circumstances explaining the failure to make satisfactory progress, the student should immediately (within 48 hours of communication being sent) inform the Director of Student Services via email.

Students on academic probation will receive a hold on their ability to register. If the student has already enrolled in courses, s/he will be dropped from each course by the Director of Student Services.

Students on academic probation are required to meet with their advisor, discuss the situation and develop a plan for improving academic performance. A summary of the discussion is to be written and submitted to the Director of Student Services. This record will be placed in the academic file and the hold removed. This process must be completed by the add deadline for the specific quarter.

Any student failing to make satisfactory academic progress by the end of the following quarter (except summer) will be dismissed from the program of study and the School.

Program Withdrawal

When a student initiates a withdrawal from the university, a request must be made in writing to the Director of Student Services via e-mail: ECPRecordsOfficer@scu.edu. This email authorizes the Director of Student Services to close the student's degree program and cancel the authorization to register. It must be received prior to the start of the quarter in which authorization to register is to be cancelled.

Students wishing to withdraw for health reasons or emergencies must contact the Vice Provost for Student Life in addition to the Director of Student Services. The Vice Provost and Director will work together on an appropriate response to the specific circumstance. The language in section 12 will govern these cases.

Students must discuss plans with their advisor before contacting the Director of Student Services to withdraw. International students holding visas should discuss how will affect their visa status with International Student Services.

The student is responsible for dropping courses through eCampus separately from withdrawal from the university. 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.

Readmittance

If a student withdraws or is discontinued and wishes to return, s/he must submit a new application for admission. See the School web site for details. Those dismissed from the department and school are not eligible for readmission. 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.

Readmission decisions for cases involving the Vice Provost for Student Life will be adjudicated according to the text in Section 12.

CHANGING, ADDING ANOTHER ACADEMIC PROGRAM

Changing Academic Program: Students wishing to change from one academic program to another within the same department (e.g., the M.A. in Counseling to the M.A. in Counseling Psychology) must complete a *Petition to Add/Change of Degree Program Form* located at www.scu.edu/ecp/studentlife/forms/index.cfm.

Adding another Academic Program: Students wishing to add or continue on immediately (with continuous enrollment) after completion of one academic program to another within the same department (e.g., MA in Teaching + Teaching Credential and wanting to add the Certificate in Alternative and Correctional Education) must complete a *Petition to Add/Change of Degree Program Form* located at www.scu.edu/ecp/studentlife/forms/index.cfm.

All *Petition to Add/Change of Degree* program requests must contain a rationale for the proposed change. After signing, the student should submit this form to the Dean's Office. Advisor and Department Chairs will review the student transcript and file before signing the request.

A requesting student applying as a non-degree student (who originally submitted one letter of recommendation with their application) must submit two additional letters of recommendation from his/her ECP instructors. Signed forms must be submitted to the Office of the Dean.

Students wishing to change to a program in a different department (e.g., from the M.A. in Counseling to the M.A. in Interdisciplinary Education) must submit an admission application and will be considered alongside other applicants.

At the time of matriculation into the new program, students will be bound by the requirements set forth in the presiding bulletin and handbook. Time spent in the original academic program will not count toward the requirements in the new program.

PETITION TO CONTINUE

Students enrolled in particular programs within the Department of Education must submit a *Petition to Continue* to the Dean's Office in order to move to the next phase of their academic program. *Petition to Continue* forms are located at www.scu.edu/ecp/studentlife/forms/index.cfm.

Affected programs include:

-
- Continuing from the Preliminary Teaching Phase of the CatMAT to the Clear Phase of the CatMAT (M.A. in Teaching for Catholic School Teachers)
 - Continuing from the Catholic School Leadership Certificate program to the Preliminary Administrative Services Credential
 - Continuing from Preliminary Administrative Services Credential to the M.A. in Educational Administration
 - Continuing from Catholic School Leadership to the M.A. in Educational Administration
-

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 three or five years of admission. (Please see departmental handbook for specifics.) This timetable includes leaves of absences.

Requests for an extension of the 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 Office of the Dean and Department Chair (or University CTC Credential Programs Coordinator in education). There is no obligation to grant an extension.

The maximum extension is one calendar year.

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 will lead to dismissal from the department and school.

Students determined to be in danger of not completing the academic program within the appropriate time limit will be placed on academic probation. See the section on academic probation for details.

LEAVES OF ABSENCE

In circumstances where continuous enrollment is not possible, students may request a suspension of their enrollment by means of a leave of absence. Failure to be either enrolled by the appropriate deadline or to be approved for a leave of absence by the start of a quarter will result in discontinuation from the program of study.

Students who do not meet the requirement for continuous registration during the academic year must obtain an approved leave of absence, in advance, for the term(s) they will not be registered. The leave of absence must be reviewed by the department chair and, if the student is on a foreign student visa, by International Student Services. The granting of a leave of absence is at the discretion of the department and Office of the Dean.

The school may condition its approval of a petition on the student's meeting requirements the school deems appropriate (e.g., in the case of a leave for medical reasons, proof of treatment or an interview with a provider at Cowell Health Center).

Students may not take a leave of absence during their first matriculated quarter.

Length of Leave

Leaves of absence, 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, 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. The request must be submitted within three weeks of the end of the academic quarter.

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

Status while on Leave

Students on an approved leave of absence 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 Incompletes. The leave of absence does not extend the maximum time limit of the program expiration date.

Leaves do not delay program expiration dates. 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 of absence 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 of absence.

The *Leave of Absence Form* must be submitted to the department chair and Office of the Dean in person or via email. If a leave of absence is requested after registration has occurred, the student is responsible for dropping all courses through eCampus in addition to filing for the leave.

GRADING POLICY AND REGULATIONS

Attendance

Students are expected to attend all class sessions. Specific attendance requirements (including consequences for absences) are set by the faculty member in the course syllabus and are binding. Whether or not the assignments were announced during an absence, students are accountable for all course assignments.

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
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D = 1.0

D- = 0.7
F = 0.0
W = Withdrawn
I = Incomplete
P/NP = Pass/No Pass
NS = No Show
N = Continuing work
AUD = Audit

Withdrawn (W)

The mark of W is assigned when a student completes the formal requirements to drop a course or withdraw 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)

An incomplete grade may be given, at the discretion of the course instructor, to students who need additional time to satisfy all course requirements. When an instructor agrees to offer an incomplete, the student must complete and submit an *Application for Course Incomplete* form, located at www.scu.edu/ecp/studentlife/forms/index.cfm, to the Office of the Dean and submit for approval on or before the end of the final class meeting.

Students must complete their work and submit it to the course instructor at a date and time specified by the course instructor, but no later than the following:

- Fall incompletes must be submitted no later than the first day of class in Spring quarter.
- Winter & Spring incompletes must be submitted no later than the first day of class in the Fall quarter.
- Summer incompletes must be submitted no later than the first day of class of the Winter quarter.

Failure to file all materials by the submission deadline may result in a failing grade of "F" for the course and immediate dismissal from the program and the School.

(The Incomplete Grade policy is under review and subject to change)

Pass/No Pass (P/NP)

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. 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.

No Show (NS)

A grade of NS is assigned when a student fails to attend and does not drop a course for which s/he has registered. The NS grade does not impact the student's GPA, but cannot be changed or removed from the transcript.

Continuing Work (N)

An instructor may assign the mark of N 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/credential 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 or credential programs may audit one course per quarter. No more than three courses may be audited during a student's degree or credential 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 the Dean.

Grade Point Average

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.

Evaluation of Progress

Grades are available at the end of the term via eCampus. 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 withdrawal deadlines.

Repetition of Courses

Certain courses (special topics, field experience and practicum) are repeatable, and students will receive a grade and units for each successful completion. Students should consult the Director of Student Services to confirm that a given course may be repeated for credit. In such cases, the grades of both the original and the repeated course are included in the calculation of the student's grade point average, but units toward completion of the academic program are awarded only once for each course passed.

Change of Grade

Only the instructor of record assigns grades. All grades, except incomplete and continuing work, become final when assigned and reported to the Office of the Registrar. An instructor may approve and 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. Grades can only be changed up to one year after the class was originally taken.

Appeal of Grade

Assessment of student learning is at the sole discretion of the instructor of record. Such assessments are not negotiable. When registering for a class, a student implicitly agrees to allow the instructor to make a qualitative judgment of his/her command of the subject matter to be expressed as a letter grade. Any questioning or appeal of a grade should therefore be limited to procedure (e.g., computational errors or failures to follow grading policies set forth in the syllabus). A student with a complaint must first discuss the matter with the instructor of record. If the matter is not resolved at this level, the student must submit the concern in writing to the department chair or university credential coordinator (Department of Education) or department chair (Department of Counseling Psychology). The chair/coordinator will discuss the case with the course instructor and may recommend the instructor review the grade.

If the matter is not resolved at this level, the student must submit the concern in writing to the Office of the Dean. The Dean will proceed in similar fashion.

Should the student request it, the Dean will pass the matter on to the Provost. The Provost will proceed in similar fashion. Any recommendations made will not be binding upon the instructor of record. The decision to initiate a change of grade remains with instructor.

Throughout the process, the confidentiality of instructors and students will be protected.

Any complaint must be initiated within four weeks of the beginning of the next academic term.

ACADEMIC CREDIT EVALUATION

Transferring Classes from Other Institutions

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.

For consideration, the student must submit the Application for Transfer Credit Form, the syllabus from the original course, a certified official transcript from the accredited institution and all other applicable documents. 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 Director of Student Services. A decision will be delivered to the student within 2 weeks of application submission.

Please also see specific department Transfer Credit policies and requirements.

Waiving Courses

Students wishing to waive courses must submit the Application for Waiver Credit form, 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 reviews waiver credits. Recommendations are then submitted to the Director of Student Services. A decision will be delivered to the student within 2 weeks application submissions.

Courses need to be completed within five years of 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 (e.g., graduate courses in teaching and learning leading to a credential). 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 does not accept waived courses.

Please also see specific department Waiver Credit policies and requirements.

Challenging Courses

Students may challenge certain courses that satisfy specific degree and licensing requirements. A successful challenge may allow a student to substitute an elective for an otherwise required course.

Challenged courses, however, do not satisfy the unit requirement for graduation. Students may be required to take another class in lieu of the challenged class in order to meet this requirement.

Students are not allowed to challenge more than three courses. A successfully challenged course is appropriately acknowledged on the student's transcript.

To challenge a course, students must: (1) have completed at least 15 units at Santa Clara (unless an exception is granted by the department chair in writing); (2) have a cumulative grade point average of at least 3.2; and (3) have permission from the instructor, department chair, and the Office of the Dean to proceed with the challenge. The

instructor must complete a written description of the proposed challenge process and have it reviewed by the department chair. The request is then submitted for approval to the Director of Student Services. Challenge examinations may be either oral or written, as determined by the instructor.

A decision will be delivered to the student within 2 weeks of application submission.

Please also see specific department policies and requirements for challenging 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. For the full text of the academic integrity policy and protocol, go to www.scu.edu/provost/policy/academicpolicy.

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, practica, counseling sessions, and other training activities also have an obligation of confidentiality.

Any student suspected of engaging in the above acts will be subject to the Periodic Professional Review process articulated below.

PERIODIC PROFESSIONAL REVIEW

As stated in the SCU student handbook section I.C. (Statement of Responsibilities & Standards of Conduct), "All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property." As part of the school's commitment to the professions of education and counseling psychology and to the clients their students may serve, the Education and Counseling Psychology faculty may review students' academic performance and professionally-relevant capacities, behaviors, and demeanor (including on-campus or off-campus behavior of which the institution becomes aware). Among the matters that may be reviewed are potential or actual violations of law, potential or actual violations of SCU policies, potential or actual violations of the ethical or legal considerations that govern the professions that the students may serve after graduation, or that reflect poorly on SCU or the departments.

Unless otherwise indicated in a departmental procedure that is posted in the specific department and/or program handbook or on the departmental website, all matters of concern will be presented to the full-time faculty of the department. Based on the recommendation of the full-time faculty, such matters may be (a) dismissed; (b) referred to the faculty advisor or program coordinator, or (c) referred for formal review or investigation by two faculty members on an *ad hoc* basis. The full-time faculty who hear the matter shall appoint the *ad hoc* committee. In the case of (b) or (c), the department chair shall be advised of the outcome. The department chair shall consult with the dean or the dean's designee regarding the matter and the departmental decision. The department chair will be responsible to communicate the outcome to the student in writing.

Potential outcomes of this review include, but are not limited to, counseling the student, temporary involuntary leave of absence that may include completion of designated remedial activity(ies) prior to or concurrent with the return to class, or dismissal of the student from the program. Dismissal may come at any point of the student's academic program and will not be impacted by the number of units completed. If the advisor, program coordinator or *ad hoc* committee believes the situation is serious enough to warrant immediate implementation of an outcome, the decision may be immediately implemented before the 30-day appeal period has run.

This information will be placed in the student's official file.

The student will have the right to appeal by submitting in writing the basis for the appeal to the Dean of the School within 30 days of the date of the written notice informing the student of the department's action. Grounds for appeal include: 1) any new information not present at the time of the departmental decision; and 2) any perceived procedural errors made by the department. The dean shall consider the appeal and issue a written response within 30 days. The decision of the Dean shall be final.

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 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.

1. Student's name
2. Address: Campus post office box, local, and permanent address (residence hall and room numbers are not disclosed)
3. Telephone number
4. Email address
5. Photograph
6. Date and place of birth
7. Major field of study
8. Classification level/academic level
9. Dates of attendance (defined as academic year or quarter)
10. Participation in officially recognized activities and sports
11. Weight and height of members of athletic teams
12. Degrees (including expected or actual degree date), honors, and awards received and dates
13. 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 have not prevent the University from releasing information pertinent to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, United States Department of Education, or an authorized agent.

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

- 1 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.
- 2 The deans in their respective offices also maintain working academic files.
- 3 Records related to a student's non-academic activities are maintained in the Office of Student Life.
- 4 Records relating to a student's financial status with the University are maintained in the Bursar's Office.

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 a 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 Ave. S.W., Washington, D.C. 20202-5920.

For further information regarding Santa Clara University's FERPA policy, see www.scu.edu/students/ferpa/policy.cfm.

CRIME REPORTING

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires colleges and universities across the United States to disclose information about crime on and around their campuses. Go to www.scu.edu/cs for more information.

It is the policy of Santa Clara University to inform the campus community in a timely manner of any potential threat to the health, safety, or security of any or all persons on campus. The Director of Campus Safety Services is responsible for gathering, recording, and disseminating such information and for decisions regarding the content, time, and manner of distribution. Depending on the circumstances, the Director of Campus Safety Services may request the assistance of various University departments and/or administrators in carrying out this responsibility. For campus statistics on crime, go to www.scu.edu/cs and follow the links to Campus Safety and Crime Reporting. The Clery Daily Crime Log is kept at the Campus Safety Office and may be viewed by any person at any time.

4. Financial Information

STUDENT FINANCIAL RESPONSIBILITIES

Students assume responsibility of all costs incurred as a result of enrollment at Santa Clara University and agree to abide by university policies and procedures. It is the student's responsibility to keep updated on their account balance, financial aid information, and maintain current valid address information at all times to ensure receipt of all university correspondence in a timely manner.

Any student with enrollment charges, whether registration is completed by the student or their schools Records representative, is obligated to pay [tuition and fees](#) by the published [payment deadline](#), whether they receive a bill or not. If you are unable to attend, you must complete the University's formal withdrawal procedure. Registered students who do not withdraw formally from the University will be responsible for full tuition along with any past due charges assessed to the account. Non-attendance will not relieve you of the obligation to pay tuition and fees and may result in failing grades.

PAST DUE ACCOUNTS

Students who fail to pay their balance due by the published deadline will be assessed a \$75 late payment fee and a hold preventing registration additions/changes, the issuance of transcripts and their diploma. Financial [holds](#) will not be removed until the balance is clear, a payment agreement established or the student has sufficient financial aid pending to clear the balance. Pending aid must be awarded and accepted by the student and the financial aid office must have a completed file and/or an 'approved status' on record by any outside funding source.

Students who defer payment without approval may be withdrawn from courses currently enrolled and/or attending and subject to dismissal from the University. All unpaid balances will accrue 10% interest, per annum, on the balance remaining, from the date of default, in accordance with California State law. Delinquent accounts may be reported to one or more of the major credit bureaus and/or 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 cost incurred such as, but not limited to, accrued interest, late fees, court cost, collection costs and/or attorney's fees. All cost of collection incurred by the University, in order to get a debt collected, must be paid in full prior to a student returning or re-enrolling at Santa Clara University. Students with prior collection accounts will be required to pre-pay all cost of tuition (including room & board, insurance costs and other miscellaneous fees), in guaranteed funds, prior to registering for any courses for their duration at the University.

SCHOOL FINANCIAL AID

Financial assistance for students is available in two forms: scholarships and loans.

The school awards scholarships according to both need and merit.

The University Financial Aid Office administers student loan programs and other state or federal grants (except veterans' assistance) and federal work-study. Contact the Enrollment Services Center at 408-551-1000 or visit the Financial Aid website at: www.scu.edu/financialaid.

Those wishing to be considered for either scholarships or loans must file a Free Application for Federal Student Aid (FAFSA) and complete departmental requirements. Information about each is available on department and school web sites.

Matriculated students must be enrolled in a minimum of 5 units to be eligible for federal financial aid.

If a student withdraws or drops below the 5-unit minimum, s/he may no longer be eligible to receive federal financial aid or student loans. The account will be adjusted accordingly and aid returned to the appropriate program. If a refund has been issued, these funds must be reimbursed to Santa Clara University immediately. For more information on financial aid forfeiture, please visit the Financial Aid Office website (www.scu.edu/financialaid) or make an appointment with a financial aid counselor.

Deadlines

The University Financial Aid Office has established deadlines for the programs it administers. All students requesting financial aid from the University should contact the Enrollment Services Center at the earliest possible date, and

request specific deadline information and appropriate application materials. All financial aid deadlines are posted on the financial aid website at www.scu.edu/financialaid.

Applications for scholarships administered by the school have the following deadlines:

- Fall quarter: August 30, 2013
- Winter quarter: November 15, 2014
- Spring quarter: March 3, 2014
- Summer quarter: May 19, 2014

TUITION AND STUDENT FEES

The Board of Trustees, upon the recommendation of the president and the provost, sets the annual academic year tuition rate for all programs. Students are charged tuition based on the rates approved by the Board of Trustees. The recommended site to review and verify the official tuition and fee rate schedule is www.scu.edu/bursar/tuition. Tuition and fee rate differences found in other publications will not be honored.

2013-14 ACADEMIC YEAR

TUITION PER TERM	TUITION PER UNIT
Education Graduate Programs: MA, Credential & Certificate Programs	\$518
Education: MA - Education Administration Off-Site Cohort Program	\$389
Education: Jesuit Neo-Regents	\$259
Education Graduate Course Audit Fee	\$259
Counseling Psychology Graduate Programs	\$518
Counseling Psychology Graduate Course Audit Fee	\$259
Course Equivalency Examination Fee (per course)	\$100

2013 SUMMER SESSION

TUITION PER UNIT	TUITION PER UNIT
Education Graduate Programs: MA, Credential, & Certificate Programs	\$497
Education: MA - Education Administration Off-Site Cohort Program	\$373
Education: Jesuit Neo-Regents	\$249
Education Graduate Course Audit Fee	\$249
Counseling Psychology Graduate Program	\$497
Education Field Experience (305, 309 & 407)	\$124

2014 SUMMER SESSION

TUITION PER UNIT	TUITION PER UNIT
Education Graduate Programs: MA, Credential, & Certificate Programs	\$518
Education: MA - Education Administration Off-Site Cohort Program	\$389
Education: Jesuit Neo-Regents	\$259
Education Graduate Course Audit Fee	\$259
Counseling Psychology Graduate Program	\$518
Counseling Psychology Graduate Course Audit Fee	\$259
Course Equivalency Examination Fee (per course)	\$100
Education Field Experience (305 & 309)	\$124

ADMISSION APPLICATION FEES

Education Application Fee (non-refundable)	\$50
Counseling Psychology Application Fee (non-refundable)	\$50

ORIENTATION FEES

International Graduate Student Orientation Fee	\$125
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REGISTRATION FEES

Education Course Drop/Swap Fee	\$50
Counseling Psychology Course Drop/Swap Fee	\$50
Education Late Registration Fee	\$100
Counseling Psychology Late Registration Fee	\$100

COURSE AND LABORATORY FEES

Counseling Psychology Course Fee - CPSY 219A + 221 (per course)	\$165
Counseling Psychology Course Fee - CPSY 319 (per course)	\$190

STUDENT ASSOCIATION FEES

Education Student Association Fee (per quarter)	\$40
Counseling Psychology Student Association Fee (per quarter)	\$40

STUDENT HEALTH CENTER FEES

Student Health Insurance (annual)	\$2,418
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GRADUATE ROOM AND BOARD - SANTA CLARA CAMPUS**10-MONTH RATE**

Alviso House Single	\$9,774
Franklin House Single	\$11,698
Park Avenue Apartment & Duplex Single	\$11,698
St. Clara, Bellarmine & University Square Studio Single	\$12,320
Washington, Locust & Market House Single	\$12,320
Lafayette, St. Clare & Bellarmine 1 Bdrm Apartment	\$13,342

Office of the Provost Issued July 1, 2013

MISCELLANEOUS STUDENT FEES**MANDATORY HEALTH INSURANCE**

Annual International Student Health Insurance Fee	\$2,181
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Santa Clara University mandates that all international students on an F-1 visa either enroll in the University-sponsored health insurance plan or complete the on-line waiver form each academic year with the students' own health insurance information. Health insurance is voluntary for all domestic graduate students. Go to www.scu.edu/cshc/insurance.cfm for details on completing the waiver or on-line enrollment. 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	\$50
Administrative Drop/Withdraw Fee (pre-session and mini-term)	\$450
Academic Transcript Fee (per copy)	No Charge
Summer 2013 Billing – Available May 1	Due when billed

Parking permits are required for all users of University parking facilities. Permits are purchased online through eCampus.

BILLING AND PAYMENT PROCEDURES**Student Accounts and Billing**

Students assume responsibility for all costs incurred as a result of enrolling at Santa Clara University and agree to abide by applicable University policies and procedures. Students may designate a third party (e.g. spouse) to be an authorized payer for their student accounts. That individual is authorized by the student to have access to his/her billing statements and to make payments on the student's behalf. Once authorization is arranged, the authorized payer will be notified via the e-mail address provided by the student verifying his/her access to view and pay a student's bill online. Authorized payers do not have access to any other student account information via this site. Students receive monthly bills electronically via a third-party vendor that are accessible through University eCampus. A billing notification will be sent to the student's University e-mail address and to the e-mail address of any payer authorized by the student. Students also may forward their student account statements electronically to any third party they authorize for remittance. Information on a student's account cannot be provided to third party payer unless a completed Family Educational Rights and Privacy Act 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 payment deadline. Students enrolling after the initial billing of any term/semester may be required to pre-pay for tuition before enrollment is granted. Registered students who do not withdraw formally from the University are responsible for all tuition and fees assessed to their accounts 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, are located at www.scu.edu/bursar.

Billing Dates and Deadlines

Fall 2013	Billing available September 1	Payment due September 21
Winter 2014	Billing available December 1	Payment due December 21
Spring 2014	Billing available March 1	Payment due March 21
Summer 2014	Billing available May 1	Payment due May 21f

Billing Statements

Students, and their authorized payers, will receive monthly bills electronically via a third party vendor, infiNET Solutions. Billing notification will only be sent to the student’s SCU email address.

Students will have the capability of downloading a hardcopy of their statement or forwarding it electronically to any third party of choice for remittance. All charges to the student’s account (tuition & fees, campus housing, health insurance, Access charges, etc.) will be billed and available to view on-line via the internet. Statements will be processed the first business day of each month and due on the 21st of every month. Bills will be stored and available to be viewed by students and their authorized payers for 18 months.

Payment Methods

To assist in the payment of educational expenses, Santa Clara University offers the following payment options:

Electronic Payments (e-checks)

Check Payments can be processed electronically via your e-campus account. You will need your bank’s routing number and your account number to submit an e-check payment. Additionally, please make sure your bank supports electronic fund transfers. At this time, checks from mutual funds, money market, lines of credit, and brokerage accounts are not accepted.

***You will need a username and password to access the on-line payment system. If you are an Authorized Payer*, please obtain a username and password from your student.

Santa Clara University does not accept credit cards as payment for tuition and fees.

Payments by Mail

Simply print a copy of your electronic bill and send a personal or cashier’s check to our cash management service in Los Angeles. Please make check payable to Santa Clara University and send to:

Santa Clara University
 Bursar Office
 P.O. Box 742657
 Los Angeles, CA 90074-2657

***Please *do not* send correspondence to the Los Angeles address

If you *do not* have a copy of your electronic bill please make check payable to Santa Clara University and send to:

Santa Clara University
 Bursar’s Office
 500 El Camino Real
 Santa Clara, CA 95053

***Please be sure the student’s name and SCU ID number is included with payment

Pay in Person

You can stop by the Enrollment Services Center in the New Admissions and Enrollment Services building to make a payment with personal/cashiers check, money order or cash. There are terminals in the Enrollment Services Center for students wishing to make electronic payments.

Wire Transfers**DOMESTIC**

Parents, students, and third parties can pay tuition and fees using wire transfers. For the wire transfer information please call 408-554-4412 or email OneStop@scu.edu.

INTERNATIONAL

International students can send their wires through Peer Transfer. Peer Transfer enables international students to pay in their home currency. Click or go to scu.peertransfer.com to begin the payment process.

Payment Plans

For students and their families wishing to spread payments over a period of time, we offer various extended payment plans via Nelnet Business Solutions. There is a modest fixed fee to enroll in these plans and no interest is charged.

Additional information on these plans may be found at: www.scu.edu/bursar/payment/payment_plans

We do not currently offer a payment plan for summer registration. The full payment for summer charges are due when billed.

The following is the information students will agree to:**Terms and Conditions**

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 and financial aid information, and maintain current valid address information at all times to ensure receipt of all University correspondence in a timely manner.

The tuition status of an undergraduate student is determined at the end of the late registration period. No adjustment is made to tuition charges for enrollment changes after the end of the late registration period, unless the student withdraws from the University.

The tuition status of a graduate student is determined by the date the course is dropped or the date in which the student withdraws from the University.

Students who drop courses or withdraw from the University are eligible for a refund of tuition charges according to the University's refund policies. The effective date used to determine any refund of tuition is the date on which notification of withdrawal is received by the Office of the Registrar, not the last date of attendance by the student. Neither dropping all courses via e-campus nor informing an individual faculty member, an academic department, or the Dean's Office constitutes an official withdrawal from the University. The official date of withdrawal from the University cannot be backdated prior to the date on which the student submits the applicable withdrawal form or notification to the Office of the Registrar.

Late Payments: Please note the following policies regarding late payments and delinquent accounts:

- Accounts remaining unpaid by each month's payment deadline are subject to a late payment fee. Loan funds or any other sources of financial aid not reflecting on a student's account by the payment deadline are also subject to late fees. Therefore, all loans should be applied for prior to July 1 to help ensure timely receipt.
- All accounts must be paid in full in order for students to enroll in succeeding terms or to receive copies of certificates, diplomas, and transcripts.
- The University reserves the right to recover all costs related to the collection of delinquent accounts. In addition, delinquent accounts will accrue interest at the maximum legal rate once placed in a collection status.
- The University reserves the right to cancel the registration of any student if a balance due from a previous term remains unpaid at the start of a subsequent term.

TUITION INSURANCE PROTECTION

Students and their families may protect themselves against financial loss due to an unexpected withdrawal from the University for medical reasons by purchasing tuition insurance coverage. The University has identified an insurance company, Dewar, Inc., to provide an optional tuition insurance protection plan. This plan is designed to protect against 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 is available from the Bursar's Office and at Dewar's Web site, www.collegerefund.com

Refunds for Credit Balances

Refunds will be granted only for student accounts reflecting a credit balance. A refund will not be granted based on anticipated aid. All financial aid must be disbursed into a student's account before a refund is processed. It is the student's responsibility to make sure all necessary documentation is complete and submitted to the Financial Aid Office so that aid can be disbursed properly and in a timely fashion. Payment received by personal check will have a 21-day hold before a refund can be issued; a 5-day hold for electronic check payments. The refund process begins after the late registration period.

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/email 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 Enrollment Services Center immediately upon notification.

GRADUATE STUDENT REFUND POLICY (Fall, Winter & Spring only):

The date on which a student formally withdraws or drops a class will be the effective date on which any refund of tuition will be determined, not the last date of attendance by the student. Students that fail to drop a course, even if they do not attend, or fail to notify the University of his/her intent to withdraw, regardless of the reason, will be responsible to pay all tuition and fee charges reflecting on the account once the withdrawal/drop is processed. Informing your Dean, academic department or your instructor does not constitute withdrawal. To protect yourself and your family against financial loss due to an unexpected medical condition, please refer to the [Dewar's website](#) for information on the tuition insurance plan offered by SCU.

Refund of tuition will be calculated according to the following schedule:

- 100% if course dropped by 5:00pm on the Friday* of the first week of classes
- 50% if course dropped by 5:00pm on the Friday* of the second week of classes
- 25% if course dropped by 5:00pm on the Friday* of the third week of classes
- **No further refunds after the third week**

(All dates/schedules are subject to change by the University)

*Students without registration holds may have until 11:59pm on Sunday if dropping courses via eCampus. Please note: the University cannot be held accountable for website outages.

Any association/course fees will not be refunded after the first week of school. The registration fee is non-refundable once initial registration is made.

Saturday/Sunday courses:

Refund of tuition will be calculated according to the following schedule:

- 100% if dropped by 5pm Tuesday after first scheduled class meeting. Contact your school to drop Saturday/Sunday courses.

PLEASE NOTE - if you withdrawal 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.

No refunds will be made because of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University.

One or One and one-half Unit Courses

Students enrolled in a one-unit or a one and one-half unit course must provide written notification to the Director of Student Services 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 full tuition refund, less any applicable fees, if written notification is received within two business days prior to the first class meeting.
- Students will receive 50 percent 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.

Students who withdraw 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 any allocation from the student hardship fund.

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.

1098-T Information Educational Tax Credits

The 1098-T is a statement of qualified tuition and fees charged by SCU that we provide to the student and to the IRS.

In general, qualified tuition and related expenses are tuition and fees required for enrollment or attendance at an eligible educational institution. Student-activity fees and fees for course-related books, supplies, and equipment are included in qualified tuition and related expenses only if the fees must be paid to the institution as a condition of enrollment or attendance.

Qualified tuition and related expenses do not include the cost of insurance, medical expenses (including student health fees), room and board, transportation or similar personal, living or family expenses, even if the fee must be paid to the institution as a condition of enrollment or attendance.

Qualified tuition and related expenses generally do not include expenses that relate to any course of instruction or other education that involves sports, games, or hobbies, or any noncredit course. However, if the course of instruction or other education is part of the student's degree program or, in the case of the lifetime learning credit, is taken by the student to acquire or improve job skills, these expenses can qualify.

IRS regulations require that all institutions assessing qualified charges mail a 1098-T to each student with qualified charges in the year just ended. SCU must also file an information return with the IRS for each of these students. We have contracted with a vendor, TCRS to provide these reporting services for us.

You can now view and print your 1098-T tax form via <http://www.1098t.com/>

Information Reported

On the 1098-T, we report the name, SSN and address of the student, and indicate whether the student was a graduate student or at least half-time during the calendar year.

Institutions are required to report either the payments received for qualified charges or the amounts billed for qualified charges. Since SCU does not identify payments on your student account with specific charges, it is not possible to accurately report amounts paid just for eligible charges, therefore we have elected to report amounts billed. If you qualify for an educational credit, you should use your personal records and student account statements to determine the amounts that you actually paid toward the charges reported on the 1098-T.

We are required to report all qualified transactions in the actual calendar year during which they were posted to your account, regardless of when you pay them.

No SCU employee may give tax advice regarding these credits. If you are unsure about your eligibility or have any questions, please consult with a qualified tax preparer.

Students with Nonresident Alien Status

Institutions are not required to report the demographic and financial data for students with nonresident alien status during a reporting year unless the student requests a 1098-T form. To receive a 1098-T, students with nonresident alien status must have a social security number on file with the Santa Clara University's Registrar's Office.

How to Request a Form or Changes

If you did not receive a 1098-T form you can go online at www.1098-T.com to download a copy. **Additional hardcopy forms will not be mailed.**

If your form contains incorrect information, you may submit a completed 1098-T Change Request Form, located at www.scu.edu/bursar/forms, to the Bursar's Office by fax. Fax information is located on the form. Requests may take 5-7 days to process. Once completed, the student will be notified that the form is available online at www.1098-T.com. **A hard copy of the form will not be mailed to the student.** Phone inquiries can be made to TCRS at (877) 467-3821.

For more information regarding tax credits and eligibility please visit the IRS website:
www.irs.gov/faqs/content/0,,id=200041,00.html

GRADUATE STUDENT LOANS

To help cover the cost of your education, you may be able to take advantage of a variety of student loan programs. Typically, these programs offer low-interest rates and repayment plans that are designed with students in mind. In many cases, you will not have to start repaying these loans until after you have graduated or enroll less than half-time.

Federal Student Loans

Most students who apply for financial aid are offered some loans that are sponsored by the federal government. These loans are typically included in your financial aid award.

- [William D. Ford Federal Direct Loans](#)
The Federal Direct Loan program is generally known as Federal Stafford Loans, this loan program provides you a simple and convenient way to borrow money to pay for your education.
- [Federal Perkins Loan](#)
The Federal Perkins Loan are low-interest, long-term educational loans awarded annually depending on financial need as determined by the information you provided on the Free Application for Federal Student Aid (FAFSA).

- [Federal Direct Graduate PLUS Loan](#)
Federal Graduate Direct PLUS Loan are from the U.S. Department of Education for students seeking master's, doctoral or specialist degrees. The Federal Graduate Direct PLUS Loan enables graduate students to borrow up to the cost of education minus any other financial aid.

Return of Title IV Funds

When a student recipient of federal Title IV financial aid officially withdraws or unofficially withdraws by ceasing to attend, federal regulations require a Return of Title IV funds calculation to determine if any federal Title IV aid must be repaid. Federal Title IV aid includes the Federal Pell Grant, Federal Supplement Educational Opportunity Grant, the Teacher Education Assistance for College and Higher Education Grant, Federal Perkins Loan, William D. Ford Federal Direct Loan and the William D. Ford Federal Direct PLUS Loans (parents and graduate students).

Repayment Calculation

The amount of federal Title IV aid to be repaid is calculated based on the percentage of time completed with a quarter. This involves calculating the amount of Title IV aid earned by the student, and the amount of institutional charges for that quarter. Prior to withdrawing for the term, students are encouraged to contact the financial aid advisor.

When unearned federal Title IV funds are repaid, they are returned by program and up to the disbursed amount for each program. Unearned federal Title IV funds are repaid in the following order:

- Unsubsidized Federal Direct Stafford loans
- Subsidized Federal Direct Stafford loans
- Federal Perkins loans
- Federal Direct PLUS loan received on the behalf of the student
- Cal Grants (A, Access and/or B)
- Federal Pell Grants
- Federal SEOG

Notification

Students will be notified via e-mail and ecampus (www.scu.edu/ecampus) of financial aid changes no later than 45 days after the determination that a student withdraws. In the case of a Parent Direct PLUS Loan, notification regarding the Parent Direct PLUS Loan will be sent to the Parent Direct PLUS Loan borrower. The return of funds process typically results in a balance due on the student's account, which the student's responsibility to pay. Current information on a student's financial aid award status and Bursar's account is available via ecampus.

Private Alternate Loans

While federal students loans are often the most attractive lending options, you may also wish to consider [loans from other sources](#). The Financial Aid Office encourages borrowers to do your own research to find the best lender for you. We have provided you with a [Guide to Choosing a Lender](#) that may assist in determining the best lender for you.

STUDENT VERIFICATION OF INFORMATION

The United States Department of Education requires all institutions disbursing federal financial aid funds to verify the accuracy of the information students submit as a basis for aid awards. Santa Clara University complies with this requirement by participating in the Federal Quality Assurance Program. Each year, a percentage of students receiving federal financial aid funds are randomly selected for verification of the information on which awards were based. Students selected for verification may be required to submit additional documents and verify information, such as household size and number of family members enrolled in college. The University reserves the right to request similar information for verification purposes for any student awarded aid. Information collected may result in changes to a financial aid award and, in some cases, the repayment of funds already received. Failure to comply with the request for this information will result in the cancellation of financial aid funds.

5. 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 for 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).

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 three emphases: Health Psychology, Latino Counseling, or Correctional Psychology. Alternatively, they may pursue a variety of elective options in order to cultivate particular theoretical/applied areas in greater depth: psychodynamic, cognitive-behavioral, process-experiential, existential, motivational interviewing, group, child and youth, mindfulness training, spirituality, hypnotherapy etc.

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

Degree Programs:

- 51-Unit Master of Arts in Counseling
- 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).

MASTERS OF ARTS IN COUNSELING (51 Units)

The Master of Arts in Counseling 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 groups of students opt for this degree to work in educational settings, career centers, community agencies, hospitals, religious settings, and in industry.

For the latter group, the 51-unit Master of Arts in Counseling Program 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 51-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 51-unit master's degree cannot, post-graduation, transfer or apply those credits toward the completion of an MFT license program.

The 51-unit program may include one of the department's three emphasis programs.

MASTERS OF ARTS IN COUNSELING PSYCHOLOGY (90 Units)

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

Tracks

The Master of Arts in Counseling Psychology has four tracks, each may also include an Emphasis:

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

The *California Board of Behavioral Sciences* 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 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 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* 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 LPCC is a new license-program 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 51-unit Master of Arts in Counseling program affords. This track does not lead to licensure.

EMPHASIS PROGRAMS

We offer three 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 Correctional Psychology: Counseling for Adults, Delinquent and At-Risk Youth

Bob Michels (*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 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 the 51-unit Master of Arts in Counseling and 90-unit Master of Arts in Counseling Psychology.

Emphasis in Health Psychology

Dale G. Larson (*Coordinator*)

The emphasis in Health Psychology offers a concentration in health psychology coursework within each of the counseling degree programs. The program focuses on applications of psychology to issues of health, disease, and prevention at individual and societal levels. Coursework concentrates on the development of knowledge and practical skills in maintaining and promoting personal health; preventing disease; exploring the individual and social contexts of health problems; counseling healthy and ill individuals regarding health-related problems and issues; counseling for grief and loss; developing stress management programs; addressing interpersonal issues in health care settings and 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; 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: Counseling with an Emphasis in Health Psychology (51 units) and Counseling Psychology with an Emphasis in Health Psychology (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills.

Emphasis in Latino 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 Latino Counseling Emphasis provides this most needed training. Graduates, particularly those who are bilingual are needed in most agencies and private settings

The emphasis in Latino Counseling offers a concentration and focus on counseling the growing component of the population who define themselves as Latino. The program focuses on applications of psychology 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 from these cultures, intervening in culturally sensitive and appropriate ways, and counseling at various times throughout the life cycle. Some of the classes will stress the importance of language and one class is instructed partially or substantially in Spanish. The emphasis is available to students in both Master of Arts program options: Counseling with an Emphasis in Latino Counseling (51 units) and Counseling Psychology with an Emphasis in Latino Counseling (90 units). The 90-unit option provides a greater depth of training in counseling theory and skills and offers the training for of state licensure. *This emphasis in Latino Counseling is one of only three in the United States.*

COURSE REQUIREMENTS: COUNSELING PSYCHOLOGY DEGREE PROGRAMS

Required courses for the counseling 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 in consultation with a faculty advisor.

Nine core courses plus one lab group are required for all counseling degree programs

CPSY 200. Psychology of Interpersonal Communications

CPSY 212. Psychology of Relationships

CPSY 216. Psychology of Human Development

CPSY 218. Foundations of Psychotherapy and Personality

CPSY 219. Psychology of Group Counseling
CPSY 221* Lab Group. 221* is 1.5 units towards graduation
CPSY 220. Research Methods
CPSY 227. Counseling Process and Skills
CPSY 231. Multicultural Counseling
CPSY 275. Ethical and Legal Issues in Counseling

** Note: 221 was formerly 219A, which is only taken by 78-unit students in the MFT track.*

Note: Once students have completed 39 total units in the program, registration may be restricted to core classes until they have been completed.

Note: Master's Programs in Counseling Psychology (78 units) are discontinued (because of California Licensing BBS regulations) as of August 2012. Programs for students already in the 78-unit programs are governed by the Bulletin under which you were admitted. Updated program track sheets are available in the Department office. Students are advised to pay close attention to these program track sheets. 78-unit programs are not detailed in this Bulletin. Students already in the 78-unit program will be allowed to sit for state licensing tests if they meet all other requirements

As of Sept., 1, 2012, all Counseling Psychology programs are 90-units in accordance with guidelines from the State of California. The 51-unit counseling degree (non-licensable) remains the same.

Master's Program in Counseling Psychology (MFT Track)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children.
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Marriage and Family Therapy
Seven electives

Master's Program in Counseling Psychology (MFT Track/ Health Emphasis)

Core courses plus:

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

Plus **Health Emphasis** classes:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
Four electives

Master's Program in Counseling Psychology (MFT Track/ Correctional Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment in Child Diagnosis (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Marriage and Family Therapy

Plus **Correctional Emphasis** classes:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
CPSY 246 Applied Behavior Analysis in Correctional Psychology
Four Electives

Master's Program in Counseling Psychology (MFT Track/Latino Emphasis)

Core courses plus:

CPSY 211. Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy

CPSY 291 Counseling for Grief Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 323 Psychopharmacology
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Marriage and Family Therapy

Plus **Latino Emphasis** classes:

CPSY 360 Latino Psychology
CPSY 362 Individual Counseling Skills with Latino Clients
CPSY 364 Interventions with Latino Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (Fluency in Spanish required)
Three electives, four if no CPSY 366

Master's Program in Counseling Psychology (LPCC Track)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: Licensed Professional Counseling
5.5 electives

Master's Program in Counseling Psychology (LPCC Track/Health Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: Licensed Professional Counseling

Plus Health emphasis classes:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
2.5 electives

Master's Program in Counseling Psychology (LPCC Track/Correctional Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy

CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Licensed Professional Counseling

Plus **Correctional Emphasis** classes:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
CPSY 246 Applied Behavior Analysis in Correctional Psychology
2.5 electives

Master's Program in Counseling Psychology (LPCC Track/Latino Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy

CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment in Child Diagnosis (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Licensed Professional Counseling

Plus **Latino Emphasis** classes:

CPSY 360 Latino Psychology
CPSY 362 Individual Counseling Skills with Latino Clients
CPSY 364 Interventions with Latino Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (Fluency in Spanish required)
Two electives, three if no CPSY 366

Master's Program in Counseling Psychology (Combined MFT/LPCC)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 311 Psychology of Marriage Counseling

CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum: 333- 1,2,3
2.5 electives

Master's Program in Counseling Psychology (Combined MFT/LPCC/Health Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum

Plus **Health Emphasis** classes:

CPSY 380 Positive Psychology and Health
CPSY 381 Health Psychology: Theory and Practice
CPSY 385 Stress and Stress management
No electives (91.5 Units)

Master's Program in Counseling Psychology (Combined MFT/LPCC/Correctional Emphasis)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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)
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II

CPSY 320 Substance Abuse Treatment
CPSY 321 Dual diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Development (1.5)
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 361 Special Topics in Multi-Cultural Psychotherapy (1.5)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling
Practicum: Licensed Professional Counseling

Plus **Correctional Emphasis** classes:

CPSY 243 Delinquent, At-Risk and Nonconventional Youth: Trauma and Effects
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
CPSY 246 Applied Behavior Analysis in Correctional Psychology
No electives (91.5 Units)

Master's Program in Counseling Psychology (Combined MFT/LPCC/Latino Emphasis)

Core Courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 276 Professional Orientation, Ethics and Law in Counseling (1.5)
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
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 317 Therapeutic Interventions with Children
CPSY 318 Clinical Assessment I
CPSY 319 Clinical Assessment II
CPSY 320 Substance Abuse Treatment
CPSY 321 Dual Diagnosis: Diagnosis and Treatment (1.5)
CPSY 323 Psychopharmacology
CPSY 324 Biological Basis for Behavior (1.5)
CPSY 328 Clinical Assessment: Issues in Child Diagnosis (1.5 units)
CPSY 333 (three consecutive quarters beginning in the fall) Counseling Practicum

Plus **Latino Emphasis** classes:

CPSY 360 Latino Psychology
CPSY 362 Individual Counseling Skills with Latino Clients
CPSY 364 Interventions with Latino Families and Children
CPSY 366 Spanish-Based Interviewing and Assessment (Fluency in Spanish req.)
No electives, (93 Units)

Self Designed Master's Programs in Counseling Psychology 90-UNIT -- (THIS DOES NOT LEAD TO A LICENSE ELIGIBILITY)

Core courses plus:

CPSY 211 Human Sexuality
CPSY 214 Evidence Based Approaches to Psychotherapy
CPSY 291 Counseling for Grief, Loss and Trauma
CPSY 311 Psychology of Marriage Counseling
CPSY 315 Family Therapy
CPSY 318 Clinical Assessment I
CPSY 320 Substance Abuse Treatment
CPSY 331A-1,2. Practicum Agency
Eleven electives

COURSE REQUIREMENTS: COUNSELING DEGREE PROGRAMS (51 UNITS)

Counseling (51 units): No Emphasis

Core courses plus:

CPSY 312 Counseling for Contemporary Problems, or CPSY 291 Counseling for Grief, Loss and Trauma, or
CPSY 320 Substance Abuse Treatment
CPSY 318 Clinical Assessment I
CPSY 331A Counseling Practicum (two consecutive quarters beginning in the fall)
Four electives

Counseling (51 units): Correctional Psychology Emphasis

Core courses plus:

CPSY 312 Counseling for Contemporary Problems, or CPSY 291 Counseling for Grief, Loss and Trauma, or
CPSY 320 Substance Abuse Treatment
CPSY 318 Clinical Assessment I
CPSY 331A Counseling Practicum (two consecutive quarters beginning in the fall)

Four electives

Plus **Correctional emphasis** courses:

CPSY 243 Delinquent, At-Risk, and Nonconventional Youth
CPSY 244 Correctional Psychology
CPSY 245 Transitional Treatment and Vocational Planning
CPSY 246 Applied Behavior Analysis in Correctional Psychology
No Electives

Counseling (51 units): Health Psychology Emphasis

Core courses plus:

CPSY 312 Counseling for Contemporary Problems, or CPSY 219 Counseling for Grief, Loss and Trauma, Or
CPSY 320 Substance Abuse Treatment
CPSY 318 Clinical Assessment I
CPSY 331H Counseling Practicum: Health Psychology (fall term)

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
1 Elective

Counseling (51 units): Latino Counseling Emphasis

Core courses plus:

CPSY 312 Counseling for Contemporary Problems, or CPSY 291 Counseling for Grief, Loss and Trauma, or
CPSY 320 Substance Abuse Treatment
CPSY 318 Clinical Assessment I
CPSY 331L Counseling Practicum: Latino (two consecutive quarters beginning in the fall)

Plus **Latino Emphasis** classes:

CPSY 360 Latino Psychology
CPSY 362 Individual Counseling Skills with Latino Clients
CPSY 364 Interventions with Latino Families and Children
CPSY 366 (for Spanish speakers) Spanish-Based Interviewing and Assessment
Plus one elective (depending upon whether or not 366 is taken).

The following information applies to students in all counseling programs:

ACADEMIC PERFORMANCE

Students must maintain at least a 3.0 grade point average throughout the degree program. Students falling below this grade point must reestablish a 3.0 or higher cumulative grade point by the end of their next quarter in the program. Students falling below 3.0 in two consecutive quarters will be dropped from the program. A grade of B or higher is required in courses 200 and 227 for continuation in the program regardless of grades earned in other courses. Failure to earn a grade of B or higher in CPSY 200 or CPSY 227 will result in immediate dismissal from the Department of Counseling Psychology and the School.

PROFESSIONAL PERFORMANCE

Students are evaluated on professional fit for the field of Counseling Psychology. If a student's psychological and/or emotional well-being is judged by a faculty member to be impaired or otherwise compromised with regard to potential harm to future clients the student may be requested to seek remedial assistance, suspended from the program, or dismissed from the program.

Professional Review

A uniform practice across mental health training schools is the periodic review of students based not only on academic performance but on evaluated goodness-of-fit for the field of mental health. Based on the ethical principle of serving and protecting the public good, it is viewed as part of the service that is rendered in the interest of public safety to evaluate and potentially dismiss students from the program who are perceived to be impaired in their ability to be good therapists.

As part of the Department's commitment to the profession of counseling psychology and to the clients their students may serve, the Counseling Psychology faculty review all students' academic performance and professionally-relevant capacities, behaviors, and demeanor (including on-campus or off-campus behavior of which the institution becomes aware).

It is possible, and within the authority of the faculty, to dismiss students for reasons, e.g., plagiarism, unethical conduct, unprofessional conduct or psychological/emotional instability that is likely to affect in a potential harmful manner, future therapeutic clients. This criterion that involves the welfare and rights of those with whom future therapists will interact professionally goes well beyond the scope of student assessment found in other disciplines.

It is policy in the department to review all students after they have completed 18 units or one year, whichever comes first.

In addition, the department has adopted a formal review process, called the Professional Performance Review (PPR), for "students of concern." A student of concern is any student who has come to the attention of the faculty, Chair, or staff as having significant difficulties in the program requiring the review and potential intervention of the faculty.

In such a case, the following protocol has been adopted by the faculty (1/18/11, rev. 10/2/2012) to be followed:

1. The faculty or staff member who perceives a problem first meets with the student of concern to discuss the problem.
2. In such an event where #1 fails to rectify or change the situation, or when the situation has been judged to be of such a nature as to justify more formal review, the faculty or staff member completes a Professional Performance Review (PPR) of the student.
3. The PPR is submitted to the Chair. Based upon the nature of the problem and the number of PPR's that are filed by different faculty or staff the Chair may:
 - a. Meet with the student and faculty member, and/or
 - b. Refer the matter to student's advisor and/or
 - c. Refer for formal review or investigation by two faculty members on an *ad hoc* basis and/or
 - d. Dismiss the PPR.
4. Potential outcomes of this review include, but are not limited to,
 - a. Counseling the student,
 - b. Temporary probation that may include completion of designated remedial activity(ies) prior to or concurrent with the return to class,
 - c. Allowing the student to continue with a warning that any additional reports will result in a formal review

- d. Suspension from the program for a remediation period. After which the student will have to demonstrate that remediative steps have been taken and reapply to the Department for readmission.
- e. dismissal of the student from the program. Dismissal may come at any point of the student's academic program and will not be impacted by the number of units completed.

The student will have the right to appeal by submitting in writing the basis for the appeal to the Dean of the School within 30 days of the date of the written notice informing the student of the department's action. The dean shall consider the appeal and respond to the student in writing within 30 days. The decision of the dean shall be final.

5. If the advisor, program coordinator or *ad hoc* committee believes the situation is serious enough to warrant immediate implementation of an outcome, the decision may be immediately implemented before the 30-day appeal period has run.

COURSE LOAD

A course load of 3 courses per quarter is considered full time. A student may not take more than 10.5 units in a quarter without special (written) permission from her/his advisor or the chair. Special permission for a course overload may only be approved once per academic year. The *Authorization for Course Overload* form can be found at <http://www.scu.edu/ecp/studentlife/forms/>.

Students may not register for more than 2 classes (6 units) in one day.

Suggested Sequence of Core Courses:

CPSY 200. Psychology of Interpersonal Communications

CPSY 216. Psychology of Human Development

CPSY 218. Foundations of Psychotherapy and Personality

CPSY 212. Psychology of Relationships

CPSY 220. Research Methods

CPSY 219. Psychology of Group Counseling (CPSY 219 has a lab group experience that may be taken as a prerequisite or concurrently with enrollment in 219)

CPSY 227. Counseling Process and Skills

CPSY 231. Multicultural Counseling

CPSY 275. Ethical and Legal Issues

MFT Practicum Prerequisites:

CPSY 200. Psychology of Interpersonal Communications

CPSY 212. Psychology of Relationships

CPSY 216. Psychology of Human Development

CPSY 218. Foundations of Psychotherapy and Personality

CPSY 219. Psychology of Group Counseling

CPSY 220. Research Methods

CPSY 227. Counseling Process and Skills

CPSY 231. Multicultural Counseling

CPSY 275. Ethical and Legal Issues

CPSY 311. Psychology of Marriage Counseling

CPSY 315. Family Therapy

CPSY 317. Therapeutic Interventions with Children

CPSY 318. Clinical Assessment I

CPSY 319. Clinical Assessment II

Practicum experiences (CPSY 331 for 51-unit programs or CPSY 333 for 90-unit programs) should be taken during the student's final year in the program. Students who intend to qualify for the California State Licenses in Marriage and Family Therapy or Licensed Professional 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 all three quarters.

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

FIELD EXPERIENCE

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. No credit is offered for this.

MANDATORY GROUP LAB (219A; 221):

The lab group experience associated with Psychology of Group Counseling (CPSY 219) is required of all counseling students as a part of CPSY 219. This small lab group experience may be taken simultaneously or prior to the CPSY 219 class. 219A may be taken by 51-unit, 78-unit MFT track students, and 78-unit Self-Designed track students, only. CPSY 221 is required for all students in the 90-unit MFT, LPCC, and LPCC/MFT combined track programs. LPCC or MFT/LPCC 78-unit combined track students who have completed 219A, can make up the required 1.5 units by taking CPSY 222 or Advanced Group Leadership CPSY 389. CPSY 200 and CPSY 218 are prerequisites for CPSY 219 and 219A/221. 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.

TRANSFERRING CREDITS

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

To apply for credit the student must complete the Application for Transfer Credit Form, submit certified transcripts and a syllabus from the original course. The professor of record for the course reviews the request and makes the final decision. Decisions are based on a number of factors, primarily whether the course to be transferred is substantively equivalent to the CPSY course. Transferred credits only apply to the specific course for which the exemption is sought. The transferred units can be credited to the student’s transcript and counted within the overall number of units towards fulfillment of the degree.

Courses that may be transferred into SCU masters program include:

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

Courses that *may not be* transferred into the SCU MFT masters program include the following:

200	211*	212	219*	315
317	319*	323*	333	

*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.

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 units 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 challenge. The singular advantage of challenging a course is that it allows a student to substitute an elective for an otherwise required course.

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

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	

Students are not eligible to challenge more than three courses in total.

To challenge a course, a student must

1. Have completed at least 15 units at Santa Clara (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 the Dean; 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 challenged course *may not be* taken on a pass/no pass basis.

A \$100 fee is assessed for challenging a course.

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.

ETHICAL PRINCIPALS

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, then, 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. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or written assignments.

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. See the University website for directions for completing the 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.

EXIT SURVEY

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

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)

211A. Sex Addiction

This class will provide participants with information to understand and diagnose sexual addiction and sexual anorexia, knowledge of assessment tools, as well as the ability to develop treatment plans that provide interventions in all phases of recovery. Case illustrations, formal presentations, and interactive exercises will be used to illuminate issues pertaining to the etiology and treatment of problematic sexual attitudes and behaviors. Prerequisite: 200, 212 or 216. (1.5 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. Therapeutic Interventions with LGBT Clients

This course will provide 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 impact their clinical work. Topics to be considered: current theories regarding the etiology of homosexuality; developmental challenges for LGBT persons; homophobia and its many

faces; the coming out process (to self and others); relationships with parents and families of LGBT people; issues of support and socialization; the dynamics of gay relationships; gay marriage; gay families and gay parenting; the impact of AIDS; social, cultural, religious considerations and their impact; issues affecting transgender persons; available resources. Teaching methodology will include lecture, reading and discussion, case studies, experiential exercises, testimonies of LGBT people, and films. Prerequisite: 200 and 211. (1.5 units)

214. Evidence-Based Approaches to Psychotherapy

This course focuses on research and clinical technique 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. NOTE: Students who have taken this course should not enroll in CPSY224. Prerequisites: None. (3 units)

215. Psychology of Childhood

Explores the psychological world of the child from infancy through adolescence from a developmental perspective with a particular focus on attachment/object relations theory. Examines processes associated with healthy psychosocial adjustment, case conceptualization and treatment approaches. Prerequisite: 200. (3 units)

216. Psychology of Human Development

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

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

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; 220 is strongly recommended. 219A or 221 are pre- or co-requisite. (3 units)

219A. Psychology of Group Counseling Lab Group

This lab is an experiential application of the theories and principles learned in 219. Must be taken prior to or concurrently with 219; Prerequisites: 200 and 218; 220 strongly recommended. NOTE: This course will be discontinued after Fall 2014. (0 units)

220. Research Methods

Fundamentals of research and statistics in analyzing research in counseling and psychotherapy. 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. 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 prior to or concurrently with 219. Prerequisites: 200 and 218; 220 strongly recommended. Note: 78 Unit LPCC and LPCC/MFT combined track students. (1.5 units)

222. Advanced Group Counseling Seminar

This seminar is for students who completed 219A and are seeking to supplement their understanding and knowledge of group therapy. Prerequisites: 219A. Requirements: 78 Unit LPCC and MFT/LPCC combined Track students only. NOTE: This seminar will only be offered 1 time in 2012 and 2013 and then be discontinued. (1.5 units)

224. Evidence Based Treatments I: Research and Method

This course focuses on literature review, analysis, and synthesis of research on the efficacy and outcomes of psychotherapy interventions. Students gain an understanding of how research can inform what techniques to practice in the therapy encounter and how those techniques should be implemented. The course involves constructing a review of the literature paper focused on the efficacy of particular treatments.

NOTE: Students in the 90 unit MFT, LPCC and MPT/LPCC combined tracks must enroll in this course and CPSY 225 in the same quarter. Prerequisites: None. (1.5 units)

225. Evidence Based Treatments II: Technique and Application

This course builds on the knowledge base established in CPSY224 and focuses on the application of evidence-based therapy techniques. Instruction focuses on evidence-based techniques from a variety of theoretical perspectives, including; cognitive, behavioral, person-centered, and psychodynamic. Students learn how to apply these techniques in treating clients with a variety of disorders and psychosocial issues. Prerequisites: Students in the 90-unit MFT, LPCC, and MFT/LPCC combined tracks must enroll in this course and 224 in the same quarter with same instructor. (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 process. Prerequisites: 200 and 218. (3 units)

228. Advanced Counseling Process and Skills

Advanced skill building. Topics include responding to resistance and conflicted emotions; transference and counter transference; self-esteem in clinical practice; training in advanced individual therapy skills, drawing from experiential, time-limited, dynamic, and interpersonal psychotherapy theory and techniques; extensive experiences as a counselor. Prerequisite: 200, 218 and 227. (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. Review and evaluation of contemporary examples of multicultural research. Prerequisites: 200 and 218. (3 units)

243. Delinquent, At-Risk, and Nonconventional Youth: Trauma and Effects

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

Principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of pro-social 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. Prerequisite: None (3 units)

245. Transitional Treatment and Vocational Planning

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. Thinking processes, distortions, and retraining. Prerequisite: None (3 units)

246. Applied Behavior Analysis in Correctional Psychology

Principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors. Primary emphasis on behavioral therapies with antisocial persons. Prerequisite: None (3 units)

264. Object-Relations Therapy

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, and 218. (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; 224/225 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. (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

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

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. 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)

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 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

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)

298. Psychology and Spirituality

A comparative study of various Eastern and Western themes and schools of spirituality. In-depth exploration of the implications and relationship of these views to counseling psychology. 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

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. 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

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. Practice in completing the career counseling interview, including appropriate assessment and interpretation. Course includes an approved, individualized, formal career assessment to be completed either prior to or concurrent with 302. Prerequisite: 300. Recommended: 318. (3 units)

Note: Required for 90 unit LPCC or LPCC/MFT Track only.

307. Career Counseling Seminar

This course examines special issues in career counseling with special attention on working with multicultural population, disabled populations, and the Americans with Disability Act. *Requirements:* 78 Unit LPCC Track students only; Prerequisites: 300. (1.5 units)

308. Counseling for Crisis, Emergency, and Disaster

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)

310. Independent Study

Supervised course of study initiated by the student. A written proposal and course syllabus must be submitted to the Graduate Services 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 Counseling

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)

312. Counseling for Contemporary Problems I

Research, assessment, crisis intervention, and counseling methodology used in addressing the problems of child abuse, domestic violence, substance abuse and addiction. Provides an overview of the psychosocial factors and dynamics involved in the etiology and maintenance of these problems. Describes specific skills and interventions and related considerations used in dealing with clients, their families, and involved community agencies and resources. Prerequisites: 227. (3 units)

NOTE: This course will be discontinued after Winter quarter 2014.

312A. Counseling for Contemporary Problems

This is an all day workshop that is required as an addendum to 312. Prerequisites: 200, 218, and 227; 312: pre-, co-, or post-requisite. (0 units)

NOTE: This course will be offered once during AY 2012-2013 and then be discontinued.

313. Contemporary Issues in Psychotherapy II

This course examines special issues related to psychotherapy, including diagnosing and reporting child abuse, spousal abuse, elder abuse, and abuse of the disabled, as well as crises and trauma management and interventions. Prerequisites: 227. (3 units)

NOTE: 78 unit degree: LPCC and MFT/LPCC combined Track students only. 90 unit degree: All students. Students taking this course are exempt from 312A, but must take 15 hour. of CEU's in Substance Abuse though CPD. This course will be discontinued after Spring quarter 2014.

315. Family Therapy

Introduction to systems theory (e.g., Structural, Bowenian, Strategic) and procedures appropriate to working with families. Opportunity to practice counseling with simulated families. 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. (3 units)

318. Clinical Assessment I

Study of the therapeutic decision-making process in the context of psychopathology and the clinical setting. Emphasis on the recognition, classification, and understanding of abnormal behavior. Traditional DSM diagnostic categories are studied, including mood disorders, anxiety disorders, psychosis, affective disorders, psychophysiological disorders, and other abnormal lifestyle patterns. Prerequisites: 212 and 218. (3 units)

319. Clinical Assessment II

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: 318. (3 units)

320. Substance Abuse Treatment

This class focuses on substances that are abused, the effect on the abuser, 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. (3 units) Prerequisite: None (3 units)

321. Dual Diagnosis: Diagnosis and Treatment

This class covers the complexities and interactions in the diagnosing and treatment of Axis I and Axis II disorders in the presence of substance abuse. 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: 216, 218, 318. Can be taken concurrently with practicum. (3 units)

324. Biological Basis for 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.

NOTE: This course was previously listed as 223.

328. Clinical Assessment: Issues in Child Diagnosis

Study of diagnostic issues in working with pediatric psychiatric disorders. Emphasis on DSM diagnostic criteria and interviewing children, parents, and families. Special attention to developmental disorders affecting later stages of maturation. *Requirements:* 78 Unit LPCC and MFT/LPCC combined Track students and all 90 Unit students.

Prerequisites: 200, 212, 216, 218, and 318. (1.5 units)

NOTE: This course was previously numbered 318A.

331A. Counseling Practicum: Agency

Supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. To be taken in the second half of the counseling 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. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331A is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes, 311, 315, 317, 318. (3 units per term; 6 units required)

331C. Counseling Practicum: Career Development

To culminate their emphasis program, students spend 15 hours per week engaged in supervised career development-related fieldwork at a practicum site. By permission only; must begin in fall quarter. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331C is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes; 300, 301, 302, 303, and 304. (3 units) NOTE: This practicum will be discontinued after Spring 2013.

331H. Counseling Practicum: Health Psychology

Counseling experience in health psychology. At a practicum site, students engage in health psychology-related work (e.g., research, counseling, health promotion). By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331H is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and permission of instructor. (3 units)

331L. Counseling Practicum: Latino Counseling

At a practicum site, students engage in Latino counseling-related work. By permission; fall quarter only. Arrangements with site must be made before the beginning of fall quarter. Enrollment of 331L is typically very small. Meetings with professor are individual and ongoing. Prerequisites: Nine core classes and 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: Nine core classes; 311, 315, 317, 318, 319, and permission of instructor. Must begin in fall quarter. (3 units per term; 9 units required)

351. Advanced Seminar in Family Therapy

For students who have completed CPSY 312, 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: 215 or 317. (3 units)

360. Latino Psychology

Designed to enhance the knowledge and skill components of their multicultural training (CSPY 231), with a specific focus on Latino cultures. An overview is offered of the Latino 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 Latino population. Prerequisite: 231. (3 units)

361. Special Topics in Multicultural Psychotherapy

This course examines the special topic of Latino access to health care services; related topics of health care access and advocacy, and health education programs.

NOTE: 78 Unit LPCC and MFT/LPCC combined track students and all 90 Unit students. (1.5 Units)

362. Individual Counseling Skills with Latino 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 Latino 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 Latino Families and Children

Offers specific information on “therapy techniques” with Latino family members. The importance of setting for the “therapy” is examined. An enhanced understanding is proffered of common experiences Latino 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. Use of advanced-level Spanish in job/field-related language contexts. Discussion of field-related articles and theories. Prerequisite: 200 and fluency in Spanish. (3 units)

380. Positive Psychology and Health

Introduction to “Positive Psychology and Health,” 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

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

Introduction to conceptual models of chronic stress in home, work, and community environments. Particular attention 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 class focuses on practices of group therapy, and on the complexities of parallel process and the transference/ counter transference 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, 219A or 221, 219. (3 units)

390. Advanced Seminar in Couples Therapy

Specifically designed to help students conceptualize and plan treatment for couples. Stress on issues of structured and non-structured interviewing, transference and counter transference, 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. Prerequisites: 212, 227 and 311. (3 units)

391. Hypnotic Techniques in Counseling and Therapy

Introduction to hypnotherapeutic techniques in the therapy context. Students learn to induce trance states and the appropriate application of these for therapeutic purposes. 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

Advanced skill building. Course addresses technique-related topics relevant to the growth and development of the skilled Object Relations therapist. 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. Course will include relevant readings, presentations of case material, and experiential clinical practice. Prerequisite: 200, 212, 216, 218, 264 or permission of instructor. (3 units)

397. Clinical Immersion Experience I: Philippines

This course is a 17 day immersion experience in and around Manila, Philippines that is scheduled for late July to mid-August each summer. Meetings for this course begin in February and meet for one hour every three weeks in preparation of the trip. The actual dates for the immersion are set during this time. The key elements of the immersion experience includes: didactic input on Filipino culture from sociology/anthropology professors, issues of delivery of mental health care in a 3rd World context from psychiatrists, training and work in an orphanage with infants/toddlers/ and preschool children. This immersion is conducted in a community experience of living together for one month, with shared meals and nightly reflection from Monday - Thursdays. Weekends are open for exploration of the Islands or easy connections to other Southeast Asian countries. The immersion experience is limited to 10 students per summer. This experience is listed as 3 credit units plus expenses (TBA in October)(6 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.

MISSION AND GOALS

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, the core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Department of Education goals: The faculty, staff, and students in the Department of Education

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

The Department of Education offers a range of California educator credential programs, specialized certificate programs, and graduate degree programs designed to meet the needs of prospective and current teachers and administrators in PK-12 public and Catholic schools.

PK-12 TEACHING CREDENTIAL PROGRAMS

Master of Arts in Teaching (MAT) Degree + Teaching Credential (MATTC) Program for Future PK-12 Public School Teachers

MATTC prepares individuals to become effective, equitable, and ethical teachers. This 63-unit program fully integrates (a) the professional coursework and clinical field experiences required by the California Commission on Teacher Credentialing; (b) master's-level expectations for academic rigor and richness; and (c) focused engagement in and consideration of the ethical dimensions of teaching practice. Students can enroll either full-time or part-time. Full-time students typically complete the program in 9-12 months, whereas part-time students may take up to two years. At the conclusion of MATTC, students earn both a Master of Arts in Teaching degree and a recommendation for a California SB2042 preliminary multiple subject (MS) or single subject (SS) teaching credential. *It is not possible for a student to pursue only a teaching credential or only a Master of Arts in Teaching degree.*

Students in MATTC-MS 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 are preparing for careers teaching a single subject to students at the middle or high school level. MATTC offers the preliminary single subject credential in these content areas: art, English, industrial and technology education, mathematics, music, physical education, science (general science, biology, chemistry, geosciences, physics) social sciences, and world languages.

Master of Arts in Teaching (MAT) Degree + Teaching Credential Programs for Current PK-12 Catholic School Teachers (CatMAT)

CatMAT is a comprehensive professional development experience that enables full-time Catholic school teachers of academic subjects credentialed by the California Commission on Teacher Credentialing (CTC) to earn their preliminary and clear teaching credentials and a Master of Arts in Teaching (MAT) degree in approximately 4 years.

The CatMAT block comprises two phases: the preliminary teaching credential phase and the clear teaching credential phase. Eligible students earn their MAT degree only after successful completion of both phases of the CatMAT block.

Preliminary Teaching Credential Phase: In this phase, CatMAT students are separated into two groups based on the credential they are seeking: CatMAT-MS students complete the courses required to earn a preliminary multiple subject credential and CatMAT-SS students complete the coursework required to earn a preliminary single subject credential. This phase of CatMAT involves the completion of 43 units of university coursework designed to support the development of candidates' teaching practices. In lieu of a student teaching experience, candidates must complete three years of full-time teaching (defined as 75% of the day for 75% of the year) in the subject area(s) authorized by

the preliminary credential they are seeking. Typically this phase requires at least two years to complete and includes one evening class each fall, winter, and spring quarters as well as summer coursework.

Clear Teaching Credential Phase: The clear credential phase of the CatMAT block is a 12-unit, 4-quarter sequence of courses completed in a single calendar year. The phase always begins in fall quarter and ends the following summer quarter. CatMAT students take one course each quarter and move through this phase of the block as a cohort. The coursework in the clear credential phase of the CatMAT block focuses tightly on the integration of theory and practice in K-12 classrooms.

CatMAT students may exit the program at the completion of the preliminary teaching credential phase and go elsewhere to earn the clear credential. These students would forfeit eligibility to earn an MAT degree.

A CatMAT student may take a break in between the preliminary teaching credential phase and the clear credential phase of the program. In this case, the student is responsible for completing the necessary paperwork and re-enrolling in CatMAT at a time that would allow for completion of the clear credential phase before the expiration of the preliminary credential. If this student were to complete both phases successfully, the MAT would be awarded.

A Catholic school teacher who earned the preliminary credential elsewhere is permitted to enter CatMAT to complete only the clear credential phase. This student would not be eligible to earn an MAT degree.

CatMAT-Specific Policies and Procedures

1. Matriculation in the CatMAT Block

The CatMAT block is graduate degree program that comprises two coursework phases: the preliminary teaching credential phase and the general education clear teaching credential phase. Catholic school teachers apply for admission to CatMAT and begin the preliminary teaching credential phase. When these teachers earn their preliminary teaching credential they complete appropriate transition documents and move into the clear credential phase. ***Eligible students earn their MAT degree upon successful completion of both phases of the CatMAT block.***

The two distinct phases reflect the specific teacher credentialing requirements of the California Commission on Teacher Credentialing (CTC) and must be completed (a) according to the information and policies provided in the CatMAT program handbook and the School of Education and Counseling Psychology's Graduate Bulletin; (b) in the sequence presented in the CatMAT Multiple Subject and CatMAT Single Subject curriculum documents; and (c) in strict accordance with both CTC and SCU timelines and regulations.

2. Eligibility for the Master of Arts in Teaching degree

In order to be eligible to earn the MAT degree, Catholic school teachers must (a) have completed 6 or fewer preliminary MS/SS credential courses prior to Summer 2012; and (b) complete their preliminary credential requirements at SCU; and (c) earn their clear credential at SCU.

- Catholic school teachers who completed 7 or more preliminary MS/SS credential courses prior to Summer 2012 are not eligible for the MAT, even if they earn their preliminary and clear credentials at SCU. These teachers took more than half their preliminary credential program coursework in the old MS/SS program curriculum (in place through the 2011-2012 academic year) and therefore have not met all the requirements necessary to qualify for the MAT.
- Catholic school teachers who completed 6 or fewer preliminary MS/SS credential courses prior to Summer 2012 and complete their preliminary credential requirements at SCU but do not earn their clear credential at SCU are not eligible for the MAT.

Catholic school teachers who earned their preliminary credential somewhere other than SCU are welcome to apply for admission to SCU's clear credential program. However, these individuals are not eligible for the MAT.

3. Conditions for enrollment, continuation, and advancement in CatMAT

Full-time employment as a teacher at a WASC-accredited Catholic school is a precondition for acceptance into the CatMAT block and a non-negotiable requirement for continued enrollment in CatMAT. Full-time Catholic school teaching must be verified at the start of the program and again at advancement from the preliminary credential phase to the clear credential phase.

CatMAT students who leave their employment as full-time Catholic school teachers for any reason must notify the ECP Director of Student Services and the Department of Education's Coordinator of K-12 Catholic Education Programs immediately. Depending on their status in CatMAT, their reason for leaving their Catholic school teaching position and other relevant factors, these students may be counseled into the preservice pathway to the preliminary credential, encouraged to take a leave of absence or withdraw from the program, or be discontinued from the program.

Every CatMAT student must be employed as a Catholic school teacher and possess a valid California preliminary teaching credential in order to advance to the clear credential phase. Completion of the preliminary credential coursework, evidence of completing all preliminary credential requirements, or documentation of having submitted a preliminary credential application to CTC are not acceptable substitutes for a valid preliminary teaching credential.

4. Transition from CatMAT's preliminary credential phase to the clear credential phase

CatMAT students generally continue directly from the preliminary credential phase to the clear credential phase of the block. This transition is documented by completion of a **CatMAT Advancement Form**. This form articulates the detailed CTC and employment preconditions that a student must satisfy in order to begin the clear credential phase.

Continuing directly from the preliminary credential phase to the clear credential phase of CatMAT is not always possible or desirable for some students. Students are permitted to stop out of CatMAT for a finite period of time and then return to complete the clear credential phase of the block. Stopping out requires the completion of a detailed **CatMAT Stop-out Form**, while returning to complete the CatMAT program requires students to file a **CatMAT Intent to Advance Form**.

5. Time-to-completion limits within CatMAT

Five-year time-to-completion limit for preliminary MS/SS credential requirements

The Catholic school pathway to the preliminary MS/SS credential can be completed in 33 months. The maximum time-to-completion limit for the Catholic school pathway to the preliminary credential is 5 years.

Five year time-to-completion limit for general education clear credential requirements

CTC requires teachers to clear their preliminary MS/SS credential within 5 years of issuance. Catholic school teachers who earn their preliminary credential in CatMAT must advance to the clear credential program within a time frame that allows them to complete the program within the 5-year period specified by CTC.

6. Disruptions/Interruptions within the CatMAT block

(a) Leave of absence during preliminary credential coursework (maximum of 1 year total)

In circumstances where continuous enrollment is not possible, students may request a suspension of their enrollment by means of a leave of absence. Failure to be either enrolled by the appropriate deadline or to be approved for a leave of absence by the start of a term will result in discontinuation from the program of study. Leaves of absence, 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.

(b) Leave of absence during clear credential coursework

If a Catholic school teacher enrolled in the general education clear credential program is faced with a serious problem that requires a leave of absence, the teacher should begin by meeting with the Coordinator of K-12 Catholic Education Programs to discuss the circumstances and determine the appropriate course of action.

Because the clear credential program is a 4-course sequence, a candidate who takes a leave of absence from the clear program must re-enter the program at the appropriate quarter. For example, a candidate who takes a leave of absence at the end of fall quarter would have to remain on leave from the program for a year in order to re-enter the program in winter quarter, the appropriate point in the sequence. If there is no clear program cohort in place at the time the student who was on leave of absence wishes to re-enter the program, then the student is automatically granted a leave of absence for another year.

If a student needs to take a leave of absence longer than one year for personal or professional reasons, students can take up to two years off with an approved continued leave of absence (similar to the above situation) at the discretion of the Dean's office. However, if the student was also not employed continuously as a full time teacher in a Catholic school during the two-year leave of absence, then the student either has to re-start the clear program in Fall quarter or be discontinued from the program.

Abbreviated Route to the Preliminary Credential for Veteran Catholic School Teachers (More Than 6 years of Experience)

Teachers with six or more years of full-time Catholic school experience teaching a subject in which 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 Coordinator of Catholic Education for more detailed information.

PK-12 SCHOOL ADMINISTRATION AND LEADERSHIP PROGRAMS

California Preliminary Administrative Services Credential

Completing this program authorizes qualified individuals to work as school principals or central office administrators in public 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.

California Clear Administrative Services Credential

This program provides individuals who hold a preliminary administrative services credential and are working as school administrators with a series of guided and supervised experiences designed to enhance their knowledge, skills, and professional capabilities as administrators. This program is entirely field-based, addresses the California Professional Standards for Educational Leaders, and is designed to provide candidates with practical, job-related experience.

Santa Clara University Certificate in Catholic School Leadership

See description under Certificate Programs below.

EDUCATION CERTIFICATE PROGRAMS

Certificate in Catholic School Leadership

This 30-unit university certificate program prepares Catholic school professionals for leadership roles within their schools. The courses offered study the various aspects of school leadership and meet the needs of teachers and other educational professionals who are preparing for administrative positions within Catholic schools. Course instructors include both university faculty and leaders within the Catholic school community. The 10 courses included in this certificate program can be applied toward the Preliminary Administrative Services Credential (K-12) and toward the Master of Arts in Educational Administration (K-12) degree.

Certificate in Alternative and Correctional Education

The Certificate program in Alternative and Correctional Education is a unique curriculum jointly offered by the departments of Education and Counseling Psychology. This program offers specialized training for teachers, counselors, or administrators wishing to increase their professional effectiveness with students who are in alternative and correctional educational settings. The certificate program requires 12 units of course work (4 courses), submission of a portfolio, and completion of supervised fieldwork.

MASTER OF ARTS PROGRAMS

The Department of Education offers two Master of Arts degree programs: the M.A. in Interdisciplinary Education and the M.A. in Educational Administration. Designed to be an extension of one of Santa Clara University's California educator credential programs, these Master's programs expand and deepen educators' professional knowledge and skills by strengthening their understanding of theory, educational research, and scholarly practice in the field.

Candidates who earned their preliminary teaching credential at SCU receive 27 units of coursework credit toward their M.A. degree. Candidates with a teaching credential earned at other institutions may receive credit for up to 9 units of coursework, if completed within the previous five years from the date of admission to SCU.

Additional information about the Master of Arts program is available in the MA Handbook, available online at the Department of Education's website.

(http://www.scu.edu/ecppm/education/academics/masters/upload/MA_Handbook_Final_2012-2013.pdf)

Master of Arts in Interdisciplinary Education

The Master of Arts in Interdisciplinary Education (MA-IDE) program is designed for candidates who wish to further develop a wide range of competencies and experiences beyond a teacher preparation program, or to understand better the crucial roles that education plays in contemporary human society. The program requires 45 graduate units of course work and a culminating experience (action research project or culminating ePortfolio, depending on emphasis area selected). Students enrolled in the MA-IDE program must choose one of the following emphasis areas:

- Curriculum and Instruction (CI)
- Science, Technology, Environmental Education and Mathematics (STEEM)
- Learning with Technology
- International Education (IE)
- Alternative and Correctional Education

Emphasis in Curriculum and Instruction (CI)

The 15 courses in this emphasis are designed to enhance the knowledge and skills of new and experienced practicing preK-12 teachers in six major areas:

1. Improving learning outcomes for K-12 students with identified and unidentified learning challenges,
2. Improving learning outcomes for K-12 English Language Learners (ELLs),
3. Improving learning outcomes for K-12 students with low SES,
4. Increasing reading and writing proficiency for all K-12 students,
5. Increasing mathematics and quantitative reasoning proficiency for all K-12 students, and
6. Strengthening foundational knowledge of teaching, learning, and schooling.

Students in this emphasis conduct an Action Research project as their culminating experience, by enrolling in the two-course sequence (EDUC 454 and EDUC 455).

Emphasis in Science, Technology, Environmental Education, and Mathematics (STEEM)

This emphasis consists of 6 courses designed to offer candidates a rich and truly interdisciplinary option to further expand their content, pedagogical, and technological knowledge in these areas of practice. (The remaining 9 courses are primarily selected from the Curriculum and Instruction emphasis; courses from other areas require approval from the academic advisor.) The environment serves as a connecting theme across all courses in this emphasis, and technology applications and skills that enhance teaching practice and student learning are emphasized throughout the program. Connections among the disciplines, and from the disciplines to the real world that students experience in everyday life, are a major focus.

Students in this emphasis conduct an Action Research project as their culminating experience, by enrolling in the two-course sequence (EDUC 454 and EDUC 455).

Emphasis in Learning with Technology

Technology is transforming how schools function and how teachers and students work in the classroom. The courses in this emphasis are designed to provide students with a big-picture view of these changes as well as practical skills they can use in everyday practice in a variety of contexts, within and outside of schools.

Students in this emphasis enroll in EDUC 499–Assessment and ePortfolio as their culminating experience.

Emphasis in International Education (IE)

This emphasis is designed for new teachers as well as experienced educators interested in exploring professional practice in private or public schools in foreign countries, or in a better and deeper understanding of the field of education in the U.S., contrasted with other contexts.

Students in this emphasis enroll in EDUC 499–Assessment and ePortfolio as their culminating experience.

Emphasis in Alternative and Correctional Education

The Emphasis in Alternative and Correctional Education is designed for individuals with a combined interest in education, counseling and corrections. Graduates of the program primarily work in schools, agencies, correctional institutions, law enforcement agencies, community settings, mental health facilities, group homes and rehabilitation facilities. Several of the courses are taught in conjunction with the Counseling Psychology Department.

This emphasis offers 4 specialized courses that prepare teachers or administrators wishing to increase their professional effectiveness with students who are in alternative and correctional educational settings. Students in this emphasis enroll in EDUC 499–Assessment and ePortfolio as their culminating experience.

Master of Arts in Educational Administration

The Master of Arts degree in Educational Administration comprises the 36 units of coursework required for the preliminary administrative services credential plus an additional 9 units of elective coursework. Candidates pursuing the preliminary administrative services credential or the SCU Catholic School Leadership certificate may earn the M.A. degree by completing three elective courses chosen in collaboration with their academic advisor.

The M.A. degree in Educational Administration is also appropriate for individuals who earned their preliminary administrative services credential by examination and seek to strengthen their knowledge base, and for individuals who do not hold a teaching or pupil personnel credential but want to develop their knowledge of administration and leadership in educational settings in order to pursue careers in private schools or to prepare for doctoral study.

EDUCATION COURSE DESCRIPTIONS

MATTC / CatMAT Course Descriptions

Multiple Subject Courses:

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

This course focuses on credential candidates' professional development and their integration of the academic, practical, ethical, and legal aspects of the teaching profession. Required of all multiple subject teaching credential candidates. (2 units)

251. Technology for K-12 Teachers

This course develops the theory-based knowledge and practical skills that enable credential candidates to integrate technology across the curriculum in meaningful ways. Required of all multiple subject teaching credential candidates. (2 units)

252. Social and Ethical Foundations in K-12 Education

Credential candidates examine the relationship between schools and the broader context of U.S. society. Drawing from academic disciplines such as history, philosophy, sociology, and law, this course examines how politics, culture, and language interact with the policies and practices of education in a democratic and diverse society. Required of all multiple subject teaching credential candidates. (3 units)

253. Psychological Foundations of K-12 Education

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. Required of all multiple subject teaching credential candidates. (3 units)

254. Teaching Diverse Learners in Inclusive Elementary Classrooms

This course, offered to coincide with the start of the academic year at local K-12 public and Catholic schools, introduces multiple subject credential candidates to a range of strategies for learning about students' background knowledge, experiences, and interests and for identifying their academic 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. This course may be taken only by credential candidates on the Catholic school pathway and candidates on the preservice pathway who are observing in their Clinical Practicum classroom placement(s). Required of all multiple subject credential candidates. (3 units)

255. Elementary Teaching and Accountability I

This course introduces the standards-based accountability systems that shape teaching and learning in public school classrooms and in teacher education programs. Candidates analyze district and school-level assessment data to examine the impact of social and political forces on the school curriculum and to develop the skills necessary to use assessment data in productive ways. This course is a prerequisite for enrollment in EDUC 256. Required of all

multiple subject candidates on the preservice pathway; must be taken concurrently with a Clinical Practicum placement in a public school classroom. (1 unit)

256. *Elementary Teaching and Accountability II*

This course is a continuation of EDUC 255. Please see description above. Required of all multiple subject candidates on the preservice pathway; must be taken concurrently with a Clinical Practicum placement in a public school classroom. (1 unit)

257. *First and Second Language Acquisition in Elementary Schools*

Provides knowledge of the structural, semantic, and cultural aspects of the process of language acquisition and offers practical information about the cognitive development of bilingual learners in grades K-8. Credential candidates develop an understanding of the theory, principles, methods, and practices of teaching linguistically diverse learners and use professional inquiry to enhance their awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of elementary school students. This course, required of all multiple subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

258. *Elementary Classroom Management*

Designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive elementary school learning environment. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior as well as for adapting classroom procedures to support English learners and students with special needs. This course, required of all multiple subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school.

259. *Elementary Mathematics Methods I*

Prepares K-8 educators to be effective beginning teachers of mathematics. Credential candidates examine specific issues concerning curriculum content and design, assessing and building on diverse students' mathematical thinking, establishing a mathematics classroom environment conducive to enhancing all students' mathematical learning, and lesson planning and reflection to meet the needs of English learners, students with special needs, and students with a variety of backgrounds, interests, and prior experiences with mathematics. This course, required of all multiple subject teaching credential candidates, is a prerequisite for EDUC 260 Elementary Mathematics II and requires concurrent enrollment in EDUC 266 or full time teaching position in a Catholic school. (3 units)

260. *Elementary Mathematics Methods II*

This course is a continuation of EDUC 259 Elementary Mathematics Methods I and may not be taken by students who have not completed the prerequisite course without permission of the Director of Teacher Education. This course requires concurrent enrollment in EDUC 267 or a full time teaching position in a Catholic school. See description for EDUC 259 above. (3 units)

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, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC 266 or a full time teaching position in a Catholic school. (3 units)

262. *Elementary Language Arts Methods*

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. This course is required of all multiple subject teaching credential candidates and does not require concurrent enrollment in EDUC 267 or a full time teaching position in a Catholic school. (3 units)

263. *Elementary Methods in Social Studies and the Arts*

Credential candidates closely examine California's elementary content standards to develop proficiency in creating instructional units that effectively integrate elementary social studies content with content presented in the Visual and Performing Arts standards. Strategies for teaching social studies, visual arts and performing arts to all students,

including English learners and students with special needs, are a focus of this course. This course is required of all multiple subject teaching credential candidates but does not require concurrent enrollment in EDUC 268 or a full time teaching position in a Catholic school. (3 units)

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

Credential candidates learn how to design, implement, and evaluate standards-based science lessons and how to integrate content from the California content standards for science, health, and physical education into the science curriculum in meaningful ways. This 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 science, health, and physical activity. This course is required of all multiple subject teaching credential candidates and must be taken concurrently with enrollment in EDUC 268 or a full time teaching position in a Catholic school. (3 units)

265. Assessing Elementary Student Learning

Designed to help credential candidates understand, integrate, and skillfully employ effective assessment practices in culturally and linguistically diverse elementary classrooms. Emphasis is placed on building quality into assessment, on successfully matching important learning outcomes with the items and tasks used to measure them, and on using assessment data to inform teaching practice. This course also addresses assessment of the academic content mastery of English learners and students who are significantly above or below grade level expectations. This course is required of all multiple subject teaching credential candidates and does not require concurrent enrollment in EDUC 267 or a full time teaching position in a Catholic school. (3 units)

266. Clinical Practicum I: Field Experiences in Elementary Classrooms

This practicum supports preservice credential candidates during the first quarter of their clinical field placement. Provides guidance in the gradual assumption of teaching responsibility in public school classroom settings and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Clinical Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 267 and EDUC 268 and must be taken concurrently with EDUC 269. Required of all multiple subject credential candidates completing the preservice pathway. (3 units)

267. Clinical Practicum II: Elementary Student Teaching

This practicum supports preservice credential candidates during the second quarter of their clinical field placement. Provides guidance in the assumption of student teaching responsibilities and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Clinical Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 268 and must be taken concurrently with EDUC 270. Required of all multiple subject credential candidates completing the preservice pathway. (6 units)

268. Clinical Practicum III: Elementary Student Teaching

This practicum supports preservice credential candidates during the final quarter of their clinical field placement. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course must be taken concurrently with EDUC 271. Required of all multiple subject credential candidates completing the preservice pathway. (9 units)

269. Ethical Teaching Practices in Elementary Schools I

This 3-course sequence is intended to sustain and deepen preservice teacher candidates' engagement in the moral work of teaching throughout the credential program. Candidates analyze their own classroom-based ethical dilemmas using a variety of philosophical perspectives and interpret the dilemmas in relation to the existing research on K-12 teachers' professional decision-making. The ethical dilemma "critical incident reports" and self-assessments each candidate completes in this course form the central core of his/her Capstone Portfolio. This course, required of all multiple subject candidates on the preservice pathway, is a prerequisite for EDUC 270 and EDUC 271 and must be taken concurrently with EDUC 266. (1 unit)

270. Ethical Teaching Practices in Elementary Schools II

This course, required of all multiple subject candidates on the preservice pathway, is a continuation of EDUC 269, a prerequisite for EDUC 271, and must be taken concurrently with EDUC 267. See description above. (1 unit)

271. Ethical Teaching Practices in Elementary Schools III

This course, required of all multiple subject candidates on the preservice pathway, is a continuation of EDUC 269 and EDUC 270 and must be taken concurrently with EDUC 268. See description above. (1 unit)

272. Ethical Teaching Practices in Catholic Schools

Practicing teachers pursuing a multiple subject credential on our Catholic School pathway analyze their own classroom-based ethical dilemmas using a variety of philosophical perspectives. The dilemmas are interpreted in relation to the existing research on K-12 teachers' professional decision-making as well as in relation to the Catholic Social Teaching practices supported and enacted at their school sites. This course is required of all multiple subject credential candidates on the Catholic School pathway. (3 units)

273. First and Second Language Acquisition, K-12

Provides knowledge of the structural, semantic, and cultural aspects of the process of language acquisition and offers practical information about the cognitive development of bilingual learners in grades K-12. Credential candidates develop an understanding of the theory, principles, methods, and practice of teaching linguistically diverse learners and use professional inquiry to enhance their awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of elementary school students. Satisfies requirements for both multiple subject and single subject teaching credential candidates and does not require enrollment in a Clinical Practicum placement or full time employment as a Catholic school teacher. (3 units) This course can serve as a substitute for EDUC 257 or EDUC 282.

274. Classroom Management, K-12

Designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining productive learning environments in K-12 classrooms. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior as well as for adapting classroom procedures to support English learners and students with special needs. Satisfies requirements for both multiple subject and single subject teaching credential candidates and does not require enrollment in a Clinical Practicum placement or full time employment as a Catholic school teacher. (3 units) This course can serve as a substitute for EDUC 258 or EDUC 283.

Single Subject Courses:**275. Ethics, Diversity, Reflection: Introduction to K-12 Teaching**

This course focuses on credential candidates' professional development and their integration of the academic, practical, ethical, and legal aspects of the teaching profession. Required of all single subject teaching credential candidates. (2 units)

276. Technology for K-12 Teachers

This course develops the theory-based knowledge and practical skills that enable credential candidates to integrate technology across the curriculum in meaningful ways. Required of all single subject teaching credential candidates. (2 units)

277. Social and Ethical Foundations in K-12 Education

Credential candidates examine the relationship between schools and the broader context of U.S. society. Drawing from academic disciplines such as history, philosophy, sociology, and law, this course examines how politics, culture, and language interact with the policies and practices of education in a democratic and diverse society. Required of all single subject teaching credential candidates. (3 units)

278. Psychological Foundations of K-12 Education

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. Required of all single subject teaching credential candidates. (3 units)

279. Teaching Diverse Learners in Inclusive Secondary Classrooms

This course, offered to coincide with the start of the academic year at local K-12 public and Catholic schools, introduces single subject credential candidates to a range of strategies for learning about students' background knowledge, experiences, and interests and for identifying their academic 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. Required of all single subject credential candidates, this

course may be taken only by credential candidates on the Catholic school pathway and candidates on the preservice pathway who are currently observing in their Clinical Practicum placement(s). (3 units)

280. Secondary Teaching and Accountability I

This course introduces the standards-based accountability systems that shape teaching and learning in public school classrooms and in teacher education programs. Candidates analyze district and school-level assessment data to examine the impact of social and political forces on the school curriculum and to develop the skills necessary to use assessment data in productive ways. This course is a prerequisite for enrollment in EDUC 281. Required of all single subject candidates on the preservice pathway; must be taken concurrently with a Clinical Practicum placement in a public school classroom. (1 unit)

281. Secondary Teaching and Accountability II

This course is a continuation of EDUC 280. Please see description above. Required of all single subject candidates on the preservice pathway; must be taken concurrently with a Clinical Practicum placement in a public school classroom. (1 unit)

282. First and Second Language Acquisition in Secondary Schools

Provides knowledge of the structural, semantic, and cultural aspects of the process of language acquisition and offers practical information about the cognitive development of bilingual learners in grades 6-12. Credential candidates develop an understanding of the theory, principles, methods, and practices of teaching linguistically diverse learners and use professional inquiry to enhance their awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of secondary school students. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

283. Secondary Classroom Management

Designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive secondary school learning environment. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior as well as for adapting classroom procedures to support English learners and students with special needs. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

284. Teaching in Secondary Schools

This course is designed to connect single subject credential candidates' content knowledge in their subject areas to the practical demands of secondary teaching. Instructional design techniques and strategies for developing effective programs of study for all secondary school students, including English learners and students with special needs, are a major course component. An emphasis is placed on lesson planning, standards-based curriculum design, and alignment with the California English Language Development and Reading/Language Arts standards. This course is required of all single subject teaching credential candidates and must be taken concurrently with enrollment in EDUC 297 or employment as a full time teacher in a Catholic school. This course is also a prerequisite for enrollment in the content-specific methods course block (EDUC 285-292). (3 units)

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. Single subject credential candidates in art, music, and physical education should enroll in the social sciences methods course block. Enrollment in these courses requires successful completion of EDUC 284 and concurrent enrollment in EDUC 298 and EDUC 299 or employment as a full time teacher in a Catholic school. (3 units per class)

285. Secondary English/World Languages Methods I

This course is a prerequisite for EDUC 286.

286. Secondary English/World Languages Methods II

Enrollment in this course requires successful completion of EDUC 285.

287. Secondary Mathematics Methods I

This course is a prerequisite for EDUC 288.

288. Secondary Mathematics Methods II

Enrollment in this course requires successful completion of EDUC 287.

289. Secondary Science Methods I

This course is a prerequisite for EDUC 290.

290. Secondary Science Methods II

Enrollment in this course requires successful completion of EDUC 289.

291. Secondary Social Sciences Methods I

This course is a prerequisite for EDUC 292.

292. Secondary Social Sciences Methods

Enrollment in this course requires successful completion of EDUC 291.

293. Teaching Nonconventional Youth

Concepts, characteristics, and interventions for adolescent delinquency; gang identification and involvement; substance abuse; family violence and abuse; school-age parenthood; and dropout, antisocial, and nonconventional behaviors and lifestyles. Presents strategies to reduce avoidance, increase engagement and production, increase positive skills and habits, and increase content knowledge in students who are not currently successful in school. This course is required of all single subject teaching credential candidates and does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

294. Adolescent Literacy Development

Presents research-based principles for effective literacy instruction in secondary school settings. Attention is given to strategies that promote academic reading and writing competence in linguistically diverse classrooms. This course includes a six-week tutorial with a middle, high school, or junior college student that utilizes multiple assessments to target the literacy needs in a striving adolescent learner. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

295. Teaching Reading in the Content Areas

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. This course is required of all single subject teaching credential candidates and does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school. (3 units)

296. Assessing Secondary Student Learning

Designed to help credential candidates understand, integrate, and skillfully apply standards governing educational assessment in culturally and linguistically diverse elementary classrooms. Emphasis is placed on building quality into assessment, on successfully matching important learning outcomes with the items and tasks used to measure them, and on using assessment data to inform teaching practice. This course also addresses assessment of the academic content mastery of English learners and of students who are significantly above or below grade level expectations. This course is required of all single subject teaching credential candidates and requires concurrent enrollment in EDUC 298 or a full time teaching position in a Catholic school. (3 units)

297. Clinical Practicum I: Field Experiences in Secondary Classrooms

This practicum supports preservice credential candidates during the first quarter of their clinical practice field placement. Provides guidance in the gradual assumption of teaching responsibility in public school classroom settings and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Clinical Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 298 and EDUC 299 and must be taken concurrently with EDUC 300. Required of all single subject credential candidates completing the preservice pathway. (3 units)

298. Clinical Practicum II: Secondary Student Teaching

This practicum supports preservice credential candidates during the second quarter of their clinical field placement. Provides guidance in the assumption of student teaching responsibilities and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Clinical Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 299 and must be taken concurrently with EDUC 301. Required of all single subject credential candidates completing the Preservice pathway. (6 units)

299. Clinical Practicum III: Secondary Student Teaching

This practicum supports preservice credential candidates during the final quarter of their clinical field placement. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course must be taken concurrently with EDUC 302. Required of all single subject credential candidates completing the Preservice pathway. (9 units)

300. Ethical Teaching Practices in Secondary Schools I

This 3-course sequence is intended to sustain and deepen preservice teacher candidates' engagement in the moral work of teaching throughout the credential program. Candidates analyze their own classroom-based ethical dilemmas using a variety of philosophical perspectives and interpret the dilemmas in relation to the existing research on K-12 teachers' professional decision-making. The ethical dilemma "critical incident reports" and self-assessments each candidate completes in this course form the central core of his/her Capstone Portfolio. This course, required of all single subject credential candidates on the preservice pathway, is a prerequisite for EDUC 301 and must be taken concurrently with EDUC 297. (1 unit)

301. Ethical Teaching Practices in Secondary Schools II

This course, required of all single subject candidates on the preservice pathway, is a continuation of EDUC 300, a prerequisite for EDUC 302, and must be taken concurrently with EDUC 298. See description above. (1 unit)

302. Ethical Teaching Practices in Secondary Schools III

This course, required of all single subject candidates on the preservice pathway, is a continuation of EDUC 300 and EDUC 301 and must be taken concurrently with EDUC 299. See description above. (1 unit)

303. Ethical Teaching Practices in Catholic Schools

Practicing teachers pursuing a single subject credential on our Catholic School pathway analyze their own classroom-based ethical dilemmas using a variety of philosophical perspectives. The dilemmas are interpreted in relation to the existing research on K-12 teachers' professional decision-making as well as in relation to the Catholic Social Teaching practices supported and enacted at their school sites. This course is required of all single subject credential candidates on the Catholic School pathway. (3 units)

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. (1 unit)

MA in Interdisciplinary Education—Curriculum & Instruction Courses**441. Behavioral Support and Interventions**

This course focuses on strategies of intervention and support that educators use to improve classroom learning and behavior, primarily through the principles and procedures of applied behavior analysis and the application of behavioral theory to effective teaching. MA students learn strategies for increasing individual learning, providing school-wide positive behavioral support, and teaching students to be successful, self-advocating self-managers. Course includes exercises to assess, analyze, document, prevent, and select interventions for disruptive and aggressive behaviors. MA students will learn to promote student success with effective, efficient, and socially valid strategies. (3 units)

442. Advanced Study of Teaching Special Populations

In this course, MA students will develop specialized knowledge and skills that will increase their effectiveness with (a) students with disability diagnoses; (b) students with identified special learning needs/504 plans; and (c) students with learning challenges that are apparent but not diagnosed or identified. (3 units)

443. Advanced Study of Methods and Assessment for English Language Learners

In this course MA students will learn to administer and interpret informal assessments of students' English language skills, to connect informal assessment results to data from formal (district/school adopted) assessments, and to use the results of informal and formal assessment to shape instructional decisions that will maximize student-learning outcomes. (3 units)

444. Academic English Language Development and Expression

This course presents instructional strategies intended to increase literacy learning outcomes for English learners and all K-12 students, and develops MA students' ability to support students' acquisition and use of academic language across the curriculum. Strategies for strengthening students' oral, reading, and writing proficiency in all content areas, for supporting their awareness and use of appropriate academic registers, and attending to the roles of language in learning are also central to this course. (3 units)

445. Poverty and Effective Teaching Practices

Through critical examination of the myths and realities of the relationship between poverty and student learning and thoughtful consideration of the multiple contexts, dimensions, and faces of poverty, this course enables MA students to identify and to practice a range of instructional strategies proven to be effective and appropriate for students who live in poverty. (3 units)

446. Working Within Diverse Communities

MA students will develop their understandings of the interactions among biological, psychological, and social dynamics in students' lives and examine the impact of these interactions on student learning. This course emphasizes MA students' responsibility to identify and build on the funds of knowledge in their students' families and communities, and to establish connections with support systems for students within the school, district, county, and the local community. (3 units)

447. Advanced Instruction in Academic Reading and Writing

Students will engage in thorough study and discussion of current theories, processes, and models of academic reading and writing. The course introduces the basic elements of critical reading and the fundamental modes of academic writing as students explore specific, research-based strategies for advancing reading comprehension, and the cognitive strategies that underlie the reading and writing process. (3 units)

448. Literacy Interventions K-12

Students will clarify the relationships between general reading skills and high-utility strategies most applicable for reading across the curriculum including reading, writing, listening, speaking, viewing, and representing visually. They will demonstrate the ability to design and differentiate for students of all backgrounds and abilities precise instructional strategies, techniques, and activities required for effective use of unique content area written text and materials. Included in the course will be strategies and ideas for integrating literature throughout the curriculum. (3 units)

449. Quantitative Literacy

In this course, MA students learn about the gatekeeping function that mathematical proficiency plays in students' academic choices and goals. MA students will also identify and design opportunities for promoting and assessing diverse students' quantitative literacy across grade levels and subject areas by connecting to students' strengths and interests (e.g., sports, fashion design, construction). (3 units)

450. Using Technology to Enhance Student Learning

This course is designed to develop and enhance MA students' knowledge of ways to integrate technology into their practice in classrooms and other learning environments both to support and improve student learning and for personal productivity. Emphasis will be placed in technology-enhanced pedagogical strategies such as project-based learning that promote student engagement for all students, including those with learning disabilities and English language learners. The "Universal Design for Learning" philosophy will be introduced and incorporated to classroom activities that support interdisciplinary connections, and develop communication, collaboration, and other relevant technology-supported skills. (3 units)

451. Motivation and Student Achievement

In this course, MA students apply theories of motivation to analyses of classroom instruction and the learning environment, examine the relationship of motivation to student behaviors and achievement, and integrate instructional strategies that promote adaptive motivation into classroom practice. (3 units)

452. Educational Ethics

Educational ethics invites educators to consider the roles, stakeholders, issues, and methods useful for applied ethics in the schools. Major ethical theories and principles are used to develop a method for making ethical decisions within the context of administration, faculty, and student life, and realistic ethical problems. Investigations into controversial ethical issues and dilemmas prepare educators to critically think through potential situations that may arise with students, parents, administrators, and peers. (3 units)

453. Assessment and Interpretation of Student Learning

This course enables MA students to strengthen their ability to develop and implement strategic, targeted assessments of their students' learning, to analyze the data generated by these assessments, and to make data-driven decisions about future instruction. The course includes attention to formal and informal classroom-based assessment, to formative and summative assessments, and to the use of technology to assess, document, and interpret student learning. (3 units)

454. Action Research

In this course MA students will develop a researchable question related to their own professional practice and/or context, craft a critical analysis of the recent empirical scholarship related to their research question, and design the action research project (or other advisor-approved option) that will be their Culminating Experience in this program. (3 units)

455. Teacher Research Project

Students enroll in this course to implement the action research project (or other advisor-approved option) they designed in EDUC 454. Data are gathered, analyzed, and interpreted in order to answer the research question driving the study. Students also write up and present their research findings in a scholarly setting. **EDUC 454 is a prerequisite.** (3 units)

STEEM Emphasis Courses

450. Using Technology to Enhance Student Learning

This course is designed to develop and enhance MA students' knowledge of ways to integrate technology into their practice in classrooms and other learning environments both to support and improve student learning and for personal productivity. Emphasis will be placed in technology-enhanced pedagogical strategies such as project-based learning that promote student engagement for all students, including those with learning disabilities and English language learners. The "Universal Design for Learning" philosophy will be introduced and incorporated to classroom activities that support interdisciplinary connections, and develop communication, collaboration, and other relevant technology-supported skills. (3 units)

465. Advanced Theory and Practice of Science Teaching and Learning

This course will examine past and current theoretical frameworks used to understand how students learn science. These theoretical frameworks will then be discussed in terms of how they can best be utilized to inform the practice of science teaching. It will also focus on research that supports the various theories and practices of science teaching and learning. Students will utilize a particular theoretical framework to conduct a small study that investigates the connection between teaching and students' learning in a classroom setting. (3 units)

466. Advanced Theory and Practice of Mathematics Teaching and Learning

This course will examine past and current theoretical frameworks that have been used to understand how students learn mathematics. These theoretical frameworks will then be discussed in terms of how they have been and can be utilized to inform the practice of mathematics teaching. A particular focus will be on how research supports or refutes the so-called "math wars," as well as the emphasis on standardized testing to demonstrate mathematical competence. (3 units)

467. Advanced Teaching of Science and Math for English Language Learners

This course focuses on strategies and challenges for supporting English Language Learners in science and math classrooms. Teachers will examine their adopted instructional programs for effective teaching and support for these

students, and learn about additional methods and strategies for integrating English language development into science and math instruction. Attention will be given to all the academic modalities of reading, writing, speaking, and listening. (3 units)

470. Advanced Theory and Practice of Environmental Education

This course examines the basic tenets of environmental education in connection to science and math education and other related school curriculum areas. It emphasizes transformative thinking related to environmental literacy and is designed to develop practicing teachers' habits of mind to empower individuals to relate to their environments in a positive fashion, and to take day-to-day and long-term actions to maintain or restore sustainable relationships with other people and the environment. Participating teachers will be expected to become environmental educators and to be aware of the processes by which students gain knowledge of their environment. This course sets the basis for generating personal and professional ethics related to environmental education. (3 units)

473. Connecting Science and Math to the Real World

Students in this course will explore a range of educational theories that support the need to situate the teaching of science and mathematics concepts within authentic contexts. They will also explore what the research literature has to say about the impact of educational programs that have been designed to connect science and math learning to the real world. Students will be then be asked to apply what they have learned from their explorations and design a learning experience that uses a real world problem as a vehicle for the teaching of science, technology, environmental, and/or mathematical concepts. As an example, one relevant real world problem that could be used in the design of learning experiences relates to the challenges involved in creating sustainable societies that can foster thriving human populations as well as natural ecological systems. (3 units)

Learning with Technology Emphasis Courses

EDUC 420 – Communication, Collaboration, Critical Thinking, and Creativity with Technology Tools

This course will focus on how children and adults share, think, work, and create together as learners, and how the creative process has been transformed by the introduction of technology tools. Students will become proficient in identifying what technology tools can be most beneficial to learning in particular situations, and participate in the design and creation of one or more technology-based products that integrate the creative process with specific skills in communication, collaboration, and critical thinking. (3 units)

EDUC 421 – Designing and Implementing Online/Blended Learning Experiences

This course is designed to enable anyone interested in teaching, learning, and technology to develop the Technological Pedagogical Content Knowledge (TPCK) necessary to create, run, and evaluate “blended” (in person and online) and online-only learning experiences. Special attention is paid to the development of the students’ ability to understand and design programs in line with the International Society for Technology in Education’s (ISTE) standards for technology-supported teaching and learning. (3 units)

EDUC 492 – Technology in Education: Opportunities and Challenges

This course surveys the many ways in which technology is transforming the world of education, with the consequent benefits and problems. Attention will be focused on the introduction and proliferation of technology in education since the early 20th century, and on issues of student learning with technology tools, including questions about social, political, and economic costs, efficiencies, and effectiveness. (3 units)

International Education Courses

EDUC 422 – Global Education Entrepreneurship

This course provides students with a practical knowledge of the concepts, opportunities, and challenges of global education entrepreneurship. Students will develop and implement a service- learning project in which they utilize educational entrepreneurship in innovative responses to critical international needs.

EDUC 423 – International Perspectives on Equity and Educational Opportunities

This inquiry-driven course enables students to explore the disparity of educational equity and opportunity in various international contexts. Areas of emphasis will include the relationships between social inequalities and educational opportunities relative to socioeconomic status, gender, ethnicity, and the functions of schools as agents of cultural transmission.

EDUC 498 – Comparative Analysis of International Educational Practice

This course will introduce students to the analytical skill utilized in cross-national comparative educational practices to construct a deeper understanding of how education differs across contexts and is a function of culture, social organization, and economic conditions. Focus areas will include teacher preparation, curriculum & instruction.

Alternative and Correctional Education Courses

CPSY 243/EDUC 293 - At Risk, Delinquent and Non-Conventional Youth

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)

CPSY 244 - Correctional Psychology

Principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of pro-social 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. Prerequisite: None (3 units)

CPSY 245 – Transitional Treatment and Vocational Planning

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. Thinking processes, distortions, and retraining. Prerequisite: None (3 units)

CPSY 246 – Applied Behavioral Analysis in Correctional Psychology

Principles and procedures of applied behavior analysis with applications to the correctional setting. Strategies for managing behavior problems. Assessment, documentation, and intervention for disruptive, aggressive, antisocial, and self-injurious behaviors. Primary emphasis on behavioral therapies with antisocial persons. Prerequisite: None (3 units)

EDUC 445 – Poverty and Effective Teaching Practices

Through critical examination of the myths and realities of the relationship between poverty and student learning and thoughtful consideration of the multiple contexts, dimensions, and faces of poverty, this course enables MA students to identify and to practice a range of instructional strategies proven to be effective and appropriate for students who live in poverty. (3 units)

Educational Administration Courses

360. Foundations of Leadership in Education

The distinctive role of leaders and managers and the theories and philosophies of leadership; focus on the fundamental values, beliefs and attitudes in a changing society. Skills to become an effective leader including team building, school climate change, decision-making, professional ethics, values and attitudes that characterize effective leadership. The durable coalitions of people organized around common goals of diversity and change. An understanding of the art of leadership linked with the concept of change and an appreciation of change—how it evolves and how it can be accomplished. (3 units)

361. Curriculum and Instructional Strategies

Curriculum planning, implementation and evaluation; 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; assessment and issues related to supervision, program evaluation, program development, implementation, staff development and support services.

The hands-on as well as theoretical/analytical side of redefining curriculum; the role of staff, parents, students and the community at large in curriculum development and planning. (3 units)

362. School Organization and Management

The improvement of educational institutions and other organizations as a result of improving management practices; avoiding old mistakes and facing problems and challenges associated with a changing, culturally diverse school population with confidence. Goal setting and the role of the individual and institutions. Government intervention in education, legislation, regulation and policymaking. The organization as a target of legislative reform. Solving problems before they become unsolvable; strategies for improving management. (3 units)

363. Ethics, Law and Governance

Examination of the issues of education, law, and morality and ways in which the law, by its very nature, cannot be separated from ethics and morality. Review of the theories of law and of the relationship between education and other social and ethical values. The ability of leaders to have a better understanding of the law and the politics associated with governance and the ability to assist people to work through moral dilemmas associated with the law. Cross-cultural communications, desegregation, and discrimination. Credentialing laws, assignment authorization, schools as a political system. (3 units)

364. Interpersonal Communication

Theories, processes of interpersonal communication and collaboration; effective listening, sending and confrontation; problem solving and conflict resolution. Theories related to communication such as cybernetics and information theory. Resources to include linguistics, nonverbal communication, written communication, gender and cross-cultural differences. Exercise of authority, power and influence through interpersonal communication. (3 units)

365. Human Resources and Fiscal Services

Various organizational, educational and personnel decisions that have a direct impact on the quality of instruction in the schools. From employment to teacher evaluation to due process; implications for the quality of instruction. Issues involving salaries, demographic characteristics, negotiations and collective bargaining. The essentials of educational financing and budgeting at every level. Significant codes, regulations and decisions affecting school finance and legislation, and the financial implications of personnel contracts and obligations. (3 units)

366. Community and Public Relations

Role of the school, business and community in partnership in providing best educational programs and practices. Working with the community power structure to effect change. Techniques for improving relationships with the community and for improving public relations. Serving the community as a shared culture with shared norms and values. Identifying symbols of group identity and the social cohesion associated with a well-functioning community partnership. Communication, power structure, school site councils, school boards, and other governing units. (3 units)

367. Field Work in School Administration

Application of coursework to fieldwork in collaboration between a school district and the University. Participation in significant experiences designed to facilitate the practical application of learning and knowledge; interaction with administrators, teachers, business people and others to experience situations or conditions including ethical and legal issues, supervision, counseling, instruction, management and needs of the individual. Supervised experiences and seminars in the application of the school administration including effective program design and implementation. (3 units)

368. Principles of Program Assessment

Gathering of comparative information and results through program evaluation. Placement of results within the context for judgment, size, and worth. Ways in which evaluation results can be made more credible through careful choice of the design including research and theories associated with a program. Creating a systematic evaluation of a program and developing pragmatic steps to establish improvements. Ability to read and interpret test scores. (3 units)

369. Action Research for School Administrators

Spectrum of activities that focus on research, planning, theorizing, learning, and development in the resolution of a problem or problems. An understanding of the 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; use as a vehicle for empowering teachers and learners. Approaches to scholarly inquiry. (3 units)

370. Cultural Diversity and Equality

Examination and critical analysis of the educational system to determine the conditions that create and maintain social stratification and disproportionality. Understanding how inequality is constructed in society and how it functions in social institutions. Student diversity and equal outcomes in education. Evolving quest for equal educational opportunities, language and levels of English language instruction, and attitudes and understandings in a culturally diverse society. Strengths and sensitivity in teaching and learning as a culturally based process. (3 units)

371. School Intervention Programs

Develop the skills necessary to assess and determine appropriate intervention for students with special needs. Enhance candidate's understanding of assessment and program evaluation measures, and their ability to demonstrate this knowledge. Interpret relevant assessment measures. Working within language diverse communities in order to provide opportunities for learning style theories, child rearing practices and special concerns of immigrant and migrant families. Role of administration in serving disabled, nonconventional, at-risk, delinquent, truant, addicted, and troubled students. (3 units)

372. Politics and Marketing Strategies in School Administration

Power and influence in schools and/or districts; marketing the schools and/or districts; educational governance and management; relationship of education to other segments of the economy; influences affecting public and private education; trends and politics of marketing. (3 units)

374. Current Issues in Administration

Current trends and issues in administration; strategic planning; politics and economics of education; effective administration/effective leadership; restructuring; emerging concepts and actions; influences affecting administration; analysis of power vs. powerlessness; influences on presentations. (3 units)

376. Technology to Enhance Leadership

This course enables the educational leader to develop the ability to make informed decisions about appropriate technologies for school use, understand the importance and role of multi-media technologies for instructional support, administrative decision-making, and management of data in schools. It further helps the administrator to use computers and other technologies in the performance of their responsibilities, and to define, develop, and demonstrate standards of ethics for technology and the use of technology in the schools. (3 units)

400A. Induction Planning and Monitoring

An individual plan developed by the candidate, a mentor supervisor of the candidate, and the University program director, for beginning administrators. The plan includes professional development, interests, job responsibilities, and career goals. The plan is monitored on an ongoing basis by the program director. *Course is only open to candidates for the Clear Administrative Services credential.* (3 units)

400B. Assessment and Portfolio

An evaluation of the completion of the PCIP and the development of a portfolio of activities that includes goals and objectives and professional development plans. *Course is only open to candidates for the Clear Administrative Services credential.* (1 unit)

407. Field Activities and Contributions

On-site related, field experiences designed to support the candidate's growth as a professional administrator. Candidates select these experiences following a self-evaluation. Both on-site and university mentors are provided to help the candidate succeed. *Course is only open to candidates for the Clear Administrative Services credential.* (2 units)

7 – Center for Professional Development

Director: Christina Enquist

Through the Center for Professional Development, Santa Clara University offers opportunities for continuing professional and personal development. Workshops focusing on cutting-edge topics are offered for continuing education (CE) hours, (CEU) units, or for no unit credit.

The Center for Professional Development has six branches under which workshops are offered:

- Counseling Psychology
- Education
- English Development
- Parenting
- Academic and Career Development
- Impact Investing

Participation in continuing education workshops does not indicate admission to any Santa Clara University degree or credential program.

Professional Association Information The Santa Clara University Center for Professional Development maintains responsibility for its programs and content, and is approved by the following organizations to sponsor continuing education:

- The American Psychological Association (APA) to provide continuing education for psychologists.
Provider #1455
- The California Board of Behavioral Sciences (BBS) to provide continuing education for MFTs and LCSWs.
Provider # PCE 321
- National Board of Certified Counselors (NBCC) to provide continuing education for counselors.
Provider # 4241
- The California Board of Registered Nursing (BRN) to provide continuing education for registered nurses.
Provider # CEP 2226

8 – 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 the heart of spiritual life at Santa Clara University and fosters the spiritual life of our students. We provide opportunities for all SCU students to explore faith through worship, reflection, fellowship, learning, conversation, retreats, spiritual direction, and the connection of spirituality and justice. We believe that engaging the experiences, practices and questions of faith is central to the development of the whole person. Embracing Jesuit and Catholic traditions, and grounded in Christian faith, we seek to honor the diversity of religious expressions on our campus.

REGISTERED STUDENT ORGANIZATIONS

Counseling Psychology Graduate Student Association (CPGSA)

The purpose of the CPGSA 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.

Counseling Psychology Alumni Chapter

The Counseling Psychology Alumni Chapter is an official organization of Santa Clara University representing all graduates of the Department of Counseling Psychology. Its purpose is to promote the interests of graduates through alumni events and to establish an ongoing relationship between the University and its alumni.

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.

CHARTERED STUDENT ORGANIZATIONS

KSCU

KSCU is a student-run, non-commercial radio station at 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 a staff member or as a volunteer disc jockey, office assistant, fundraiser, or sound technical staff.

Multicultural Center (MCC)

The Multicultural Center provides programming and program support for students of diverse ethnic backgrounds and for the campus community. The Center has more than 500 participating members and houses nine clubs, including Asian Pacific Student Union, Japanese Student Association, Barkada, Chinese Student Association, Igwebuiké, Intandesh, Ka Mana’o O Hawaii, MEChA-El Frente, and the Vietnamese Student Association. Students may get involved with the Multicultural Center in a staff position and in volunteer opportunities as a board member, club leader, or event assistant.

The Santa Clara Community Action Program (SCAAP)

SCAAP is a community-based, volunteer service organization that promotes social awareness, leadership for social justice, and compassion, and provides students opportunities to apply their education to social service. Program opportunities include Special Olympics, Veteran Connection, tutoring, and education. Students may get involved in both staff leadership positions and volunteer opportunities.

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 for 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, career networking with alumni, vocation symposia, workshops on career strategies, resume writing seminars, internship workshops, interview training, 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 BroncoLink online job listing and are accessible to students via e-campus. The Career Center disseminates information through its mobile and Web presence including Facebook, BroncoLink, text announcement messaging, and Shelfari (library resources).

Counseling And Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) offers mental health services to undergraduate and graduate students. The mission of the services is to support the developmental growth of students in ways that enable them to become more effective in their personal, academic, and social functioning. Counseling helps students address psychological issues that may affect their successful participation in the learning community. Among the psychosocial and developmental issues that students work on with their counselors are depression, anxiety, interpersonal problems, disturbed sleep or eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. The services are confidential and free and include individual counseling, couples counseling, group counseling, and psycho-educational programs. When CAPS is closed, an after-hours crisis line is available to students at 408-551-1760.

Student Health Services

Cowell Student Health Center is located in Cowell Center on campus near the tennis courts. All students may see the Health Center medical staff by appointment while the university is in session. Students may call 408-554-4501 for hours of service and to schedule an appointment.

Domestic graduate students who choose not to enroll in the university's-sponsored insurance plan must pay a health fee of \$90 per quarter to be seen at the Health Center with no office visit charge. Graduate students enrolled in the university health insurance plan may use the Health Center at any time. The health center fee is included in the cost of the insurance premium. There may be a charge for laboratory tests and medicines. The Health Center is staffed with physicians, nurse practitioners, nurses, and medical assistants who care for a variety of illnesses and injuries. Santa Clara University requires all international graduate students on an F-1 visa to either enroll in the university-sponsored health insurance plan or annually complete the on-line waiver detailing the student's own health insurance information. Health insurance is voluntary for all domestic graduate students. See www.scu.edu/cshc/insurance.cfm for details on completing the waiver or on-line enrollment.

The Health Center hours are Monday through Wednesday and Friday, 8:30 a.m. to 5 p.m. and Thursday 9:15 a.m. to 5 p.m., during the time undergraduates are in session. Call the Health Center for updated hours and information. The center is closed during the summer and university holidays.

For additional information on health insurance fees, please visit the Cowell Student Health Center, www.scu.edu/cshc/insurance.cfm

Disabilities Resources

The Disabilities Resources Office has been designated by the university to ensure access for 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.

Information Resources

Graduate students are supported with a variety of computing services at Santa Clara University. All registered students are provided with university networking (wire and wireless) and email accounts and may use any of the general computing resources provided by the university. Students agree that their use of the network and computing resources will be in accordance with the university's Acceptable Use Policy. The university uses Santa Clara email as one of the communication channels for official notification to students.

Students have access to administrative information and services at all times through the e-Campus portal. Web-based services include registering for classes, checking class availability, adding and dropping classes, reviewing class schedules, checking course grades, obtaining transcripts, reviewing financial accounts, and updating demographic information such as local and permanent addresses, phone numbers, and alternate email addresses. Students and their faculty advisors can conduct degree audits online to assess progress toward completing degree requirements. An especially important administrative service is Campus Alert, the university's emergency notification system. Students should log onto e-Campus to keep their emergency contact information current.

Although most students have their own computers, the university provides both PC and Macintosh high-end workstations in the Harrington Learning Commons for general computing. High-end multimedia workstations can also be found in the Multimedia Lab. The general workstations have a variety of software packages for word processing, spreadsheet, database, presentation, and programming use, as well as networking software to support Web browsing, telnet, and FTP with full Internet access. The multimedia stations include software for video editing, Web design, publishing, and other purposes. In addition to the workstations provided in Harrington, there are more than 400 computers located in classrooms and distributed computing labs dedicated to specific academic disciplines.

The university is connected to the Internet via high-speed connections with Internet access from the Santa Clara campus freely available to all students. Students living off campus must make separate arrangements for Internet access from their local residence. A wireless network covers just about all of campus.

All full-time faculty members have a personal computer or workstation in their offices, and computer use is a common element in all disciplines. Email is a frequent communication tool between and among faculty and students. Many faculty place course-related materials on Camino, the university's learning management system, or the university electronic reserve system (ERes); each is accessible 24 hours per day.

International Student Services

International Student Services provides assistance to undergraduate and graduate international students with issues related to visas, matters pertaining to immigration law, and general support for their transition to, and continued success in, their studies on campus.

Kids On Campus

Kids on Campus is the university childcare and preschool program for children of faculty, staff, students, and alumni between 6 weeks and 5 years of age. The staff at Kids on Campus provides a loving, creative, and safe learning environment designed to enhance the physical, mental, and social growth of each child through a "learning through play" philosophy.

Writing Center

The Hub, Santa Clara University's Writing Center, offers student writers at all skill levels opportunities to work with tutors to improve fluency and effectiveness in written communication, and provides access to a variety of resources, some in SecondLife, including print and online reference materials, reading groups, and workshops. The Hub also offers students opportunities to become peer tutors, certified writing tutors, and teaching assistants working with faculty to enrich instruction.

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 purposes of enhancing Santa Clara University's goals for diversity and inclusive excellence and providing a welcoming campus climate in conjunction with the University Council on Inclusive Excellence. In Summer of 2010, the Office for Multicultural Learning moved to Student Life and is now located in 2nd floor, Locatelli Center.

9 – Facilities

ADOBE LODGE

Adobe Lodge is the oldest building on campus. Restored in 1981 to its original 1822 decor, the lodge contains a presidential dining room and continues its role today as daily retreat for faculty, staff and their guests. The Lodge is also open to the general community for hosting special events. Please view our [virtual tour](#) (provided by Here Comes the Guide) as an introduction and feel free to contact us for more information on catering and hosting services.

BELLOMY FIELDS

Eight acres of well-lighted grassy field space accommodate intramural, club, and some intercollegiate practices for softball, flag football, soccer, rugby, lacrosse, and baseball.

BENSON CENTER

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests, and to provide an environment for the education of the whole person that continues outside the classroom. Among the many services and facilities available are The Bronco (SCU's late-night food and social venue), the Information Desk, Market Square, Mission Bakery and Terrace Cafe, Shapell Lounge, meeting rooms, the bookstore, and post office. In addition, the offices of Campus Ministry and the University Writing Center call Benson home.

DE SAISSET MUSEUM

The de Saisset Museum includes American, European, African, and Oriental art, as well as historically important objects from the early days of Mission Santa Clara. In addition to its permanent collection, it features special exhibitions of traditional, modern, and contemporary art.

The museum is open Tuesday through Sunday, 11 a.m. to 4 p.m., during regularly scheduled exhibitions. Admission is free. Please call 408-554-4528 before visiting to confirm the schedule.

KENNA HALL

Kenna Hall was dedicated to Rev. Robert E. Kenna, S.J., student, professor and twice president of Santa Clara University. Originally used freshman housing on the upper levels and classrooms on the lower levels. Today, several units call Kenna home: Department of Religious Studies; Department of Philosophy; Department of Modern Languages and Literatures; Graduate Program in Pastoral Ministries; and the Drahmman Center.

KENNEDY COMMONS

Kennedy Commons represents one of the first entirely green academic buildings in the U.S. The residential quad is intended to educate users and visitors on the importance of sustainable design. The building uses a multitude of green materials to create a highly functional and flexible environment. The latest energy-efficient technology such as straw bale walls, raised flooring and natural ventilation were incorporated into the construction of the structure.

LEARNING COMMONS, TECHNOLOGY CENTER AND LIBRARY

The University library provides reference and information services in support of the University's undergraduate and graduate programs. In spring 2008, the library relocated to the new Learning Commons, Technology Center and Library facility, which combines the services, resources, and staffs of the University library, Information Technology, and Media Services.

The new Learning Commons facility contains 30 collaborative workroom spaces, wired and wireless network access, classroom and laboratory facilities, technology training opportunities, and language learning centers. The library's collection includes 792,138 volumes, almost 600,000 government documents, and more than 841,000 microform units. The library subscribes to more than 4,400 current serials, including more than 500 titles in electronic format, and is a depository for United States and California government documents. In addition, the library has ample course reserves and a curriculum section located in the main stacks. Last, the library provides access to many other information resources through the Internet and other electronic services.

The online library system OSCAR is available via the campus network or the Web. Through Link+, SCU students may quickly obtain books owned by a number of other California colleges and universities. Bronco Express, the library's interlibrary loan/document delivery service, is designed to quickly supply books and copies of articles that are not owned by Santa Clara University or available through Link+. SCU students can make requests for both of these services electronically, using OSCAR.

Students can obtain basic information about the library by visiting www.scu.edu/library, or by using the many helpful printed publications and guides that are available in the library. Library staff can also provide information, answer questions, and assist students in locating and using resources. For more in-depth research advising, individual students or project teams can make advance appointments with a librarian. Instruction in finding, using, and evaluating library and information resources is also incorporated into a number of regularly scheduled classes. In addition, the library provides training on popular computer software programs for students and other members of the University community. To obtain information on current training offerings and to register for classes, students should access the training website at www.scu.edu/training.

During the academic year, the library is open seven days a week, for a total of 116 hours. Most books may be checked out to undergraduates for 21 days and to graduate students for 42 days. Course reserve materials are often made available electronically through ERes. Circulation periods for printed reserve materials are limited to two hours, one day (24 hours), three days, or seven days. A student's current University ID (ACCESS card) serves as a library card and must be presented to borrow materials.

LEAVEY CENTER

The Leavey Center is a popular multiuse facility that features a 5,000-seat arena. The Leavey Center is named after the founder of Farmers Insurance, the late Thomas E. Leavey, who graduated from Santa Clara University in 1922. The center is the home to the SCU Broncos men's and women's basketball and women's volleyball teams.

LOYOLA HALL

Loyola Hall is across from the central campus at the intersection of the Alameda and El Camino Real. It houses the School of Education and Counseling Psychology, Office of Marketing and Communications and the Development Office. It has its own parking lot that can be used by students and faculty.

LUCAS HALL

Santa Clara University's Lucas Hall facility offers its Leavey School of Business students firsthand experience with leading-edge, 21st-century technology.

The three-story, 86,000 square-foot building, named after Silicon Valley venture capitalist Donald L. Lucas, opened in September 2008, and is two and a half times the size of the former business school hub. Lucas Hall contains 12 classrooms, six executive-style conference rooms and 16 team project rooms. All are wirelessly connected and most are high-definition, teleconferencing-ready. This Cisco-based networking and telecommunications infrastructure makes enterprise-class technology available to students, faculty, and staff.

The high-definition video and voice technology has made SCU's business school headquarters one of the most technologically advanced in the world. It enables professors to bring top national and global business leaders into the classroom through crisp, vivid virtual connections and facilitates collaboration with other universities worldwide.

Reflecting Santa Clara University's commitment to green and sustainable building, Lucas Hall was built using national Leadership in Energy and Environmental Design (LEED) guidelines to reduce energy consumption, and features dozens of energy-efficiency measures.

O'CONNOR HALL

O'Connor Hall was the gift of Mr. and Mrs. Myles P. O'Connor. Originally holding classes on the first floor with dormitories on the second and third, and the bookstore and recreational facilities of the Associated Students in the basement. Today, O'Connor hall holds classes and houses several departments: Mathematics and Computer Science, Anthropology and Sociology.

PAT MALLEY FITNESS AND RECREATION CENTER

The Pat Malley Fitness and Recreation Center provides a gathering place for campus fitness enthusiasts of all levels and interests. The 44,000-square-foot Malley Center includes a 9,500-square-foot weight room equipped with state-of-the-art cardiovascular machines, free weights, and weight machines. There are three courts for basketball, volleyball, and badminton. Additional space includes a multipurpose room for aerobic and martial art classes, locker/shower rooms with dry heat sauna, Campus Recreation offices, and the Wellness Program office. In October 2008, the new Sullivan Aquatic Center for lap swimming and water polo opened to the SCU community. A valid ACCESS card or VIP card is required for use of all recreational facilities. Facility hours and campus recreation program information are available at the Malley Center service desk, 408-554-4068.

LOCATELLI STUDENT ACTIVITY CENTER

Named after the late Fr. Paul L. Locatelli, S.J., former president of the university, the center has offices for several student organizations, meeting rooms, additional indoor and outdoor spaces, and a multi-purpose room for large events.

LOUIS B. MAYER THEATRE

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as an orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is reoriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides. The Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector. The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its black-box design, complete with movable catwalks, provides superb flexibility in an experimental setting.

MEDIA SERVICES

Media Services, which is located in the Learning Commons, Technology Center and Library, facilitates the application of media technology and non-print media resources to support and enhance teaching, learning, scholarship, and administrative services, as well as other campus activities and events.

Media Services offers a broad range of audio, video, and computer services. The office can provide instructional technology such as audiovisual or computer projection equipment to the classroom, create PowerPoint slides, or loan digital cameras (both still and video) for a class project. All faculty, students, and staff have access to equipment and services for class use, class-related projects, and co-curricular use.

Web publishing at Santa Clara University is supported by the following: Office of Marketing and Communications; Information Services; Information Technology; Media Services; the University Webmaster; and web applications.

MISSION SANTA CLARA

The handsomely rebuilt Mission Santa Clara, the sixth mission structure to be constructed under the Santa Clara name, recaptures the appearance of the 1825 church and marks the historic heart of the university. The fifth mission church burned down in 1926, although some of the art and artifacts were preserved. Adjacent to the beautiful Mission Gardens, the church holds regular liturgical and sacramental services and provides an open place for quiet reflection and prayer.

BUCK SHAW STADIUM

Originally built in 1962 for Santa Clara's varsity football and baseball programs, the 6,400-seat stadium is home to the men's and women's soccer programs. The surrounding fields are used as practice facilities for the soccer programs. The stadium regularly hosts NCAA postseason events and was the site of the 1996 NCAA women's soccer championships.

STEPHEN SCHOTT BASEBALL STADIUM

The Schott Stadium is the newest addition to Santa Clara University's athletic facilities. It is named after Stephen Schott, former co-owner of the Oakland A's and founder of Citation Homes. Schott, who played baseball for the University as a student, graduated in 1960.

Home to the Santa Clara baseball team, the stadium has a seating capacity of 1,500.

10 – Student Conduct Code

STATEMENT OF RESPONSIBILITIES AND STANDARDS OF CONDUCT

Responsibilities

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/studentlife/osl.

A goal of Santa Clara University is to provide students with a general education so that they will acquire knowledge, skill, and wisdom to deal with and contribute to contemporary society in constructive ways. As an institution of higher education rooted in the Jesuit tradition, the university is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its members.

This commitment of the university encourages the greatest possible degree of freedom for individual choice and expression with the expectation that individual members of the community will:

- Be honest
- Demonstrate respect for oneself
- Demonstrate respect for others
- Demonstrate respect for the law and university standards, policies, and procedures, their administration, and the process for changing them.

In keeping with this commitment, this Statement of Responsibilities and Standards of Conduct and related policies and procedures have been formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. The university administration has established standards, policies, and procedures that are necessary to achieve its objectives as a Catholic, Jesuit university. These standards, policies, and procedures are inclusive of the laws of the nation, the state of California, and the local community.

All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of the university to the community at large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code. Whether living in or traversing through the neighborhood, or parking in the street, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the Santa Clara University community.

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.

The university reserves the right to review student conduct that occurs on and off campus when such behavior is inconsistent with these expectations and the Student Conduct Code. In addition, students are responsible for the actions of their guests and will be held accountable for any violations of university standards, policies, and procedures by a guest. Students should accompany their guests while on campus. If necessary, the university reserves the right to limit the guest privileges of a student.

The following acts may subject students to disciplinary action:

1. Engaging in any form of academic dishonesty such as plagiarism (i.e., representing the work of ideas of others as one's own without giving proper acknowledgement), cheating (e.g., copying the work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context. (Law students, refer to School of Law code.)

2. Illegal use, possession, or distribution of drugs. The use of possession of equipment, products, or materials that are used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance. Possessing, concealing, storing, carrying, or using any drug paraphernalia as defined in California Health and Safety Code § 11364.5, including, but not limited to, objects intended for use or designed for use in ingesting, inhaling, or otherwise introducing marijuana, cocaine, hashish, or hashish oil into the human body. A reported violation of this section will result in the confiscation and immediate disposal of drugs and drug paraphernalia by University officials
3. Falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents
4. Knowingly furnishing false or incomplete information to the University, a University official, or judicial hearing board in response to an authorized request
5. Disorderly, lewd, indecent or obscene conduct; excessive or prolonged noise; behavior that interferes with the orderly functioning of the University, or interferes with an individual's pursuit of an education on University-owned or controlled property or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activity
6. Detention, physical abuse, or conduct that threatens imminent bodily harm or endangers the physical well-being of any person, including harm to self
7. Nonconsensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape
8. Destruction, damage, or misuse of University property or the property of any other person or group
9. Theft or conversion of University property or the property of any other person or group
10. Hazing, harassing, threatening, degrading language or actions, including stalking, or any practice by a group or individual that degrades a student or employee, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or a person's educational pursuits
11. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities; or obstruction or disruption that interferes with the freedom of movement, both pedestrian and vehicular
12. Possessing, concealing, storing, carrying, or using any real or simulated weapons (including toy guns). The definition of weapons includes, but is not limited to, firearms (including BB/pellet, Airsoft, and paintball guns-regardless of whether they are disassembled), knives (switchblade, double-edged, hunting-style (fixed-blade) of any length, throwing, folding (pocket-style with a blade that locks into place), and knives with blades of 2.5 inches in length or greater), explosives (including, though not limited to, fireworks and firecrackers), ammunition, dangerous chemicals, or any other dangerous weapons or instruments, or chemicals as defined by, though not limited to, California State Law except if expressly authorized by University policy or procedure (see "Housing and Residence Life Policies" for information that pertains to Residence Life). A reported violation of this section will result in the immediate confiscation and disposal of real or simulated weapons by University officials
13. Unauthorized entry into or use or defacement of University facilities, including residence halls and other buildings and grounds, including unauthorized entry into or presence in or on a University building; unauthorized erection or use on University property of any structures including specifically but not limited to tents, huts, gazebos, shelters, platforms, and public address systems; or unauthorized use of University property for dances, concerts, assemblies, meetings, sleeping, cooking, or eating if said activity interferes with the operation of the University or surrounding community
14. Publication, posting, or distribution through the use of University resources (e.g., computer networks, telephone lines, email services, Internet connections), or at authorized University activities of material that violates the law of libel, obscenity, postal regulations, the fair use of copyrighted materials, or any law or statute or University policy
15. Failure to comply with a reasonable request or order of a University executive or other authorized official(s); refusal or failure to leave such premises because of conduct prescribed by this code when such conduct constitutes violations of this code or a danger to personal safety, property, or educational or other appropriate University activities on such premises; or refusal or failure to identify oneself when requested by a University official provided the official is identified and indicates legitimate reason for the request
16. Possession, consumption, sale, or action under the influence of alcoholic beverages by persons under the age of 21; furnishing alcoholic beverages to persons under the age of 21; consumption of alcoholic beverages in a public place (all areas other than individual residences, private offices, and scheduled private functions; excessive and inappropriate use of alcoholic beverages; (See also "Alcohol and Other Drug Policies Within University Housing" on page 27.) A reported violation of this section will result in the confiscation and immediate disposal of alcoholic beverages and related equipment
17. Misconduct in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws that materially or adversely affect the individual's suitability as a member of the

Santa Clara University community

18. Tampering with, removing, damaging, or destroying fire extinguishers, fire alarm boxes, smoke or heat detectors, emergency call boxes, and other safety equipment anywhere on University property; creating a fire, safety, or health hazard; or failure to respond to fire alarms, evacuate buildings during alarm activation, or respond to the directions of emergency personnel
19. Any behavior that disrupts or causes disruption of computer services; damages, alters, or destroys data or records; adversely affects computer software, programs, systems, or networks; or used data, computer systems, or networks to devise or execute any scheme to defraud, deceive, extort, or wrongfully obtain money, property, or data

Students who are alleged to have violated the Student Conduct Code³ may be subject to disciplinary action and, if applicable, may also be subject to criminal prosecution.

JUDICIAL RECORDS POLICY

The Office of Student Life maintains a hard copy file and a digital record of a student's judicial history. Judicial records are educational records, and are thereby subject to the Family Educational Rights and Privacy Act (FERPA) and the university's Student Records Policy.

The judicial record is confidential and is only shared internally with university officials in instances when the student grants permission to release the record, or there is what FERPA defines "an educational need to know" basis for the request. The judicial record is maintained throughout the student's enrollment and thereafter as indicated below. A student's judicial record will only be released from the hard copy file to a person or party external to the university if the student has granted permission, where the disclosure of the record is permissible under the provisions of FERPA, or where the university is required to do so by law. The digital copy of the judicial record will only be released to an external person or party where the university is required to do so by law.

RETENTION OF HARD COPY OF JUDICIAL RECORDS

1. The hard copy file of a student's entire judicial history is kept for a minimum of one (1) academic year beyond the academic year in which the date of the last violation of the Student Conduct Code occurred. When a student commits a violation of academic integrity, the hard copy file is retained for the remainder of a student's academic career.
2. The files of any student who has received one or more of the following sanctions will be maintained for three (3) academic years beyond the academic year in which the student's tenure in his/her current degree program at the university has ended:
 - A. Removal from university housing.
 - B. Disciplinary probation.
 - C. Deferred suspension.
 - D. Suspension.
3. The judicial files of a student who has been expelled will be maintained for seven (7) years beyond the academic year in which the student's tenure at the university has ended.

The university reserves the right to change this policy at any time at its sole discretion.

STUDENT FREEDOM OF EXPRESSION

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

In June 1995, the Board of Trustees approved a university-wide policy governing discrimination and sexual harassment that applied to all constituencies: students, faculty, and staff. This policy is still in effect as it pertains to faculty and students. The appeals process in that policy was rendered obsolete in October 1998 with the adoption of the new policy manual for staff. The proposed policy below reflects the new appeals process recommended by the Staff Affairs University Policy Committee (SAC). Other changes to the policy, as it pertains to staff, reflect clarifications arising out of recent case law, etc. While the university policy is in proposed status pending review by the appropriate faculty and student policy committees, it is in effect as it pertains to staff employment. In the event of a complaint involving a staff member and either a faculty or student respondent, the respective faculty or student process from the 1995 policy will be followed. Should the faculty or student review committees recommend changes to the university policy that would affect staff also, they will be reported to the SAC for consideration, review, and action.

PREVENTION OF UNLAWFUL HARASSMENT AND DISCRIMINATION STATEMENT

Santa Clara University is dedicated to:

- An uncompromising standard of academic excellence and an unwavering commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth.
- Being a community enriched by men and women of diverse backgrounds, respectful of difference and enlivened by open dialogue, caring and just toward others, and committed to broad participation in achieving the common good.
-

Unlawful harassment and discrimination subverts these university ideals. Any behavior constituting unlawful harassment or discrimination toward any individual in the course of any university-administered program, job, or activity is prohibited. The university does not tolerate unlawful harassment or discrimination and will take prompt and effective corrective action including, where appropriate, disciplinary action up to and including dismissal or expulsion. The university's policy applies to university staff, students, and faculty, and all other individuals engaged with university activities.

Nonharassment

Harassment includes verbal, physical, and visual forms of harassment, and conduct related to sexual favors, based upon a person's protected status, including race, color, national origin, ancestry, gender, sexual orientation, age, religious creed, physical and mental disability, medical condition, marital status, citizenship status, or other status protected by law.

Verbal harassment includes conduct such as epithets, insults, and derogatory comments. Physical harassment includes conduct such as assault, impeding or blocking movement, or any physical interference with normal work or movement. Visual forms of harassment include derogatory posters, cartoons, or drawings. Conduct related to sexual favors includes unwanted sexual advances that condition an employment or other university benefit upon an exchange of sexual favors.

Sexual Harassment Warrants Special Attention

Whether committed by faculty, students, supervisors, or nonsupervisory staff, sexual harassment in the workplace and in the educational environment is prohibited. This includes, but is not limited to, unwelcome acts or statements including sexual advances, touching, propositions, continual verbal commentaries about an individual's body, sexually degrading words used to describe an individual, and/or the display in the workplace or educational environment of sexual objects or pictures; or other physical, verbal, or visual conduct based on gender when (1) the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, offensive, or abusive environment; (2) submission to the conduct is an explicit or implicit term or condition of employment; and/or (3) submission to or rejection of the conduct is used as the basis for an employment or academic decision.

University officials are empowered and required to address harassing behavior promptly and thoroughly. An individual with a complaint may always directly contact the department head or supervisor; if the problem concerns the department head or supervisor, the individual may contact a next-level supervisor. In addition, the individual may always contact the university's director of diversity.

An individual's filing or pursuing a complaint or otherwise reporting or complaining of unlawful harassment or discrimination will not be the basis for any adverse university decisions concerning the individual's student, faculty, or staff position or status. Retaliation is forbidden.

Nondiscrimination

Decisions regarding conditions of employment including recruitment, hiring, placement, transfer, promotion and termination, and recruitment, retention, and participation in programs by students will not be based on race, color, national origin, ancestry, gender, sexual orientation, age, religious creed, physical and mental disability, medical condition, marital status, citizenship status, or other status protected by law. The university will offer reasonable accommodation to qualified individuals with disabilities to the extent provided by law.

Except to the extent permitted by law, these factors also will not affect the manner in which the university administers personnel policies, programs, and activities such as compensation, promotions, terminations, benefits, training, and recreational programs; nor will they affect the manner in which the university administers student-related policies, programs, and activities such as admissions and extracurricular and recreational programs or activities.

PROCEDURE

General

Any faculty, staff, students, or others who believe they have been subjected to unlawful harassment or discrimination in the course of a university-administered program, job, or activity should provide as soon as possible a written or oral complaint to their department head or supervisor, other higher-level university officer, or the Affirmative Action Office.

The person making a complaint (the complainant) should ordinarily include details of the incident(s), name of the person alleged to have engaged in the conduct (the respondent), and the names of any witnesses.

In addition, apart from complaints of unlawful harassment or discrimination, an individual may request general assistance regarding a problem that is not necessarily a complaint of unlawful harassment or discrimination.

University supervisors and managers, including academic personnel with managerial authority on behalf of the university, have a duty to report any conduct that they believe may constitute unlawful harassment or discrimination to the director of diversity and, at their option, to their next-level supervisor.

Informal Resolution

An informal resolution of the complaint may always be pursued as a first step without regard to whether the complaint is determined by the university to be one of unlawful harassment or discrimination. The director of diversity will be available to meet with the parties separately and seek to find a resolution that is mutually acceptable to both parties.

The resolution may be one or more of the following, or other appropriate prompt and effective corrective action: the respondent's reading or listening to a statement made by the complainant; apologizing to the complainant; ending a practice that is harassing or otherwise unacceptable to the complainant; participating in educational programs aimed at correcting behaviors that are harassing to the complainant, etc. The director of diversity will document and maintain records of the agreement and resolution of the issue(s) in the Affirmative Action Office. Every effort should be made to resolve complaints informally, promptly, and within 30 days of receipt of the complaint.

If a mutually acceptable informal resolution is not reached within 30 days, or otherwise in a manner necessary to promptly and effectively correct unlawful harassment or discrimination, the director of diversity may recommend

that the informal resolution stage of the procedure conclude.

Formal Resolution

If the informal resolution stage ends without a satisfactory conclusion, the director of diversity or his/her designee may conduct a formal investigation or take other action necessary to effect prompt and effective corrective action. In appropriate circumstances, the president or other appropriate university officer may designate an alternative investigator acting on behalf of the university.

The university investigation of the complaint will be timely and thorough. When the investigation is completed, the director of diversity or his/her designee will make a timely report of the matter, with evidentiary findings, to the appropriate university officer, who will determine the appropriate resolution, including prompt and effective corrective action, if any. In the case of a respondent student, the appropriate university officer is the assistant dean of students. In the case of a respondent staff member, the appropriate university officer is the assistant vice president for human resources. In the case of a respondent faculty member, the appropriate university officer is the provost.

The individuals involved will be informed of the action taken by the university at the conclusion of the formal stage to the extent appropriate considering the privacy of the individuals involved.

Appeal Procedure

In the event of dissatisfaction with the result of the formal procedure, a staff member, student, or faculty member who is a complainant or respondent may appeal the decision. In the event he or she believes the result of the formal resolution was unfair or inappropriate under university policy, a written appeal must be submitted to the cognizant officer within 14 working days after being informed of the decision. The vice provost for student affairs is the cognizant officer for student appeals, the vice president for administration and finance for staff appeals, and the provost for faculty appeals. If the vice provost or vice president for administration and finance is the respondent, the appeal is to the president. If the president is the respondent, the officer is the chair of the Board of Trustees.

If the respondent is a faculty member, the matter will be referred to the Faculty Affairs Board. The Faculty Affairs Board will follow the procedures in the Faculty Handbook, except that if the complainant is a staff member, two of the five members of the hearing committee must be staff members.

If the respondent is a staff member, the matter may be referred to neutral arbitration. The staff member and the university will choose any arbitrator by mutual agreement. The arbitrator shall be a qualified professional labor/employment arbitrator. If the parties are unable to agree on the identity of the arbitrator, the staff member shall request a panel of names from JAMS/Endispute of Santa Clara County. The arbitrator shall be chosen from the panel of names by alternate striking of names, beginning with the staff member, until one is left, who shall serve as arbitrator. The university shall be responsible for the professional fees of the arbitrator, unless the staff member objects, in which case the university and the staff member shall each be responsible for 50 percent of the professional fees of the arbitrator. The arbitrator will be authorized to award appropriate remedy under law as to the specific issues submitted; however, the arbitrator shall have no power to add to, subtract from, change, alter, or ignore the provisions of the Staff Policy Manual or any other university policy. The arbitrator's decision will not be binding unless the staff member and the university mutually choose to execute a written stipulation designating that the arbitrator's decision is final and binding.

If the respondent is a student, the matter may be referred to the University Board of Appeals. The University Board of Appeals will follow the guidelines for appellate hearings in the Undergraduate Student Handbook.

Confidentiality

All aspects of these procedures are confidential. University personnel may not confirm, deny, or acknowledge to any third parties that any complaint has been filed by a complainant except where required or permitted by law, or otherwise authorized by the university.

Nonretaliation

Any form of retaliation against an individual by any member of the university community is prohibited.

If at any point the University determines that the alleged conduct of the respondent is likely to recur and to cause others severe harm, the university may take reasonable steps to prevent such result prior to the conclusion of the procedures set forth above.

RESPONSIBILITY

To achieve the goals of the university policies, each member of the university community must understand and accept responsibility both for fulfilling the ideals of the Statement of Purpose and for honoring the guiding principles. Vice presidents within their areas, together with deans, program chairs, directors, managers, and supervisors, are responsible for promoting progress on the ideal of building a diverse, nondiscriminatory community and initiating creative actions to increase diversity. Academic deans (for faculty), the dean of student life (for students), and the assistant vice president for human resources (for staff) are responsible for monitoring implementation of this policy; the director of diversity is responsible for inquiries regarding federal and state laws, as well as for filing reports required by federal and state law.

RESOURCES

Within the University

The director of diversity is in Loyola Hall and the phone number is 408-554-4113. Contact the Office of Affirmative Action Office if you have questions or would like more information about this policy.

Outside the University

Members of the university may file a discrimination or sexual harassment complaint within the time required by law with the federal Equal Employment Opportunity Commission, the federal Office of Civil Rights, or the California Department of Fair Employment and Housing.

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.

The program information is distributed on an annual basis to all faculty, staff, and students. New staff employees are given a copy in 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, Affirmative Action Office, and the Department of Human Resources. Contact the Office of Student Life for a complete copy of the program.

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 nonconsensual 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 "Definitions" at the end of this document.)

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:

- About notifying appropriate law enforcement authorities with the assistance of university personnel if requested;
- About existing on and off campus counseling, mental health, or other services;
- 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;
- That the victim/complainant and the accused are entitled to the same opportunities to have others present during a university disciplinary proceeding; and
- 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, 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, Counseling and Psychological Services are 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 hot line 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 hot line. Counselors on the hot line 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

You are the victim of an assault and 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 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 referral.

Filing a University Report

You can begin the process for filing a report through any of the following departments:

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.

Call the Office of Student Life (408-554-4583) 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.

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, located in Loyola Hall or at 408-554-4178. 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.

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, Office of Student Life, Residence Life (including CFs and ARDs), Residence Ministers, Housing, Athletics and Recreation, Center for Student Leadership, Drahmann 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. Students who participate in 1 in 4 and Every Two Minutes, which are the peer sexual assault prevention and education programs, are not mandated reporters.

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. Office of Student Life staff will provide to the reporting person resources and information about how to file a campus judicial report and police report should the victim decide to do so.

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 nonconsensual sexual activity. If the accused person knew or reasonably should have known that the victim was incapable of providing consent due to the use 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

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 other drug. Non-action as a response 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.

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.

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 other 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, e0community jmembers 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 it.scu.edu/policies/NetPolicy.shtml or from Information Technology..

SMOKING POLICY

The purpose of the smoking policy is to promote and foster the health, comfort, and safety of all members of the Santa Clara University community.

Santa Clara University, in compliance with the City of Santa Clara Ordinance No. 1654, has adopted a nonsmoking policy. Smoking is prohibited at all times in all university facilities that house offices, work areas, classrooms, or residence rooms. Members of the community who choose to smoke must maintain a distance of 25 feet from any building openings (doors, windows, air intakes).

POLICY FOR WITHDRAWAL FOR HEALTH REASONS/EMERGENCIES

Students may experience an illness, injury, or psychological condition, herein referred to as a health condition, which significantly impairs their ability to function successfully or safely in their roles as students. In these instances, time away from the university for treatment and recovery can restore functioning to a level that will enable them 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 enrollment status. They differ according to who initiates the action, whether it is voluntary or not, and the re-enrollment procedures.

Students who withdraw under this policy are strongly encouraged to either purchase or continue purchasing the tuition insurance plan. See the end of this policy for more details about this plan.

The Vice Provost for Student Life or designee, in consultation with the appropriate mental and medical health professionals, Office of the Dean and other staff as deemed necessary, is responsible for the implementation of this policy.

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 Reenrollment

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 Involuntary Conditional Health Withdrawal).

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 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 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 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 standard assessment is impossible because of the student's resistance, indirect behavioral observations may constitute the basis for such judgment.

Advantages of Taking a Conditional Health Withdrawal

- The time away from the university will allow the student to focus on his/her health condition 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. If the student lives on campus, the student may 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 "Tuition Refund" at the end of this policy for more details.

RE-ENROLLMENT PROCEDURES

When the student is ready to be considered for re-enrollment, the student should contact the Vice Provost for Student Life or designee according to the written conditions for re-enrollment and provide appropriate documentation of sustained behavioral change, and satisfactory resolution of the initial condition that gave rise to the withdrawal, including compliance with the conditions of re-enrollment. The student must be assessed by an appropriate professional: a licensed psychologist or psychiatrist if evaluating mental health concerns or a licensed physician if the evaluation is regarding other medical concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern. The off-campus health care professional will be asked to provide a written evaluation of the student's current health status, the nature of the treatment, and provide recommendations regarding:

- a) the student's readiness to return to the academic and co-curricular demands of university life;
- b) the student's readiness to live in the on-campus residential community;
- c) ongoing treatment, academic accommodations or testing needs; and
- d) any conditions or restrictions that the university should impose.

The Vice Provost for Student Life or designee may consult with the Director of Health and Counseling Services, Office of the Dean and any other appropriate university departments. The Vice Provost for Student Life or designee will either initiate the re-enrollment process or deny the student's request and specify when the next request for re-enrollment will be considered, as well as the conditions that must be met for re-enrollment.

Once approved for re-enrollment by the Vice Provost for Student Life or designee, a student may re-enroll without further permission if the student was in good academic standing prior to leaving the university, does not have any outstanding financial obligations with the university, is returning to the same college or school, and is returning within five years of the date of the withdrawal. Students who do not meet these conditions must seek permission to re-enroll from the Dean of Academic Support Services.

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 Drahnman 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 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 "Tuition Refund" at the end of this policy 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 procedures as above, under "Re-Enrollment Procedure."

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.

Re-Enrollment Procedure

A student who is withdrawn from the university under this policy after being placed on interim emergency health restriction may be considered for re-enrollment by following the same procedures as above, under Re-Enrollment Procedures.

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

The student is strongly encouraged to purchase the university's tuition refund insurance prior to the beginning of the quarter and to maintain the insurance through the remainder of his/her enrollment. Students are eligible to receive only one tuition refund under the Policy for Withdrawal for Health Reasons. This is applicable even in the event that the tuition insurance plan excludes coverage for a student's condition. The student is responsible for reviewing the terms and conditions of the insurance plan including those pertaining to coverage and exclusions.

NONDISCRIMINATION POLICY

Santa Clara University prohibits discrimination and harassment on the basis of race, color, religious creed, sex, gender, sexual orientation, religion, marital status, registered domestic partner status, veteran status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, or any other consideration made unlawful by federal, state, or local laws in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities or other university-administered policies, programs and activities.

Additionally, it is the university's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination of who participate in the investigation of such issues. The university will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the grievance procedures covering discrimination and harassment complaints should be directed to Office of Affirmative Action , 475 El Camino Real, Santa Clara University, Santa Clara, CA 95053, 408-554-4113.

Accreditations and Selected Memberships

University Accreditation

Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges

985 Atlantic Avenue, Suite 100 Alameda, CA 94501 510-748-9001

Specialized Accreditations

ABET, Inc. (formerly Accreditation Board for Engineering and Technology)

Association of American Law Schools

Association of Theological Schools

Association to Advance Collegiate Schools of Business-International

Association to Advance Collegiate Schools of Business-Accounting

American Association of Museums

American Bar Association

American Chemical Society

California Commission on Teacher Credentialing

California Board of Behavioral Sciences Accredited Marriage and Family Therapists

State Bar of California

Selected Memberships

American Council of Learned Societies

American Council on Education

Association of Catholic Colleges and Universities

Association of Governing Boards of Universities and Colleges

Association of Independent California Colleges and Universities

Association of Jesuit Colleges and Universities

Campus Compact

College Entrance Examination Board

Council for Advancement and Support of Education

Council of Graduate Schools in the United States

Council for Higher Education Accreditation

National Association of Independent Colleges and Universities

University Administration

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